



Program Portfolio History 2010-2011

Description of Program

The BA/BS in History is designed to provide students with a historically informed perspective on events and ideas that have shaped the contemporary world. Courses expose students to the histories of various cultures over time and place, emphasizing the diversity of historical experiences around the globe. The History Program offers students depth and breadth of historical knowledge and hones their critical thinking skills so that students may use a historical perspective to deepen their understanding of diverse cultures in their own world and their relationship to those cultures. The program helps prepare students for future career growth, in fields such as teaching, public service, business, and law through offering intellectually challenging and multicultural courses with an active learning environment. The program also provides a historical background for the study of other disciplines and for engaged citizenship.

The department has three historians: one specializes in US & Women's History, one in European History, and one in US West, Comparative History of the Americas and Environmental History. As of Winter Term, 2007, the program serves 40 history majors. Each position is responsible for teaching entry-level surveys in their geographic expertise as well as upper-division courses in their field. The program requires a year-long thesis project from all majors, and these courses are team-taught by all three professors. Each professor is responsible for 4-6 students who produce four drafts of a major research paper demonstrating mastery of historical methodologies and use of primary as well as secondary sources. In addition to history majors, many students use the minor as a component of a degree in Liberal Studies or pair a history minor with a major in education.

The program sponsors an active student history club, advised by Dr. Hartman. Dr. Hartman has also been the Phi Alpha Theta advisor and in 2006 took one student to the regional conference to present his thesis paper. In 2009, Dr. Dearing will assume the Phi Alpha Theta advisory duties. Dr. Hartman works closely with the Oregon Trail Interpretive Center in Baker City, offering regular talks, conducting oral histories, and providing other community outreach services. Dr. Dearing hopes to expand student opportunities by establishing further links with regional historical associations and institutions.

How Program serves the Mission of the University and needs of region

The history program serves the general education core and provides students in the major with internship and practicum experiences in area museums as well as research opportunities through regional heritage projects. Learning activities in history courses respond to the university mission of guiding students through an integrated, high quality liberal arts program. Emphasis on critical thinking, breadth of historical knowledge and sensitivity to diverse historical experience prepares students to participate responsibly and reflectively in a global environment. The learning outcomes achieved by these courses are relevant to student learning outside of the history program because they offer basic training in developing analytical skills, effective writing skills, and independent critical thinking—invaluable skills that can be applied to other university courses as well as future employment. The courses' emphasis on historical diversity and multiple perspectives of historical events also provides students with a sensitivity to ethnic and cultural diversity that today's employers find highly desirable.

Recent Programmatic Changes

Personnel changes have altered the focus of the department. Dr. Rebecca Hartman (2004) has brought a new emphasis on the study of race and gender to US history, and Dr. Ryan Dearing's (2009) expertise is in Western, Regional, Environmental and Comparative History. As a result of these recent personnel changes, the department is currently in the process of redefining its offerings and reshaping the direction of the department.

In Winter 2006, partly as a result of assessment, the program changed the required historiography course from 3 to 5 credits. This change reflects the increased expectations of the course as we move to integrate it more seamlessly with the major thesis. We have also identified the need to offer more intermediate courses between our surveys and our 400-level courses as well as the thesis. As a result, Drs. Hartman and Monahan have introduced new offerings at the 200 and 300 level, designed to create a more holistic program that allows attention to building skills in researching and writing in preparation for thesis work.

Vertical Curriculum Mapping: History PLOs

Course Levels	Benchmark/ Expected Standard of Performance	1 Content Knowledge (courses required of all majors)	2 Communicatio n (course required of all majors)	3 Applied and Integrated Learning (course required of all majors)	4 Critical Thinking (course required of all majors)	5 Civic Engagement (course required of all majors)
	<i>Program sets benchmark</i>					
400- Level	Program sets scale 95% proficient	HIST 458, 462, 480, 481, 422, 444, 466, 421, 427, 433, 437, 448	HIST 458, 462, 480, 481, 422, 444, 466, 433, 437	HIST 403, 420, 458, 462, 480, 481, 422, 444, 466, 421, 427, 433, 437, 448	All 400 level courses explicitly and extensively provide opportunities achieve this learning outcome.	HIST 444, 403
300- Level	90% proficient	HIST 333, 345, 355, 321, 330, 314, 352, 340, 341	HIST 333, 345, 355, 321, 330, 314, 352, 340, 341, 319	HIST 333, 345, 355, 321, 330, 314, 352, 340, 341, 319, 310 (PUBLIC HISTORY)	All 300 level courses explicitly provide significant opportunities to achieve this learning outcome	HIST 310 (PUBLIC HISTORY)
200- Level	85% proficient	HIST 201, 202	HIST 201, 202 HIST 203 (METHODS) 210 (PUBLIC HISTORY)	HIST 203(METHODS) HIST 210 (PUBLIC HISTORY)	All 200 level courses integrate components designed to achieve this learning outcome	HIST 201, 202, 203(METHODS); 210 (PUBLIC HISTORY)
	85% proficient					

I. Program Objectives/Outcomes

Students receiving a B.S. or B.A. in History will have the following:

- **Content Knowledge:** The ability to synthesize and discuss selected historical experiences around the globe;
- **Communication:** A wide-ranging understanding of the core concepts, events, and historiographical trends in selected areas of American, European and Asian history, demonstrated through written and oral work;
- **Applied and Integrated Learning:** A thorough understanding of the methodologies and professional ethics practiced by historians, demonstrated through the completion of a history capstone thesis and/or historiography course;
- **Critical Thinking:** Skills in historical research, critical thinking, reading and writing, and polished oral presentation of scholarly work.
- **Civic Engagement:** An understanding of the role of historical knowledge in shaping the narratives of a nation and a world, demonstrated through a critical understanding of how the use/misuse of history contributes to political, social, and cultural interpretations, and how multiple historical discourse communities make history public (i.e., historical societies, archival repositories, museums).

II. Four-Year Assessment Cycle: History

Year	Outcome to be Assessed
Fall 2009	Content Knowledge
Fall 2009-2010	Communication
2010-2011	Applied and Integrated Learning
2011-2012	Critical Thinking
2012-2013	Civic Engagement

III. Curriculum Assessment Plan

Year	Outcome	Course/Milestone Activity	Assignment/ Task (done by students)	Assessment Tool (to measure outcome)	Standards/Levels of Achievement
Fall 2009	Content Knowledge	History 201	Final Project w/ embedded content knowledge areas	Gradient Scoring Guide In 4 areas of competency	75% at competency in more than 2 areas
Fall 2009-2010	Communication (GEC)	History 102	Historical novel	Position paper	85% at 2 or 3
2010-2011	Applied and Integrated Learning	History 420 History 403 History 407	Capstone Thesis or Literature Review or Bibliographic work	Locally developed rubric, or adapted from AHA or AAC&U VALUE rubrics	100% at level TBD (based on rubric scale)
2011-2012	Critical Thinking	History 403	Capstone Thesis	Need to develop program rubric	100% at level TBD (based on rubric scale)
2012-2013	Civic Engagement	History 410 History 102 or History 202 or History 210 or (Public History)	Variable	Scoring Guide or Rubric (GEC or enhance version of GEC rubric for program use)	TBD

Degree Program Outcomes Assessment

2010-11

Degree Program: History
Outcome Assessed: Applied and Integrated Learning
Course / Activity: 403/407 Capstone Thesis (420 Historiography)

Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
Overall Impression (approach to subject)	Rubric for all criteria	1. Excellent 2. Good 3. Needs Improvement 4. poor	90% at 1 or 2	90%
Argument				
Evidence & Counter-Evidence				
Sources				
Organization, Clarity, Style				
Citation				

Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples

Explanation of Assignment / Activity / Prompt

The 403/407 Capstone is the culminating academic project for history majors. It usually consists of an original research paper on a topic of the students' choosing. In some cases the capstone is a historiographic paper. The history capstone is six credits spread over an entire academic year. The student chooses a topic in the Spring term of their junior year, researches in the Fall of their senior year and drafts and revises during Winter and Spring of their senior year. The resulting paper is generally 40-50 pages and goes through multiple drafts before the final version is graded in Spring. HIST 420 is a course that has been in some flux. It currently involves a study of historiographic methods, preliminary research work on a potential capstone project, the writing of a historiographic essay and an annotated bibliography for the capstone. We will be eliminating 420 and replacing it with 303, a research methods course that will be a prerequisite for the capstone.

Analysis of Assessment Results

There were 12 thesis students this year. Three projects were exceptional, with students doing extensive independent, original research and

providing high-level insights and interpretations of important historical topics. One paper was rather weak and the rest were solidly level 2 (good).

Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations

In general we are very happy with the results of the History capstone. Certainly students learn and apply the professional standards of academic history. The problem is that students receive six credits for over a year's worth of work and they recognize this as both unfair and impractical. As a result, students tend to shy away from a history major. In an increasingly enrollment-driven climate, this is not helpful for our program or for those students who would like to pursue a history major but are put off by the capstone requirements. This past year, the faculty worked on envisioning a revised capstone that would retain academic rigor but be more in line with other programs' capstones at the university. This work was done in conjunction with our move to offer our major online beginning Fall 2011. We feel that much of the research of the capstone can and should be done in a revised 420, Historiography class that will be HIST 303 beginning as soon as Winter 2012. This will leave a 5 credit capstone course that will be drafting and revising only. In essence, the capstone will become a one-term course, preceded by a 5 credit research course. This was our recommendation to the Provost as we submitted our approved on-line major with an explanation of how that online major model would then inform changes to the major and its capstone on campus.

Essay and Research Paper Grading Rubric

History Faculty
Eastern Oregon University

	Excellent	Good	Needs Improvement	Poor	F
Overall Impression	Author directly addresses main question or issue, and adds new insight to the subject. He/She is able to synthesize knowledge in new ways.	Author competently addresses main question or issue, but does not add much new insight into the subject. That said, it is clear that the author has learned a great deal and is able to communicate this knowledge to others.	Author attempts to address main question or issue, but fails. The author provides some, but does not fully understand its meaning or context and cannot clearly convey it to others.	Essay does NOT adequately address main question or issue, and offers no original information about the topic beyond summary of other sources and authors.	P L A G I A R I S

					M
Argument	Essay contains a clear argument—i.e., lets the reader know exactly what the author is trying to communicate.	An argument is present, but reader must reconstruct it from the text.	Author attempts, but fails, to make an argument (e.g., starts with a rhetorical question/statement or anecdote that is never put into context).	No attempt is made to articulate an argument.	
Evidence	Provides compelling and accurate evidence that convinces reader to accept main argument. The importance/relevance of all pieces of evidence is clearly stated. There are no gaps in reasoning—i.e., the reader does not need to assume anything or do additional research to accept main argument.	Provides necessary evidence to convince reader of most aspects of the main argument but not all. The importance/relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do some additional research to fully accept all aspects of main argument.	Not enough evidence is provided to support author's argument, or evidence is incomplete, incorrect, or oversimplified.	Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications. There is little or no mention of information from readings.	

	Excellent	Good	Needs Improvement	Poor	F
Counter-Evidence	The author considers the evidence, or alternate interpretations of evidence, that could be used to refute or weaken his/her argument, and thoughtfully responds to it.	Author acknowledges that counter-evidence or alternative interpretations exists, and lists them fully, but does not effectively explain to reader why his/her argument still stands.	Author acknowledges some of the most obvious counter-evidence and alternative explanations, but is not comprehensive in this task. There is little or no attempt made to respond to them.	No acknowledgement of counter-evidence or alternative interpretations.	
Sources Note: You should always consult the assignment description to find out what kinds of sources are required.	Evidence is used from a wide range of sources, including primary and secondary. Secondary sources are a strong mix of recent scholarship and critical, foundational work in the subject area.	Evidence is used from many sources, but author relies heavily on a more limited set of sources.	Uses only a few sources, or does not go beyond what has been provided by thesis advisor.	Only minimally uses sources provided by professor, or relies on non-scholarly sources.	
Citations	All evidence is properly cited in footnotes or endnotes.	All evidence is cited in footnotes or endnotes, but there are some minor problems with completeness or format of some citations.	Some pieces are unreferenced or inaccurately referenced, and there are problems with completeness and format of citations.	No attempt is made to cite evidence.	

	Excellent	Good	Needs Improvement	Poor	F
Organization	<p>Essay contains an intro, main body, and conclusion. Introduction lays out main argument and gives an outline of what the reader can expect in the essay. The conclusion brings everything together, acknowledges potential shortcomings of the paper, and gives the reader a sense of what further work might be done to advance the subject matter described in the paper.</p>	<p>Essay contains an intro, main body, and conclusion. The introduction lays out the main argument but gives the reader little idea of what to expect in the essay. The conclusion nicely summarizes the main argument and evidence, but does not move beyond what has already been presented in the paper.</p>	<p>Essay contains an intro, main body, and conclusion. The introduction gives the reader an idea of what to expect in the paper, but does not effectively lay out the main argument. It may begin with a set of rhetorical questions, or an anecdote that is never fully explained. The conclusion does little more than restate the problematic introduction. Intro and/or conclusion may be too wordy or short.</p>	<p>Essay has no clear organizational pattern.</p>	
Clarity and Style	<p>All sentences are grammatically correct and clearly written. No words are misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are always explained. All information is accurate and up-to-date. Paper has been spell-</p>	<p>All sentences are grammatically correct and clearly written. An occasional word is misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are usually, but not always, explained. All information is accurate and</p>	<p>A few sentences are grammatically incorrect or not clearly written. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely explained. Not all information is accurate</p>	<p>Paper is full of grammatical errors and bad writing. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely explained. Not all information is accurate and up-to-date. Paper has</p>	

	checked AND proofread (ideally by you and somebody else), and contains no errors.	up-to-date. Paper has been spell-checked AND proofread, and contains no more than a few minor errors, which do not adversely affect the reader's ability to understand the essay.	and up-to-date. Paper has been spell-checked AND proofread, but still contains several errors. Reader's ability to understand essay may be compromised by these errors.	not been spell-checked or proofread, and contains numerous errors. Reader has a difficult time understanding essay because of errors.	
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Degree Program Outcomes Assessment

Fall 2009

Degree Program: History
Outcome Assessed : Content Knowledge
Course / Activity: History 201—Final Project n = 35

Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
Content Criteria	Final Project	Gradient Scoring Guide in 4 areas of competency	75% of Gradient Scoring in more than 2 areas of competency	97.2%
Criteria available from Professor Hartman				

Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples

Explanation of Assignment / Activity / Prompt

Assignment and gradient scoring guide available from Professor Hartman

Analysis of Assessment Results

The students rose to the occasion in responding to the criterion-referenced questions in the gradient scoring guide. However, as a result of the assessment, I would like the assignment better as a midterm than a final project, as there was too much material for it to be used as a final exam on content knowledge. Because the assessment method was narrative in form rather than a test, the project was ultimately too big and too sophisticated to lend itself to a real assessment of content knowledge. It would have been better to have embedded identification of content knowledge within a test.

Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations

I would still like to use this kind of project as a mid-term check on content knowledge, as it forces students to be critical about content knowledge and make connections and I can see how they are using knowledge to engage in critical thinking and analysis of documents, but I may need to rethink in terms of a reasonable time frame, but still doable. At the 200-level, the project may be too much. Rather than water it down, I would scale it back and build up the learning in areas other than content.

This assessment will prompt a Spring 2010 Program discussion to figure out how to structure program course offerings so that students can succeed in increments or through scaffolding of the learning. One way to better prepare students for an assignment like the one assessed here is to have pre-requisites or co-enrollment requirements in writing (115 or 121) rather than only a recommendation that students have this. This assessment also prompts the Program to go through the curricular process to make this course UWR and so formalize the expectations in writing. Assessment will help the Program see we need 200-level courses, but we need to make it clear that we have introductory survey courses, and 200-level courses build on 100-level skills as a gateway to upper division courses. In short, we need to prepare students more intentionally for the major and to develop in them necessary reading/writing skills so they're ready to attend to and do historical research.

Degree Program Outcomes Assessment

Fall 2009

Degree Program: History
Outcome Assessed (i.e. Critical Thinking): Communication

Course / Activity: HIST 102 (GEC)**Summary of Assessment Results**

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
1. Clearly focuses and logically organizes communication	<i>Rubric</i>	1-3 1. Developing 2. Adequate 3. Proficient	85% at 2-3 (adequate or proficient)	90%
2. Presents convincing evidence				
3. Edits carefully and accurately				
4. Employs graphics, media, and source materials appropriately and ethically				

Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples

Explanation of Assignment / Activity / Prompt

Assignment: Write a paper of no more than three pages. On the first page write a biography of your assigned character from Charles Dickens's *Hard Times* as it appears in the book. On the second page, analyze his/her economic, social, and personal relationships with the other characters in the novel. On the third page, answer this deceptively simple question: Why did Dickens place this character in the book? That is, how does this character help Dickens advocate his opinions of English society in this period?

Context: The paper is designed to prompt discussion of the economic/social classes and attitudes of those classes toward each other during the Industrial Revolution in England. Various characters represent the author's view of class and economics.

Analysis of Assessment Results

Most students communicated their reading of the novel successfully. They managed to describe their character's relationships and understand the role of those characters in understanding the period.

Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations

As archetypes, these characters are very useful to refer back to in describing and analyzing the economic and social history of Europe since

the Industrial Revolution. Students who complete the assignment come to a better understanding of that history. The paper also advances their written communication skills, which represent both a program and a university learning outcome.

Key Programmatic Assessments

History Majors are evaluated in a wide variety of ways. Our faculty use assessments such as written exams, book dissections, analytic essays, small group work with primary documents, research papers, and oral presentations. By satisfactorily completing History 420, Historiography and then writing and orally presenting a substantial undergraduate thesis, they master the discipline's fundamental methodologies while enhancing their skills in research, writing, computer use, and public presentation. The thesis also caps course work in which students have mastered the ability to understand and compare historical interpretations, find and use both primary and secondary sources, and communicate their findings to others. Two specific assessment projects will be described here. The first is our ongoing assessment work with the capstone thesis (Hist 403) and its relationship to changes in Historiography 420. The second is the assessment implemented for the US History survey course 201.

Programmatic Assessment Reflections/Recommendations of Curriculum and Instruction

Capstone/Historiography:

In HIST 403 students achieve their foundation in academic history and understanding of historical methodologies through reading and written response to a wide range of historical monographs and journal articles. Research skills and mastery of historical methodology are developed through a year-long research project that requires extensive use of primary and secondary documents. Writing skills are honed through producing three detailed abstracts of secondary sources and four increasingly substantive drafts of a historical research paper. Students also learn the importance of professional ethics through class instruction on citation and plagiarism—lessons they then apply to their research papers. Students give a formal oral presentation of their research project at the end of the academic year.

As part of our program assessment in 2006, we evaluated the final thesis papers based on research and writing skills (programmatic objective 4); demonstration of an understanding of core concepts and historiographical trends (programmatic objective 2); and demonstration of student understanding of methodologies (programmatic objective 3). The results were less than encouraging. Students were still producing term papers rather than research projects, and there was not sufficient demonstration of student understanding of historiography or methodologies. As a result, we redesigned the historiography course to include more direct work with historiography as well as methodology. Dr. Wells eliminated the 25-page historiographic research project his predecessor had required and instead broke down the course into discrete components of work in both areas. The 2007 cohort was much improved, but we feel that some refining of Historiography must still take place. Equally important however, we moved to the understanding, stated earlier, that we must build these skill sets in a sequence of 200- and 300-level courses that students take before they enroll in historiography in their junior year.

We also revamped our History thesis seminar, including the addition of 10-12 page writing blocks designed to help build the thesis project. This has been very successful and we found the first drafts to be much stronger in writing, research and argumentation. In addition, we added several oral presentation components designed to provide feedback to students before they offered their final presentations in the Spring. Finally, we have decided to integrate small research assignments in both historiography and the capstone thesis as a way to build upon and enhance research skills students have acquired. During this Spring quarter, we are offering further refinements in our historiography course to more effectively prepare students for thesis, but this cohort of juniors will not be taking the capstone until Fall 2008. The next step in our capstone assessment will occur when we see the first drafts of this cohort's theses.

History 201:

HIST 201 (US history from contact through the Civil War) emphasizes the following program outcomes: acquisition of a basic understanding of the core concepts, events and historiographical trends in U.S. history; development of critical thinking, reading and writing skills; development of an appreciation for the diversity of historical experiences around the globe and a basic competence in U.S. history. In HIST 201, students are introduced to central historical concepts and events through a variety of teaching tools. Class lectures and text reading assignments provide a foundation for providing students a basic overview of historical events and concepts and an appreciation for diversity of historical experience based on class, race, region and gender. Small and whole-class discussions of readings and lectures clarify and reinforce the material. Skill development in critical thinking, reading and writing is developed through reading quizzes and writing assignments that require student-directed analysis of reading material. These skills are also developed through workshops where students analyze and interpret primary and secondary historical documents. Workshops are structured around a set of problems or questions that students must solve by their analysis of the historical evidence. Student work with the documents is then re-integrated into the context of broader themes and events covered in lecture and text.

As a result of assessment, one major change has been made in Hist 201. The midterm exam was previously a traditional essay and short answer identification exam, as was the final exam. These essay exams require students to demonstrate not only their mastery of central historical concepts and events, but more importantly, their ability to offer critical interpretations of the historical significance of that information. In other words, success is gauged not on regurgitation of historical data, but on thoughtful synthesis of material where a student puts forth her own reasoned interpretation of events. Essay exams also measure students' writing skills.

What we found was that the midterm really did not offer time for synthesis of material or student-centered interpretation due to time constraints and the nature of the assessment tool. As a result, Dr. Hartman has replaced the midterm exam with a midterm project that students begin working with on the first day of class. This project asks students to either write a consulting report to their high school regarding proposed changes in high school history requirements, or to write a speech for a 4th of July celebration in La Grande that mediates between conservative and liberal views of history. This change allows students to complete a written project that can be used to assess their skills in understanding core concepts, events and historiographical trends (objective 2); their ability to synthesize and discuss historical experiences (objective 1), and their ability to think and write critically. In addition, the project concerning curriculum revision gives students who plan to teach some early practice with thinking about curriculum and grappling with the pedagogical implications of the ways in which they interpret history.

Assessment of critical thinking is also evaluated through the short writing assignments that ask students to probe a particular problem, event or reading. We determine that students have achieved the stated outcomes regarding critical thinking when they move beyond providing a narrative report of the event or problem to pose questions for further thought, challenge an author's claims, probe the nuances of an event, or in some manner offer a critique of the material. A grading rubric has been provided to students for these papers. Workshop assignments also measure stated outcomes and are particularly effective because they trace the processes of a student's thinking from initial contact with material through grappling with interpretive issues, to a set of 'final' conclusions about the significance of the material. There is also a grading rubric for workshops. We find the assessment tools used to be very effective at measuring outcomes, particularly because increasingly complex assignments demonstrate skill development over time. Where early student workshop material is often tentative and mechanistic, later workshop assignments demonstrate increased

analytical thinking and more nuanced and independent work with the material. One drawback is that most tools in HIST 201 are writing-based, so that students who demonstrate stronger verbal skills may not be adequately assessed. This will be addressed below.

Programmatic Assessment: Synthesis and Recommendations

1. History Faculty will continue the on-going assessment of the Historiography course in order to ascertain whether further changes are warranted to improve student performance in the capstone thesis.
2. Faculty will continue to expand and define the curriculum to broaden offerings both topically and across cultures to enhance Program Objective/Outcome 2.
3. Faculty will continue to assess student work within courses to improve student performance in Program Objectives/Outcomes 1, 3, and 4.

Student Accomplishments

In the last two years, two of our History majors have been accepted to graduate programs in History. James Hatch is in the Ph.D. program at University of Nevada, Las Vegas, and Mike Cargill is completing his masters in history at University of British Columbia. In addition many of our students have gone on to our MTE program (two will be in the program next year) or to other Masters in Education programs. In addition to doing well in graduate programs, we've had some success in other scholarly areas. Two years ago one of our students presented his thesis at the regional Phi Alpha Theta conference and one of our students was selected for the prestigious Gilder Lehrman summer seminar in New York. This student went on to take her seminar topic—education during Reconstruction—and turn it into her thesis topic. This is the sort of integrated learning we hope for. This student, Steffany Long, is in fact receiving her masters in Education this month from Willamette University.

An on-line example of the work our students have done is available at <http://www3.eou.edu/hist06/index.html>. This website on War and Peace in U.S. History was created completely by history students. It reflects their work tackling the challenges and problems of actually doing history and then transforming their learning into an online teaching tool. I have actually had emails from scholars around the world commenting upon this site.

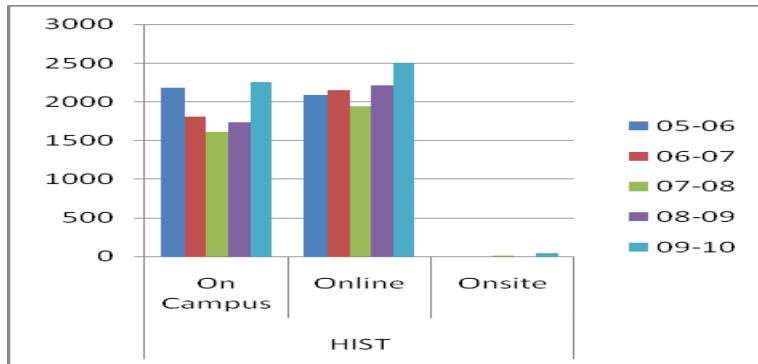
In the last two years, our students have produced some excellent theses. While we are working to improve the quality overall, there is still some outstanding work being done. Some topic examples include “Luther in Film” an analysis of filmic representations of the Protestant Reformation; “The Indian Boarding School Movement” which examined not only the historiography concerning boarding schools but then compared that scholarly historiography with current Native online discussions of boarding school experiences. Other topics have included “Commemorating EOU Buildings,” “The Aesthetics of Nazism,” and “Chinese Women’s political movements.”

Enrollment Program Performance

Eastern Oregon University

5 Year Student Credit Hours Generated by 'HIST' Course Prefix

		Data				
Prefix	Campus	05-06	06-07	07-08	08-09	09-10
HIST	On Campus	2180	1807	1609	1740	2255
	Online	2084	2151	1943	2218	2491
	Onsite	0	0	5	0	40
HIST Total		4264	3958	3557	3958	4786
Grand Total		4264	3958	3557	3958	4786

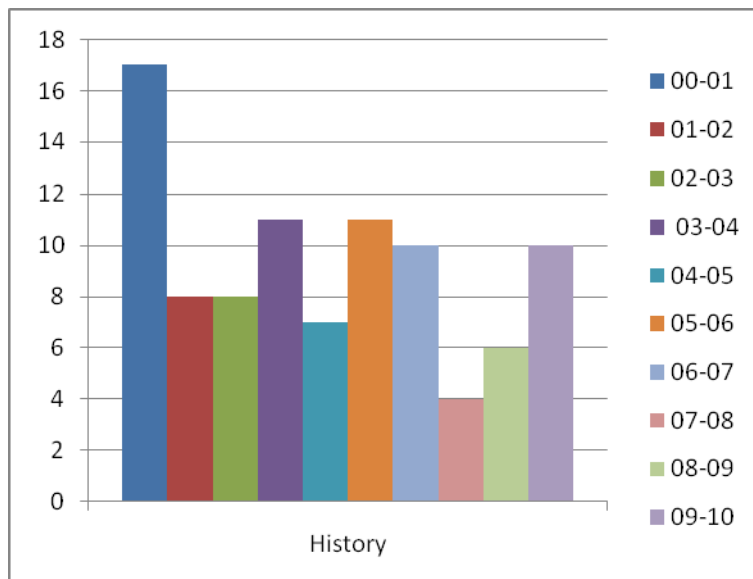


Commentary on Enrollment and Graduate Trends

Eastern Oregon University

5 Year Graduation by Major

	Data									
Bachelors	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
History	17	8	8	11	7	11	10	4	6	10
Grand Total	17	8	8	11	7	11	10	4	6	10



Program and Course Scheduling Requirements

General Education and Service Course Schedule

FALL YEAR 1

Course	Load Hours	Mean Enroll
HIST 111	5	20
HIST 102	5	20
HIST 201	5	20

WINTER YEAR 1

Course	Load Hours	Mean Enroll
HIST 112	5	20
HIST 101	5	20
HIST 202	5	20

SPRING YEAR 1

Course	Load Hours	Mean Enroll
HIST 102	5	20

TOTAL

FALL YEAR 2

Course	Load Hours	Mean Enroll
HIST 111	5	20
HIST 101	5	20
HIST 202	5	20

WINTER YEAR 2

Course	Load Hours	Mean Enroll
HIST 112	5	20
HIST 102	5	20
HIST 202	5	20

SPRING YEAR 2

Course	Load Hours	Mean Enroll
HIST 102	5	20

TOTAL

Major Course Requirements

FALL YEAR 1

Course	Load Hours	Mean Enroll
HIST 403	5	4

FALL YEAR 2

Course	Load Hours	Mean Enroll
HIST 403	5	4

HIST		
460	5	15
HIST		
410	5	15
HIST		
407	5	15
HIST		
437	5	15

HIST		
407	5	15
HIST		
481	5	15
HIST		
492	5	15
HIST		
321	5	15

WINTER YEAR 1

HIST		
403	5	4
	Load	Mean
Course	Hours	Enroll
HIST		
310	5	15
HIST		
491	5	15
HIST		
433	5	15

WINTER YEAR 2

HIST		
403	5	4
	Load	Mean
Course	Hours	Enroll
HIST		
410	5	15
HIST		
410	5	15
HIST		
421	5	15

SPRING YEAR 1

	Load	Mean
Course	Hours	Enroll
HIST		
403	5	4
HIST		
420	5	12
HIST		
410	5	15
HIST		
448	5	15

SPRING YEAR 2

	Load	Mean
Course	Hours	Enroll
HIST		
403	5	4
HIST		
420	5	12
HIST		
330	5	15
HIST		
427	5	15

Staffing***OnCampus***

Rebecca Hartman, Assistant Professor

Greg Monahan, Professor

Ryan Dearing, Assistant Professor

Online

Paula Humphrey

Bob Irvine

Jeffrey Weatherill

Cost Ratios**Load/Faculty On Campus**

Based on the 2008-09 SCH, the ratio of SCH to faculty in HIST course prefix is --
-- Student load hours/---- FTE = ----- load hours per faculty member.

Total SCH is: 3,958

ON Campus SCH: 1,740

ONLINE SCH: 2,218

ON SITE SCH: 0

SCH/Faculty ratios:

On campus (-----SCH/----- FTE) ----- SCH per faculty member

Summary Recommendations/Observations

One goal we have as a program is to develop a public history component in the department. Training students in this field—museum administration, archival work and tourism fields would be an excellent way for us and EOU to leverage funding opportunities and connect our academic program with regional employment opportunities. This would also be an excellent minor field for education majors and an opportunity to grow EOU's service learning and community outreach.

Administrative Review of Program (Dean Marilyn Levine)

Administrative Assessment of program portfolios will consist of three areas of commentary: assessments conducted relating to student learning outcomes; comments on

enrollment indicators; program goals and observations. If appropriate other observations will be offered.

1. Assessment of Program Outcomes:

The first assessment of content knowledge appears to demonstrate that students attained 75% were competent in 2 areas in their final project. The assessment is difficult to understand because the assignment and gradient scoring guide need to be delineated in the portfolio, not available upon request from the Professor. If the assignment and /or rubric are lengthy – they can be provided as an appendix. The reflection on the size of the assignment and timing appear to be well considered and the issue of scaling back on the assignment and expectations for a 200 level course is wise. The whole issue of developing and scaffolding skills and content is well taken.

In the second assessment of communication, the assignment itself is excellent. I would suggest a more rigorous rubric and analysis of the assignment that would distinguish between the elements on a scale of understanding and expressing the desired components (for example: Industrial Revolution incorporated in the analysis; the understanding of British class structure; the role of romanticism and imperialism in the character development, etc.).

Both assessments have potential, but they need some refinement to better delineate the results so they can be utilized for program learning outcomes.

The discussion of the capstone/historiography revisions to the program express a reasoned set of actions taken by the history faculty to increase the efficacy of the capstone experience for the students.

The discussion on synthesis and examinations in the History 201 course is thoughtful and it will be interesting to see further assessments.

2. Enrollment Indicators:

Although on campus enrollments declined throughout the five year period ending in 2008-09, there has been a good increase in SCH for history in 2009-10. There has been a good attempt to better align on campus and online offerings that have increased enrollments. Although the graduation rate has declined – I would make two comments. First, the History minor in 2010 is the second largest minor – 46 students, and they have increased their majors (37). Secondly, the History Faculty is genuinely interested in program revision to take advantage of strengths and interests on campus and in the region. They also are investigating an online major.

3. Program Goals and Observations:

The Program goals are solid in terms of delivering the discipline of history, which requires content development, narrative and research abilities, and a concern for truth. That is at the

heart of this program, which delivers a high quality and engaged education for students at EOU.

The Dean and Division Chair will be working with the History faculty to maximize the program goals they have articulated into some program revisions and assure quality and consistency of assessment for both the campus and online offerings.

Other Observations:

The portfolio provided a good overview of the program goals, assessment, and quantitative data. I would recommend that the faculty consider expanding the depth of their assessments, or at least give more explanation of the assignment and rubric; create a timeline for program revision in both the major itself and in the alignment of the on campus and online course/program deliveries. In the section on the faculty, I would recommend a paragraph on each faculty member. They also might consider some photos be included of classroom activities or Phi Alpha Theta meetings for example.