

**DEPARTMENT OF HISTORY**  
**ANNUAL REPORT FOR THE 2008-09 ACADEMIC YEAR**  
**General Overview**

In keeping with our Five Year Plan, the Department of History continues to focus on the quality of our curriculum and programs; on sustaining our faculty while increasing our numbers of Majors and course enrollments; and sustaining our staff and S&S expenditures in the face of ongoing fiscal pressures. See second page for Assessment and third page for statistics from Institutional Research.

**History Curriculum and Programs**

The History Department continues to be a major player CLASS Majors and Minors, the General Education Program, Liberal Studies, American Institutions, and the History-Social Science Single Subject Program. This year, the Department revised the History Minor to accommodate the replacement of Options with Minors in the Liberal Studies Program, and changed the name of our Major “concentrations” to “options” to conform to CSU practice. We continue to provide a substantial number of course offerings in GE in the most economical way possible: by combining Major and GE instruction in the same courses. As such, History courses may have among the most demanding reading and writing requirements on campus, and we have been able to sustain the variety of subject matters that we do for both Majors and GE students. This year, the History-Social Science Single Subject Coordinator also participated in the CEAS accreditation process.

In addition, in Fall 2008 we experimented with a foreign-students-only section of HIST 1101 to determine how best to serve this important segment of our undergraduate population. And we introduced an entirely new Public History Certificate Program for all eligible students as part of an overall revival of Public History as a department specialty, including a new Public History Coordinator. This revision has resulted in cooperation with programs at the Hayward Area Historical Society and the Oakland Museum, as well as Congresswoman Ellen Tauscher’s gift of her Congressional Papers to the University Library: the last the work of our senior California historian and the University Librarian.

**History Faculty, Majors, Course Enrollments, and Student-Faculty Ratios**

In AY 2008-09, the department employed 13 tenure-track faculty (including 1 FERPer) and 13 lecturers (including 5 entitled lecturers). Between Spring 2007 and Spring 2008, the numbers of History Majors increased from 155 to 168, with 134 undergraduate and 32 graduate students at the most recent count: amounting to the 9<sup>th</sup> largest BA major in CLASS and the 5<sup>th</sup> largest MA major. Our numbers of Minors has also begun to climb with the transformation of Liberal Studies History Option students into History Minors, the total number unavailable at this time. In addition, in Spring 2008 the department conferred 52 degrees, including 45 BA’s: the 8<sup>th</sup> largest number of undergraduate degrees in CLASS and (by rough count) the 14<sup>th</sup> largest in the University’s programs.

At most recent count, in Fall 2007, the Department enrolled 350.53 FTES. 254 of these students were taught by tenure-track faculty and 96.53 – or 28%, a continuing high proportion – were taught by lecturer faculty. Between Spring 2008 and the current quarter of Spring 2009, when the department reduced its offerings from 44 to 40 sections, the numbers of *available seats* – i.e., *vacancies* -- in undergraduate courses fell from 218 to 83, and two seats in graduate courses to 0. In Fall 2007, the Department’s sfr was 19.22, with 31.30 sfr in lower division courses and 16.63 sfr in upper divisions courses (and 7.76 in graduate courses); but as of Spring 2009, nearly all our courses, including upper division sections with an average enrollment of 30, are full. Our sfr is likely the highest or next highest in CLASS, *well above the Fall 2007 level*.

Finally, in AY 2007-08, the History Graduate Coordinator processed 36 graduate applications and admitted 26 students; and in AY 2008-09, she processed 31 graduate applications and admitted 16 students. Our graduate program continues to thrive: but next year we plan to reduce offerings *from 6 to 5 graduate sections*, thus far.

### **Staff and S&S Budget**

The Department's staffing and supplies and services budget is also at barebones levels. The History Administrative Support Coordinator works tirelessly to run a department with as many as many as *26 individual faculty members, 168 Majors in undergraduate and graduate programs, 140 course sections*, and University-related obligations, especially re: training in IT systems. She is supported by one *part-time* Administrative Assistant and one *part-time* federal Work Study Student. The S&S budget that she works with is at approximately \$2,000: *down 6 times* since the start of her employment with the department. The office depends on Blackboard, monies raised through fund-raising, and faculty's contributions-in-kind to provide course materials for students.

### **Assessment and Programmatic Improvement**

The History Department assesses its Major in the following way: 1) with before and after student questionnaires and faculty questionnaires regarding skills acquired in our four core courses: HIST 2010, 3010, 4030, and 4031; and 2) with BA and MA exit questionnaires regarding students' experience with our programs. The department has suspended introduction of portfolio assessment because increases in workload have made additional assessment work unfeasible at this time.

The History Assessment Coordinator's AY 2007-08 Report, provided to the department at our Fall 2008 Retreat, relayed the following overall results regarding the core courses:

- Students report overall perception of improvements in historical skills ;
- Students are confident that they are fluent in use of historical citations;
- Students are confident that they understand the nature of historical schools of thought;
- Students continue to assess themselves as having difficulty with grammar and punctuation in writing;
- Faculty were relatively satisfied with students' progress except for concern re: students' oral reports in class, students' ability to develop an original argument from primary sources, and students' ability to cite sources: the last in contradiction with the student's self-assessment.

In brief, History faculty continue to find that our Majors suffer most from lack of training in the "technical" aspects of writing: especially in grammar and source citation, even when, as in the case of source citations, students believe they have made some headway. By contrast, students' use of grammar in writing is often better than they are aware of, apparently because they are so unfamiliar with grammatical terminology and analysis that they actually don't know when they are doing well.

In response to these findings and those of the previous year, the department faculty revised the core course questionnaires at the end of the AY 2007-08, to better match programmatic outcomes for these courses. Our discussion of ways to improve oral participation and performance in core courses is on-going.

Finally, the Spring 2008, 16 undergraduate students and 5 graduate students responding to the department's exit questionnaires reported overall satisfaction with their education. BA students reported that they especially valued the research and interpretative skills that they acquired, as well as breadth of historical knowledge and writing abilities. MA students reported especially that they appreciated the knowledge of the use of sources, access to advising by both the Coordinator and their Graduate Committees, the degree to which they were treated as serious scholars by their teachers, and the usefulness of the History Graduate Handbook.

**SUPPORTING DATA from Fall 2007 (unless otherwise indicated + unavailable information in italics)  
as Reported on Institutional Research Website**

- 1) Number of Graduates (Sp 08): 52
- 2) Number of Majors (Sp 08): 168
- 3) *Number of Minor Degrees Awarded: not available*
- 4) *Placement of graduates: not available*
  
- 5) Ethnicity; + Faculty by Gender (*student profiles not available*)
  - a) *Majors: African American; Asian/Pac; Hispanic; White; American Indian; Other*
  - b) Faculty: White 8; Native American 2; Hispanic 1; Asian 2; + 7 women and 6 men.
  - c) Support Staff: African American 1; Asian ½
  
- 6) Faculty Devoted to Program:
  - a) Number: 19
  - b) *FTEF: also reported as 19*
  
- 7) Full Time Faculty by Rank: 13  
Professor 3; Associate 4; Assistant 5; Emeritus (FERP) 1
  
- 8) Part Time Faculty: 6
  
- 9) Number of Course Sections Offered: 38
  
- 10) Total Enrollment: 350.53 FTES
  - a) Lower division: 167.20
  - b) Upper division: 171.07
  - c) Graduate: 12.27
  
- 11) *Average Section Size : not available*
  
- 12) *Average Grade: not Available*
  
- 13) Student Faculty Ratio: 19.22
  - a) Lower Division: 31.30
  - b) Upper division: 16.63
  - c) Graduate: 7.76
  
- 14) Summary Student Evaluations of Faculty (Mean Score for 2007-08 Evaluations): 1.36
  - a) *Lower division: not available*
  - b) *Upper division: not available*
  - c) *Graduate: not available*
  
- 15) Staff:Faculty Ratio: 1:20

