1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

Our last five-year review was submitted 2012, and approved by CAPR/Senate in Winter/Spring of 2013. The Department identified two areas of major importance: 1) providing students with practical experience to meet the needs of the job market, and doing so by strengthening our internship programs to prepare students for public history careers, and developing additional opportunities for graduate students to assist in the lower-division US surveys; 2) responding with appropriate curriculum to emerging areas of interest, including digital history, history of technology and science, and sustainability. In terms of students, we expect the number of majors to remain steady or to increase, largely because we expect a continuing demand for K-12 teachers, many of whom pursue MAs in History through our Teaching Option. We have also seen steady growth in students interested in the Public History option, and our program is growing in terms of curriculum, job placements and word-of-mouth in the Bay area. Our increasing focus on real world experience (in the Public History program, or through initiatives such as the PEIL-grant funded History through Community Engagement program at the Peralta Hacienda in Oakland) should also encourage growth. We have developed additional assessment instruments to evaluate our graduate program, specifically with the introduction of a new portfolio course HIST 6050 that ran in Spring 2016. In terms of faculty, we have been requesting and will continue to propose hires that will help us implement our dynamic vision for the MA program (see attached), while strengthening the geographic representation of our scholars’ work. In the last four years, we have successfully hired: a Digital Historian, whose research focuses on the Ancient World; a Historian of Globalization, with expertise in China, the Soviet Union and Global Communism; a Historian of Sustainability, with expertise in Latin America and Global Environmental History; and a Historian of Diversity and Diasporas, with a focus on California communities of color and history through community engagement. This most recent position serves the purpose of understanding global influences in the local community. In the future, we hope to hire an expert on the History of Science and Medicine, to address the growing interest of STEM fields among our general education constituents while filling a significant chronological gap in our department’s expertise. We have begun to address needs in geographic representation (e.g. in Asia, Latin American and Latin/African/Asian Diasporas) thus filling the gaps noted in the Self Study and described in the Outside Reviewer’s report as a “serious weakness.” In terms of staffing, the Department’s priorities, as noted in both the Self Study and the Outside Review’s Report, surround the need for additional staffing in support of Wanda Washington. A part-time assistant (or full-time, if possible) is the Department’s first priority.
B. Five-year Review Planning Goals Progress

This past year we hired a Historian of Diversity and Diasporas, with the intent to tie our increasingly global curriculum back to the local story. Previously, in 2015-2016, we successfully hired a Historian of Sustainability, with expertise in Latin American and Global Environmental History and in 2014-2015, we successfully hired a Historian of Globalization with expertise in China, the Soviet Union and Global Communism. In 2013-2014, we successfully hired a tenure-track Digital Historian proposed a course in digital history. In terms of curriculum, as a faculty we developed a new vision for the future of our undergraduate major that we hope will significantly impact the nature of our hires going forward, and thus the dynamism of curriculum and practical training for our MA students. The proposed curricular changes within this plan have been developed in consideration of the trends and comparisons that will better equip our students for thinking and acting on a globalizing world, and focus the coursework along one of three themes: Migrations, Transnational Communities, and Cross-cultural Histories; Rights, Economic Equity, and Social Justice; and Sustainability and the Human Environment. We also included in this new five-year plan the specific integration of applied history courses available and recommended for both BA and MA candidates in the teaching of history, digital history and public history. This past year, we worked to neaten up our curriculum for the impending semester transition. As we worked on refining applications for GE courses and graduation requirements, we were also able to orchestrate two firsts for the department, both featuring graduate and undergraduate research, that we hope to continue: a day-long student conference on campus and the publication of a student journal of research. In terms of pedagogical revision and development, the History Department was involved this past year in an interdisciplinary PEIL grant in which both graduate and undergraduate students participated in community outreach public history projects in partnership with the Peralta Hacienda Historical Park in the Fruitvale neighborhood of Oakland. Those faculty members, as well as our new hire, intend to continue in this partnership and grow opportunities for students to employ urban humanities study to develop real life applications of their work. Recently the department also received two distinct grants from the CSU Chancellor’s Office for Promising Course Redesign in 2013-2014; the grant pertaining to US History directly impacted in a positive way our ability to invite MA candidates to serve as readers and coaches in these classes. Our US Historians have received for 2014-15 a Proven Practices Lead Campus grant, to continue their work and train other departments across the CSU. In terms of our newly developed Departmental SLOs for the MA program (2013), we have redesigned our MA program (implementation of a portfolio course, for one example) that implements curricular changes that speak more directly to the SLOs. Finally, we have pushed forward on technology, building up our Digital History lab, integrating dynamic digital projects into coursework, and our Digital Historian has begun work on a Digital History Project Archive.

C. Program Changes and Needs

In terms of staffing, we are still committed to finding funding to assist Ms. Washington in terms of our departmental staffing. In terms of faculty, we have gained four full-time faculty members since the Fall of 2014, with the last joining in Fall of 2017. One tenured faculty member is retired as of December 2016, and another left for a position at another institution at the conclusion of the 2015-16 academic year. And, beginning Fall 2017, another senior faculty member will commence the FERP program. Two of our remaining 10 full-time faculty members have administrative positions outside of the department that come with complete buy-outs of time: Director of Faculty Development and Director of the Concord Campus. In terms of building our faculty, in line with our new five-year plan, we shifted the way in which we envisioned the future of the department in terms of faculty; while we remain committed to rebuilding the breadth of expertise in our department, the nature of our proposed hires directly addressed our needs in terms of our proposed curricular changes. While we are determined to consider geographic expertise, we have developed potential overlapping hires in public history & community engagement, diversity and diasporas, and the teaching of History. We have carefully examined our current offerings, and developed a new approach to completing the history MA through the integration of the above-mentioned thematic and practical approaches. This will happen in conjunction with the proposed switch to semesters. Finally, in terms of space, we have happily relocated to the SF Building as of Fall 2015.
2. SUMMARY OF ASSESSMENT (about 1 page)

2016-2017 Assessment Year End Report, May, 2017

<table>
<thead>
<tr>
<th>Program Name(s)</th>
<th>Assessment Coordinator</th>
<th>Department Chair</th>
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<tbody>
<tr>
<td>History M.A.</td>
<td>Linda Ivey (Interim)</td>
<td>Professor Linda Ivey</td>
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</tbody>
</table>

A. Program Student Learning Outcomes

M.A. degree in History
Students graduating with a M.A. in History from Cal State East Bay will be able to:
1. possess in-depth knowledge of at least two of the following fields, one of which must be outside the U.S.: Ancient and Medieval Europe, Modern Europe, Modern China, Modern Japan, California and the West, Early America, the Civil War, U.S. Women's History, American Intellectual History, Native American History, and/or Latin America;
2. understand major arguments and themes in contemporary historiography, cross-cultural and interdisciplinary approaches to historical study, and humanistic values;
3. demonstrate familiarity with Bay Area research libraries, archives, special collections, and digital sources;
4. possess advanced writing and interpretive skills for analyzing both secondary and primary sources, and demonstrate advanced research abilities;
5. complete a major independent project in history; and
6. observe the standards of academic integrity and attribution of sources, and practice the values of the historical profession, including ethics and standards for work in research libraries, on the Internet, at professional conferences, and at interviews for employment.

Institutional Learning Outcomes

<table>
<thead>
<tr>
<th>Institutional Learning Outcomes</th>
<th>PLO 1</th>
<th>PLO 2</th>
<th>PLO 3</th>
<th>PLO 4</th>
<th>PLO 5</th>
<th>PLO 6</th>
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<tr>
<td>Thinking and Reasoning: think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.</td>
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<td>Communication: communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.</td>
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<td>Diversity: apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.</td>
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<td>Collaboration: work collaboratively and respectfully as members and leaders of diverse teams and communities.</td>
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<td>Sustainability: act responsibly and sustainably at local, national and global levels.</td>
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</table>
B. Program Student Learning Outcome(s) Assessed

M.A. = SLO 1-6

C. Summary of Assessment Process

FOR M.A.: The plan was as follows: over the course of the quarter, the instructor of HIST 6050: Graduate Portfolio engages students in discussions and course work pertaining to each of the six SLOs for the MA program. The department intends students to take 6050 at the end of their careers, and so their responses reflect their level of understanding gained over the duration of their enrollment in the program, not only in the specific course. We have been doing this for the past few years. However, this year, HIST 6050 was canceled due to low enrollment, so the Interim Graduate Coordinator, Dee Andrews, ran an independent study section for those finishing up the degree this year. We sent out the questionnaire via online survey.

Whereas normally at the end of the term, the instructor circulates a questionnaire that matches the SLOs, this year Dr. Andrews circulated the assessment via online survey. For each question, the respondent selects a response: “I strongly agree,” “I agree,” “I somewhat agree,” “I disagree.” The instructor also assesses each enrolled student using the same questions and scale. Only graduating MA students in the class are assessed.

Plan for next year is to do the same. However, beginning in semesters, we intend to break apart the assessment that will tie PLOs to more specific courses so we can more accurately see where the acquisition of particular skills happen, or where we think they should be happening and they are not (i.e., use of archives in the research methods course for #3, historiography for #2).

D. Summary of Assessment Results

MA Students have attained mastery of each of the six SLOs by the end of their enrollment.

A total of seven students responded to the survey, out of 15 whom we contacted.

1. I possess in-depth knowledge of at least two of the following fields, one of which is outside the U.S.:
   - Ancient and Medieval Europe
   - Modern Europe
   - Modern China
   - Modern Japan
   - California and the West
   - Early America
   - the Civil War
   - U.S. Women’s History
   - American Intellectual History
   - Native American History
   - Latin America

   Student End of Term Self-Assessment:
   - Strongly Agree: 85.71% (6)
   - Agree: 0%
   - Somewhat Agree: 14.29% (1)
   - Disagree: 0%

2. I understand major arguments and themes in contemporary historiography, cross-cultural and interdisciplinary approaches to historical study, and humanistic values.

   Student End of Term Self-Assessment:
   - Strongly Agree: 57.14% (4)
   - Agree: 42.86% (3)
   - Somewhat Agree: 0%
   - Disagree: 0%

3. I have demonstrated familiarity with Bay Area research libraries, archives, special collections, and digital sources.

   Student End of Term Self-Assessment:
   - Strongly Agree: 57.14% (4)
   - Agree: 28.57% (2)
   - Somewhat Agree: 0%
   - Disagree: 14.29% (1)
4. I possess advanced writing and interpretive skills for analyzing both secondary and primary sources, and demonstrate advanced research abilities.

Student End of Term Self-Assessment:
Strongly Agree: 100%
Agree:
Somewhat Agree: 0%
Disagree: 0%

5. I have completed a major independent project in history.

Student End of Term Self-Assessment:
Yes, or almost!: 100%
My independent project is underway:
Not quite, but in progress (proposals count):
I have no yet begun a capstone project: 0%

6. I have observed the standards of academic integrity and attribution of sources, and practice the values of the historical profession, including ethics and standards for work in research libraries, on the Internet, at professional conferences, and at interviews for employment.

Student End of Term Self-Assessment:
Strongly Agree: 85.71% (6)
Agree: 14.29% (1)
Somewhat Agree: 0%
Disagree:
3. STATISTICAL DATA (about 1 page)
The following data has been separated out to our two programs – the BA and the MA in History – wherever possible.

1) Number of Graduates: 52 in 2015-16

2) Number of Majors: 144 (126 undergraduates; 18 graduate students) in 2015

3) Ethnicity; Faculty Students by Gender (student profiles from Fall, 2015)
   a) Majors: African American 7; Asian/Pacific Islander 8; Hispanic 40; White 61; American Indian n/a; Multiple ethnicity 9; ethnicity unknown 8; 42 women and 93 men;
   b) MA candidates: African American 3; Asian/Pacific Islander 1; Hispanic 4; White 11; American Indian n/a; Multiple ethnicity 3; ethnicity unknown n/a; 11 women and 11 men
   c) Faculty: White 7, Native American 1, Hispanic 1, Asian 1; 6 women and 4 men.
   d) Support Staff: African American 1

4) Faculty Devoted to Program, Fall 2016: 23

5) Full Time Faculty by Rank: 9
   Professor 3; Associate 3; Assistant 3

6) Part Time Faculty/Lecturers: 14

7) Number of Course Sections Offered: 2015-2016=146; For undergraduate, lower division: 38. UG, upper division: 91. For graduate: according to official data, 17 section – but this must include independent studies, internships, project work, which is all independently enrolled. We offered 6 sections of coursework for the year.


9) Average Section Size, 2015-2016: 34.7
   For undergraduate, 36.5; lower division: 54. For undergraduate, upper division: 28.6. For graduate: 10.5

10) Student Faculty Ratio, 2015: 28.35
    Lower Division: 44.6; Upper division: 24.4; Graduate: 7.5

11) Staff-Faculty Ratio: 1/23

All statistics taken from: http://www.csueastbay.edu/ir/fact-book-data.html