CALIFORNIA STATE UNIVERSITY, EAST BAY

DESIGNATION CODE: 05-06 CAPR 2
DATE SUBMITTED: November 14, 2005

TO: The Academic Senate

FROM: The Committee on Academic Planning and Resources (CAPR)

SUBJECT: Five-Year Program Review for History

PURPOSE: For Action by the Academic Senate

ACTION REQUESTED: Acceptance of the Five-Year Program Review of the History Programs and approval of the continuation of the program without modification

BACKGROUND INFORMATION/Executive Summary:
The History Department consists of twelve regular faculty members, four lecturers with regular contracts and one administrative support person. In Fall Quarter 2004, the quarter with the most recent statistics, the department had 169 majors and offered 35 course sections. The department offers two degrees: History B.A. and History M.A., and runs five programs: undergraduate history major, undergraduate history minor, history master’s program, liberal studies history option, and history social/science single subject preparation program.

Beyond its majors and minors the department serves the broad sweep of CSUEB students with the numerous courses fulfilling the C-2, C-3 and C-4 General Education requirements in upper division humanities, several courses meeting the Cultural Groups and Women requirement, and the U.S. survey fulfilling the American Institutions requirements. The department offers 4 PACE courses annually and a course for nursing majors. Courses are regularly taught at both the Hayward and Contra Costa campuses.

The History Department scored 90% (52/58) on the Student Learning Outcomes Assessment Plan Rubric from the WASC Campus Outcome Team. In its Self Study the department painted a picture of itself as sustaining quality and variety in its educational programs, participating in university governance and developing a sense of community for its students against the obstacles of heavy teaching loads, inadequate resources and rising enrollments. The current picture cannot be sustained without additional faculty to share the load. CAPR concurs with this conclusion.

The History Department has ambitious plans for expansion in three areas: new courses on the Hayward campus, an increased number of teacher preparation courses, and a major on the Concord campus. CAPR endorses the planned expansion, particularly considering the department’s substantial contribution to GE courses. Expansion cannot occur without additional permanent faculty.

The department has made a commendable initial effort toward collecting and using assessment data. Several recommendations for additional data collection are identified in the review.

CAPR RECOMMENDATION FOR CONTINUATION OF THE PROGRAM
CAPR recommends the continuation of the BA and MA degree programs in History without modification. The next CAPR review will take place 2009 – 2010.
The department's graduate program also continues healthy. As of Fall 2003, the department enrolled 29 Masters students. Approximately 15 more are at their M.A. project stage. Fourteen new students have been admitted for 04-05.

Regarding courses to be taught by successful candidate: The successful candidate’s main service courses will be the cycle of lower division surveys (HIST 1101 and 1102) and sections of HIST 3400 for the Liberal Studies Major. The department is eager to have more regular faculty involved with the education of lower division students: the survey is our link to these students. 1101 and 1102 enrolled an average of 339 FTES annually in the last three years, and that number is expected to increase with rising freshmen enrollment. HIST 3400 is expected to enroll around 40 FTES per year. Hence the need for superior lecture/discussion skills for this particular position.

The successful candidate’s specialty courses are expected to enroll near a capacity of 35, as do the majority of 3000-level U.S. history courses: HIST 1000, 3010, 4031 and 6010 -- which the new hire will share with other faculty -- are required courses for majors and graduate students: they are in high demand. The department also badly needs another Americanist to help bear the load of graduate project advising.

2. University Goals and Objectives

This position is consistent with all University goals and objectives. Specifically, depending on the successful candidate’s field, the position has the potential to expand the multicultural or interdisciplinary perspectives of programs in History, Liberal Studies, and General Education.

The department has also sustained the University’s goal to increase the ethnic and gender diversity of its regular faculty.

To elaborate: The contrast between the composition of the History faculty in 1990 and in 2003 is dramatic. In 1990, the History Department was comprised of 25 regular faculty members (and almost no lecturers): these included 14 full professors, 0 Associate Professors, 3 Assistant Professors, and 8 FERPers. Of these, 1 (4%) was a minority faculty member and 4 (16%) were women.

The department is now comprised of 12 regular faculty members, including our new hire in California/ U.S. West. Four are full professors, 5 are associate professors, 2 are assistant professors, and 1 is a FERPer. Only four of the 1990 regular faculty remain on board (one being our FERPer, who will be retiring at the end of 04-05). A fifth senior faculty member moved from Ethnic Studies to History. In addition, since 1986, the department has successfully completed 12 out of 13 searches; but since a number of these assistant professors have left for more desirable positions (U.C. Berkeley, U. Missouri, and Trinity College Dublin), 53% of our sections continued to be taught by lecturers as of Fall 2003.
Our searches have also succeeded in diversifying our faculty. Despite the generally white male cast of the History profession, the regular History faculty is now 33.3% minority and 50% female. In addition, there are currently 9 lecturers employed by the department, including 2 minority and 4 female. The department has hired only 1 white male regular faculty member in the last 30 years.

In fact, as of the 2002-2004 CSUH Catalog, the History faculty is proportionately one of the most diverse in ALSS. We would hope to continue this trend with the new hire.

3. **Fiscal Environment**

The History Department is almost shamefully inexpensive. According to information provided by Academic Resources to the 2003-04 University Committee on Layoff, for two years running the History Department has produced more FTES for less money than any other department in the University. Our cheapness results in part from the low pay of the department’s Assistant Professors, but also from our large percentage of lecturers.

The department is increasingly concerned about the teaching, advising, and service expectations that the current fiscal crisis—and paucity of fellow regular colleagues—present to our junior and mid-career faculty, particularly when their fiscal compensation in the high-cost Bay Area continues to be, in a phrase, less than adequate. A new appointment in U.S. History won’t change the last problem, but it will sustain a more equitable workload for regular faculty, especially since the great majority of History majors focus in U.S. history.

4. **Reliance on Regular Faculty**

The History Department recently and successfully concluded our search for an Assistant Professor in California/U.S. West. With Professor Deana Heath’s departure for another position and Professor Orsi’s retirement, we will be holding steady at just 11 regular faculty. Several History faculty, however, are also working with assigned time in other critical areas, including one on full administrative assigned time. In effect, the second highest FTES-producer in ALSS is actually operating with just 10 regular faculty in the classroom, several of whom teach less than the standard 36 wtus.

The position requested will continue reduce the need for lecturers in the department. Although some lecturers have replaced faculty on leave or assignment, most will continue to teach classes that should be offered by regular faculty. Between Fall 1999 and Fall 2003, the number of history FTES taught by part-time lecturers rose from 51% to 53%. During the nine years in which the department’s modern Europeanist served as department chair, numerous sections of upper division World Civilizations III, upper division world history courses, and courses in Modern Europe were taught by part-time lecturers: a practice that the department believes is very problematic for the education of our cluster students and upper division students.
alike. The problem now applies to the new Department Chair, who is the only specialist in American history to 1850.

As the department’s most recent Outside Reviewer noted, "the long-term interests of the program, its students, and the institution militate against the permanent institutionalization of a situation in which so many of the department's instructors are not regular faculty."

5. **Variety of Programs**

As already explained, the renewed position will strengthen offerings in the Code requirement; the History major, minor, and graduate programs; the Liberal Studies major; and General Education at both the lower- and upper-division levels. In addition, it will greatly strengthen the department’s offerings in early and mid-nineteenth-century America.

6. **General Education**

History is central to the University's General Education Program. Nearly all upper-division History courses meet General Education requirements and three course offerings are mainstays in the Women/ Cultural Groups requirement. The department has aimed to increase its appeal across colleges with the addition of our junior specialist in History of Science. A new Americanist position will permit more General Education courses to be staffed by tenure-track faculty, as is pedagogically preferable, and will further diversify G.E. offerings.

7. **Teacher Preparation**

The new position will be especially important in this area. More than 20% of all History enrollees are Liberal Studies majors. In addition, a minimum of 28 units in History are required in the Single Subject Preparation Program in History/ Social Science. In both cases, program revisions going into effect in 2005-06 require substantially more history, especially in sections of HIST 3400 for Liberal Studies.

The History Department has committed itself to building stronger links to K-12 teacher training in particular and professional development for history teachers generally. We expect the successful candidate to become involved at all levels of teacher preparation.

8. **Balance Growth/Prestige Programs**

Given the History Department’s high enrollments, its rising numbers of majors, and its centrality to General Education and teacher preparation, the maintenance of quality in the department must be a priority for the University. The department’s most recent outside reviewer concluded: "The Department of History at CSU, Hayward has hard-working faculty and
enthusiastic students. These students are receiving a good history education, and the program is an asset to the institution."

9. **New Programmatic Possibilities**

Anticipating changes in student demand, budget stringencies, and changes in the Liberal Studies Major, the History Department carried out a thorough curricular review in 03-04. The department discontinued 14 courses, banked several more, reduced the numbers of courses in the European sequence by 3, and added new offerings in Modern Colonialism, South Asia, and the History of Science. With Professor Varzally’s arrival this year, we project adding new courses on immigration and ethnicity in the U.S. West. The new hire would add any of a variety of fresh course offerings in American history. We are convinced that our curriculum is stronger than ever and that the requested position will play an essential role in further enhancing the first half of our most popular concentration: U.S. history.

10. **Absorbing new faculty**

As already explained, the History Department has hired twelve new faculty members since the mid-1980s and one senior faculty member from Ethnic Studies. Just three of these faculty have left, each for substantially more advantageous appointments. All of our new faculty have made significant contributions to the department, to the University, and to their fields. None has been denied tenure or promotion, including our three most recent candidates in 03-04.

The department has proven its ability to conduct successful searches and to integrate new faculty productively. As the department's most recent outside reviewer noted, "department members and outside observers agree that the department functions well and is not beset by factionalism or internal disagreements. ... Junior faculty all say they are treated fairly within the department and that the standards they need to meet for promotion and tenure have been clearly articulated to them."

11. **Hiring for Our Students**

The History Department is renowned for strong teaching. As usual, we will seek a faculty member who is capable, willing, and eager to teach CSUH students. With this position, we especially seek a strong presence in the classroom. The courses to be offered by this new person will also contribute to the development of CSUH students' writing and critical thinking skills, since nearly all History courses require extensive writing and critical thinking. The successful candidate’s responsibilities for outreach to teachers will also greatly enhance the department’s service to our students and to professional development of Bay Area teachers.

VI. **The Department's Plans**
In the five-year review and self-assessment prepared in February 2000 and submitted to CAPR, the department noted that it faced two major challenges: increasing the number of majors and rebuilding the tenure-track faculty.

Both of these goals are well underway: the department's majors are rising rapidly; and the department has added three new courses in fresh new fields with our previous two hires: more will follow with our new California/ U.S. West historian. The department remains popular among students despite the impact of budget cuts on its course offerings and continued reliance on part-time faculty. But we are not persuaded this success can last for long without necessary faculty appointments and continued growth in our curriculum. We are convinced more than ever of the critical need for this position.

*Sources of information =

+ Quantitative data distributed at ALSS Council meetings, 2003-04
++ Quantitative data distributed at ALSS Council meeting, 4/29/04
++++ CSUH Institutional Research website
+++++ CSUH Data Warehouse
MISSION STATEMENT: B.A. and M.A. Degrees in History

With its emphasis on new products and new fashions, contemporary society often ignores the past or reduces it to banalities for popular consumption and political manipulation. Too often the history taught in schools lacks energy and imagination; many students not only fail to gain a sense of history, they come to dislike it. The history degrees at California State University, Hayward, seek to counter misunderstanding of the past by presenting the study of History as an enjoyable and fruitful endeavor incorporating the essential elements of liberal learning, namely, acquisition of knowledge and understanding, cultivation of perspective, and development of written and oral communication and critical thinking skills. The degree programs also seek to develop concern for enduring human values and appreciation of diverse contexts and traditions. They seek to engage students with the excitement, relevance, and wonder of the human experience over time.

History is an encompassing discipline. Its essence lies in the connectedness of historical events and human experiences. Historical inquiry goes beyond explanations of what happened and how, to investigation of the "why" from multiple perspectives. Students of history learn to analyze written, oral, visual, and material evidence and to develop and evaluate – on the basis of such evidence – generalizations and interpretations, properly qualified and placed in contexts. Studying history compels students to comprehend facts, ideas, and interpretations conveyed or suggested by historical evidence, to contextualize discrete pieces of evidence, and to devise plausible explanations and judgments based on evidence. If rethinking history is a continuing theme, as it should be, students will carry their abilities to inquire, analyze, and interpret into other fields and all aspects of their lives and work. A significant portion of the department's graduates will enter the teaching profession, but all who complete its programs should be equipped to approach knowledgeably, sensitively, and critically whatever careers they choose.
WASC ASSESSMENT SUMMARY: HISTORY

1) FIVE OUTCOMES IN UNDERGRADUATE PROGRAM

**Outcome 1:** History graduates should know basic analytic concepts that help historians assemble, organize, and interpret evidence.

**Outcome 2:** History graduates should demonstrate significant knowledge of major events and trends in their area of concentration.

**Outcome 3:** History graduates should be able to write and speak clearly and persuasively about historical themes.

**Outcome 4:** History graduates should be able to conduct basic historical research in primary source materials, provide original interpretation of sources, and provide accurate referencing for all sources.

**Outcome 5:** History graduates should be aware of the contrasts between peoples of different times and places and display a sense of informed perspective and chronology.

2) METHODS FOR ASSESSING OUTCOMES

**Outcome 1 Indicators:** Grades in HIST 1000, 3010, 4030, and 4031

Portfolio of major papers from HIST 1000, 3010, 4030, and 4031

and at least one paper student’s concentration area in History

Student self-assessments administered in the form of survey rubrics at the start and end of selected sections of HIST 1000, 3010, 4030, and 4031

**Outcome 2 Indicators:** Grades in 16 concentration area courses units in History

Concentration area paper in portfolio

**Outcome 3 Indicators:** Portfolio papers from HIST 1000, 3010, 4030, and 4031

University Writing Skills Test

Student self-assessment administered in the form of survey rubrics (including oral component) at the start and end of selected sections of HIST 1000, 3010, 4030, and 4031

**Outcome 4 Indicators:** Grade in HIST 4031

HIST 4031 paper in portfolio

**Outcome 5 Indicators:** Portfolio of major papers from HIST 1000, 3010, 4030, and 4031

Grades in 16 elective units in History
3) ENTRY-LEVEL COURSE WHERE FIRST ASSESSMENT OF THE SLOs WILL TAKE PLACE.

HIST 1000: Introduction to History

4) EXIT-LEVEL COURSE WHERE THE SAME SLOs WILL BE ASSESSED.

HIST 4031: HISTORICAL RESEARCH METHODS
LEARNING OUTCOMES and PERFORMANCE INDICATORS:  
M.A. Degree in History

I. Content/ Knowledge Outcomes

Outcome 1: M.A. graduates should demonstrate 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 (History Conference
courses [HIST 6100-6500], electives, and project work [HIST 6899, 6901, 6909,
6910])

Indicators: Grades in History Conference courses, elective courses, and project
work; portfolio; exit interview

Outcome 2: M.A. graduates should possess an understanding of the main arguments and
themes in contemporary historiography (HIST 6030)

Indicators: Grades in HIST 6030; portfolio; exit interview

Outcome 3: M.A. graduates should demonstrate command of a special research area
(project work)

Indicators: Grades in project work; portfolio; exit interview

Outcome 4: M.A. Graduates should demonstrate familiarity with Bay Area research
libraries, archives, and special collections

Indicators: Grades in HIST 6010 and project work; exit interview
II. Skill/Method Outcomes

Outcome 5: M.A. graduates should possess advanced writing and interpretative skills for analyzing both secondary and primary sources (History Conference courses, HIST 6030, HIST 6010)

Indicators: grades in History Conference Courses, 6030, and 6010; portfolio; exit interview

Outcome 6: M.A. graduates should demonstrate advanced research abilities, in conventional historical collections and in Internet sources (HIST 6010 and project work)

Indicators: grades in HIST 6010, and project work; portfolio; exit interview

Outcome 7: M.A. graduates should demonstrate the ability to complete a major independent project in history (project work)

Indicators: grades in project work; portfolio; exit interview

III. Dispositional Outcomes

Outcome 8: M.A. graduates should be familiar with cross-cultural approaches to historical study and the humanistic values underlying a historical worldview (History Conference courses, elective courses, HIST 6030)

Indicators: Grades in History Conference courses, electives, and project work; portfolio; exit interview

Outcome 9: M.A. graduates should adhere to the standards of academic honesty, including appropriate attribution of all sources (all coursework)

Indicators: Grades in all coursework; portfolio; exit interview
Outcome 10: M.A. graduates should be familiar with 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 (HIST 6010, project work)

Indicators: exit interview
## ACADEMIC PERFORMANCE REVIEW STATISTICS FOR HISTORY, 2000-2004

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers of majors</td>
<td>139</td>
<td>156</td>
<td>160</td>
<td>166</td>
<td>not avail.</td>
</tr>
<tr>
<td>Undergrad majors</td>
<td>111</td>
<td>127</td>
<td>136</td>
<td>137</td>
<td>not avail.</td>
</tr>
<tr>
<td>Graduate majors</td>
<td>28</td>
<td>29</td>
<td>24</td>
<td>29</td>
<td>not avail.</td>
</tr>
<tr>
<td>Courses taught**</td>
<td>29</td>
<td>28</td>
<td>28</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Sections taught</td>
<td>41</td>
<td>37</td>
<td>38</td>
<td>34</td>
<td>35**</td>
</tr>
<tr>
<td>Average section size</td>
<td>33.88</td>
<td>35.8</td>
<td>37</td>
<td>40.5</td>
<td>not avail.</td>
</tr>
<tr>
<td>Total FTES#</td>
<td>372.1</td>
<td>355.7</td>
<td>374</td>
<td>365.9</td>
<td>371.5</td>
</tr>
<tr>
<td>FTES LD courses #</td>
<td>180.8</td>
<td>155.7</td>
<td>159.7</td>
<td>166.4</td>
<td>176</td>
</tr>
<tr>
<td>FTES UD courses#</td>
<td>184.3</td>
<td>190.9</td>
<td>204.5</td>
<td>190.1</td>
<td>185.6</td>
</tr>
<tr>
<td>Undergrad FTES#</td>
<td>385.1</td>
<td>346.7</td>
<td>364.3</td>
<td>356.5</td>
<td>361.6</td>
</tr>
<tr>
<td>Graduate FTES#</td>
<td>7</td>
<td>9.1</td>
<td>9.7</td>
<td>9.3</td>
<td>9.9</td>
</tr>
<tr>
<td>Total Teaching FTEF#</td>
<td>13.7</td>
<td>11.6</td>
<td>13</td>
<td>13.1</td>
<td>12.3</td>
</tr>
<tr>
<td>Lecturer FTEF#</td>
<td>3.4</td>
<td>4.5</td>
<td>4.3</td>
<td>2.9</td>
<td>2.5</td>
</tr>
<tr>
<td>Tenure Track FTEF#</td>
<td>10.3</td>
<td>7.1</td>
<td>8.7</td>
<td>10.1</td>
<td>9.8</td>
</tr>
<tr>
<td>Reg Fac LD courses ##</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Reg Fac UD courses##</td>
<td>10</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Reg Fac Und courses ##</td>
<td>13</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Reg Fac Grad courses ##</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SFR all levels</td>
<td>27.2</td>
<td>30.6</td>
<td>28.8</td>
<td>28</td>
<td>30.1</td>
</tr>
<tr>
<td>SFR LD courses</td>
<td>41.4</td>
<td>44.5</td>
<td>39.8</td>
<td>39.4</td>
<td>42.1</td>
</tr>
<tr>
<td>SFR UD courses</td>
<td>20.9</td>
<td>25.7</td>
<td>24.6</td>
<td>24.9</td>
<td>24.3</td>
</tr>
<tr>
<td>Undergrad SFR</td>
<td>27.7</td>
<td>31.7</td>
<td>29.5</td>
<td>30.1</td>
<td>30.6</td>
</tr>
<tr>
<td>Graduate SFR</td>
<td>14.3</td>
<td>13.1</td>
<td>14.5</td>
<td>7.8</td>
<td>19</td>
</tr>
<tr>
<td>Ethnicity of graduates</td>
<td>1999-00</td>
<td>2000-01</td>
<td>2002-03</td>
<td>2003-04</td>
<td>2004-05</td>
</tr>
<tr>
<td>Minority</td>
<td>18</td>
<td>20</td>
<td>19</td>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td>White</td>
<td>19</td>
<td>14</td>
<td>32</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Gender of graduates</td>
<td>1999-00</td>
<td>2000-01</td>
<td>2002-03</td>
<td>2003-04</td>
<td>2004-05</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>11</td>
<td>19</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>Male</td>
<td>22</td>
<td>23</td>
<td>32</td>
<td>26</td>
<td>19</td>
</tr>
</tbody>
</table>

* From Institutional Research Table 3  
**From Data Warehouse  
# From ALSS statistics for Academic Program Review  
## Headcount manually tabulated from Data Warehouse
### DEGREE TABLE 3
California State University, Hayward

DEGREES CONFERRED By CSU DEGREE PROGRAM
College Years 1999-00 through 2003-04

<table>
<thead>
<tr>
<th>CSU Degree Program</th>
<th>Baccalaureate</th>
<th>Master's</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CY99-00 CY00-01 CY01-02 CY02-03 CY03-04</td>
<td>CY99-00 CY00-01 CY01-02 CY02-03 CY03-04</td>
<td>CY99-00 CY00-01 CY01-02 CY02-03 CY03-04</td>
</tr>
<tr>
<td>Anthropology</td>
<td>7 12 5 4 12</td>
<td>7 6 7 8 5</td>
<td>14 18 12 12 17</td>
</tr>
<tr>
<td>Art</td>
<td>50 68 107 112 97</td>
<td>50 68 107 112 97</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>Arts Administration</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>9 7 9 11 12</td>
<td>9 7 9 11 12</td>
<td>15 15 15 15 15</td>
</tr>
<tr>
<td>Biological Science</td>
<td>88 83 74 68 49</td>
<td>88 83 74 68 49</td>
<td>1,032 1,142 1,204 1,267 1,367</td>
</tr>
<tr>
<td>Business Administration</td>
<td>679 758 752 772 821</td>
<td>353 384 452 495 546</td>
<td>1,032 1,142 1,204 1,267 1,367</td>
</tr>
<tr>
<td>Chemistry</td>
<td>12 8 13 8 10</td>
<td>2 7 4 3 4</td>
<td>14 15 17 11 14</td>
</tr>
<tr>
<td>Counseling</td>
<td>97 107 136 186 169</td>
<td>91 117 132 137 148</td>
<td>188 224 268 323 317</td>
</tr>
<tr>
<td>Criminal Justice Administration</td>
<td>102 88 86 104 82</td>
<td>102 88 86 104 82</td>
<td>102 88 86 104 82</td>
</tr>
<tr>
<td>Economics</td>
<td>7 8 12 14 17</td>
<td>1 11 2 9 17</td>
<td>18 19 14 23 34</td>
</tr>
<tr>
<td>Education</td>
<td>92 78 119 132 135</td>
<td>92 78 119 132 135</td>
<td>92 78 119 132 135</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>23 29 45 41 40</td>
<td>23 29 45 41 40</td>
<td>23 29 45 41 40</td>
</tr>
<tr>
<td>Engineering</td>
<td>2 7 9 7</td>
<td>2 7 9 7</td>
<td>2 7 9 7</td>
</tr>
<tr>
<td>English</td>
<td>61 49 57 59 40</td>
<td>61 49 57 59 40</td>
<td>61 49 57 59 40</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>12 9 10 10 12</td>
<td>12 9 10 10 12</td>
<td>12 9 10 10 12</td>
</tr>
<tr>
<td>Ethnic Studies</td>
<td>5 8 11 12 1</td>
<td>5 8 11 12 1</td>
<td>5 8 11 12 1</td>
</tr>
<tr>
<td>French</td>
<td>1 2 2 2</td>
<td>1 2 2 2</td>
<td>1 2 2 2</td>
</tr>
<tr>
<td>Geography</td>
<td>8 8 4 4 5</td>
<td>1 6 3 4 1</td>
<td>1 6 3 4 1</td>
</tr>
<tr>
<td>Geology</td>
<td>7 4 2 4 3</td>
<td>5 1 2 1</td>
<td>5 1 2 1</td>
</tr>
<tr>
<td>Health Care Administration</td>
<td>9 15</td>
<td>9 15</td>
<td>9 15</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>57 68 49 39 40</td>
<td>57 68 49 39 40</td>
<td>57 68 49 39 40</td>
</tr>
<tr>
<td>History</td>
<td>32 30 46 38 32</td>
<td>5 4 5 7 7</td>
<td>5 4 5 7 7</td>
</tr>
<tr>
<td>Human Development</td>
<td>117 107 110 120 99</td>
<td>117 107 110 120 99</td>
<td>117 107 110 120 99</td>
</tr>
<tr>
<td>International Studies</td>
<td>13 8 12 11 12</td>
<td>13 8 12 11 12</td>
<td>13 8 12 11 12</td>
</tr>
</tbody>
</table>

Source: CSU ERSD Statistical Extract
College Year: Summer, Fall, Winter and Spring.
Document: CSU Hayward Fact Book Fall 2004

(Continued)
### DEGREE TABLE 3
California State University, Hayward

**DEGREES CONFERRED By CSU DEGREE PROGRAM**
College Years 1999-00 through 2003-04

<table>
<thead>
<tr>
<th>CSU Degree Program</th>
<th>Baccalaureate CY99-00</th>
<th>Baccalaureate CY00-01</th>
<th>Baccalaureate CY01-02</th>
<th>Baccalaureate CY02-03</th>
<th>Baccalaureate CY03-04</th>
<th>Master's CY99-00</th>
<th>Master's CY00-01</th>
<th>Master's CY01-02</th>
<th>Master's CY02-03</th>
<th>Master's CY03-04</th>
<th>TOTAL CY99-00</th>
<th>TOTAL CY00-01</th>
<th>TOTAL CY01-02</th>
<th>TOTAL CY02-03</th>
<th>TOTAL CY03-04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesiology</td>
<td>57</td>
<td>64</td>
<td>64</td>
<td>41</td>
<td>48</td>
<td>17</td>
<td>15</td>
<td>12</td>
<td>14</td>
<td>7</td>
<td>74</td>
<td>79</td>
<td>76</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>Latin American Studies</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>374</td>
<td>305</td>
<td>356</td>
<td>327</td>
<td>329</td>
<td>374</td>
<td>305</td>
<td>356</td>
<td>327</td>
<td>329</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marine Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Mass Communication</td>
<td>63</td>
<td>66</td>
<td>62</td>
<td>69</td>
<td>77</td>
<td>63</td>
<td>66</td>
<td>62</td>
<td>69</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>19</td>
<td>15</td>
<td>13</td>
<td>11</td>
<td>26</td>
<td>10</td>
<td>10</td>
<td>3</td>
<td>7</td>
<td>13</td>
<td>29</td>
<td>25</td>
<td>16</td>
<td>18</td>
<td>39</td>
</tr>
<tr>
<td>Multimedia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>13</td>
<td>15</td>
<td>21</td>
<td>2</td>
<td>20</td>
<td>13</td>
<td>15</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>19</td>
<td>27</td>
<td>33</td>
<td>16</td>
<td>12</td>
<td>2</td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>8</td>
<td>21</td>
<td>34</td>
<td>42</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>Nursing</td>
<td>58</td>
<td>52</td>
<td>63</td>
<td>61</td>
<td>72</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>58</td>
<td>52</td>
<td>64</td>
<td>66</td>
<td>73</td>
</tr>
<tr>
<td>Philosophy</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>43</td>
<td>42</td>
<td>41</td>
<td>39</td>
<td>42</td>
<td>43</td>
<td>42</td>
<td>41</td>
<td>39</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>120</td>
<td>107</td>
<td>140</td>
<td>101</td>
<td>102</td>
<td>120</td>
<td>107</td>
<td>140</td>
<td>101</td>
<td>102</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>99</td>
<td>85</td>
<td>66</td>
<td>76</td>
<td>72</td>
<td>99</td>
<td>85</td>
<td>66</td>
<td>76</td>
<td>72</td>
</tr>
<tr>
<td>Recreation</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>13</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>13</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>71</td>
<td>63</td>
<td>80</td>
<td>108</td>
<td>90</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>73</td>
<td>66</td>
<td>82</td>
<td>109</td>
<td>93</td>
</tr>
<tr>
<td>Spanish</td>
<td>13</td>
<td>10</td>
<td>9</td>
<td>6</td>
<td>10</td>
<td>13</td>
<td>10</td>
<td>9</td>
<td>6</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Special Major</td>
<td>9</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td>9</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>18</td>
<td>4</td>
<td>8</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Speech Communication</td>
<td>18</td>
<td>20</td>
<td>24</td>
<td>13</td>
<td>14</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>24</td>
<td>23</td>
<td>30</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Speech Pathology and Audiology</td>
<td>14</td>
<td>11</td>
<td>18</td>
<td>12</td>
<td>7</td>
<td>24</td>
<td>26</td>
<td>20</td>
<td>16</td>
<td>29</td>
<td>38</td>
<td>37</td>
<td>38</td>
<td>28</td>
<td>36</td>
</tr>
<tr>
<td>Statistics</td>
<td>5</td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>16</td>
<td>12</td>
<td>3</td>
<td>28</td>
<td>10</td>
<td>25</td>
<td>16</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>Taxation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>9</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Telecommunication Systems</td>
<td>1</td>
<td>10</td>
<td>20</td>
<td>13</td>
<td>29</td>
<td>1</td>
<td>10</td>
<td>20</td>
<td>13</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Continued)

Source: CSU ERS District Statistical Extract  
College Year: Summer, Fall, Winter and Spring.  
Document: CSU Hayward Fact Book Fall 2004
DEGREE TABLE 3
California State University, Hayward
DEGREES CONFERRED BY CSU DEGREE PROGRAM
College Years 1999-00 through 2003-04

<table>
<thead>
<tr>
<th>CSU Degree Program</th>
<th>Baccalaureate</th>
<th>Master’s</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CY99-00</td>
<td>CY00-01</td>
<td>CY01-02</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>5</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>COLLEGE TOTAL</td>
<td>2,277</td>
<td>2,257</td>
<td>2,450</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: CSU ERSD Statistical Extract
College Year: Summer, Fall, Winter and Spring.
Document: CSU Hayward Fact Book Fall 2004
<table>
<thead>
<tr>
<th>History</th>
<th>Bachelor</th>
<th>Postbaccalaureate</th>
<th>Master's</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2000</td>
<td>Fall 2001</td>
<td>Fall 2002</td>
<td>Fall 2003</td>
</tr>
<tr>
<td>GEOGRAPHIC ORIGIN</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contra Costa County</td>
<td>20</td>
<td>17</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>Other California Counties</td>
<td>23</td>
<td>20</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Other Countries</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Other States</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>CLASSIFICATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>13</td>
<td>12</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>Sophomore</td>
<td>4</td>
<td>11</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>Junior</td>
<td>38</td>
<td>29</td>
<td>33</td>
<td>52</td>
</tr>
<tr>
<td>Senior</td>
<td>50</td>
<td>65</td>
<td>59</td>
<td>55</td>
</tr>
<tr>
<td>Post-Baccalaureate</td>
<td></td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>ENROLLMENT STATUS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing</td>
<td>80</td>
<td>84</td>
<td>105</td>
<td>95</td>
</tr>
<tr>
<td>First Time</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Returning</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Returning Transfer</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Transfer</td>
<td>17</td>
<td>20</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>CSU HAYWARD TOTAL</td>
<td>105</td>
<td>117</td>
<td>127</td>
<td>135</td>
</tr>
</tbody>
</table>

Source: CSU ERSS Statistical Extract
A postbaccalaureate student holds a baccalaureate degree and has not been admitted to a Master's program. Postbaccalaureate includes students seeking a second Bachelor's degree or credential or subject waiver programs.
Document: CSU Hayward Fact Book Fall 2004
## Table 2

California State University, Hayward

**OVERALL DEGREES CONFERRED PROFILE BY MAJOR**

College Years 1999-00 through 2003-04

<table>
<thead>
<tr>
<th>History</th>
<th>Baccalaureate</th>
<th>Master's</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CY99-00</td>
<td>CY00-01</td>
<td>CY01-02</td>
</tr>
<tr>
<td>ETHNICITY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Asian / Pacific</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Black</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>International</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>White</td>
<td>18</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>GENDER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Male</td>
<td>19</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>GEOGRAPHIC ORIGIN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alameda County</td>
<td>19</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>Contra Costa County</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Other California Counties</td>
<td>8</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>CSU Hayward TOTAL</td>
<td>32</td>
<td>30</td>
<td>46</td>
</tr>
</tbody>
</table>

Source: CSU ERSD Statistical Extract
College Year: Summer, Fall, Winter and Spring
Document: CSU Hayward Fact Book Fall 2004
<table>
<thead>
<tr>
<th>VI. Quantitative Evidence</th>
<th>Department: History</th>
<th>Fall Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>Item</td>
<td>1998</td>
</tr>
<tr>
<td>A. Enrollment</td>
<td>Number of majors</td>
<td>131</td>
</tr>
<tr>
<td>History</td>
<td>Undergraduate</td>
<td>111</td>
</tr>
<tr>
<td>(majors include History</td>
<td>Graduate</td>
<td>20</td>
</tr>
<tr>
<td>&amp; Latin American Studies)</td>
<td>History FTES generated</td>
<td>359.93</td>
</tr>
<tr>
<td></td>
<td>Number of sections offered</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Average section size</td>
<td>31.93</td>
</tr>
<tr>
<td></td>
<td>Number of students on wait list</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Degrees Granted Prev Year</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Undergraduate</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>9</td>
</tr>
<tr>
<td>B. Staffing</td>
<td>Headcounts of TT faculty</td>
<td>12</td>
</tr>
<tr>
<td>Data Source</td>
<td>FTEF of TT Faculty</td>
<td>10.00</td>
</tr>
<tr>
<td>State Controller's Data</td>
<td>FERP FTEF</td>
<td>1.00</td>
</tr>
<tr>
<td>Base as of November 1</td>
<td>Total TT FTEF</td>
<td>11.00</td>
</tr>
<tr>
<td></td>
<td>Lecturer FTEF</td>
<td>6.67</td>
</tr>
<tr>
<td></td>
<td>Total FTEF</td>
<td>17.67</td>
</tr>
<tr>
<td>From APDB Chancellor's</td>
<td>% FTEF that is Lecturer</td>
<td>38%</td>
</tr>
<tr>
<td>Office Workload Reports</td>
<td>Total Teaching FTEF</td>
<td>15.33</td>
</tr>
<tr>
<td>Excludes administrative</td>
<td>% FTES taught by Part Time</td>
<td>64%</td>
</tr>
<tr>
<td>and reimbursed time and</td>
<td>SFRs on this page may not include faculty from other departments teaching in History</td>
<td></td>
</tr>
<tr>
<td>other support time</td>
<td>SFRs on this page include faculty appointed in History but teaching elsewhere and those appointed but</td>
<td></td>
</tr>
<tr>
<td>C. Capacity Utilization</td>
<td>SFR for Full Time faculty</td>
<td>17.18</td>
</tr>
<tr>
<td></td>
<td>SFR for Part Time Faculty</td>
<td>28.25</td>
</tr>
<tr>
<td></td>
<td>Total SFR</td>
<td>23.48</td>
</tr>
<tr>
<td></td>
<td>System SFR History</td>
<td>25.7</td>
</tr>
</tbody>
</table>
HISTORY DEPARTMENT CAPR DOCUMENTS # 1 & 2
FOR FIVE-YEAR REVIEW 2005:

SELF-STUDY & PLAN
# 1 SELF-STUDY

## INTRODUCTION

The following "Self-Study" and "Plan" adhere to the guidelines set out in 00-01 CAPR 7, Policies and Procedures for Five Year Reviews and Plans.

**Before proceeding, it may useful to take a snapshot of the History Department in Fall 2005:**

We consist of 12 regular faculty members: 4 Full Professors, 5 Associate Professors (one of whom is on full administrative leave), 2 Assistant Professors, and 1 FERPing faculty in his last year of teaching. We currently employ 4 lecturers with 3-year contracts and 1 annual and 2 quarterly lecturers. Our staff is one person: the Administrative Support Coordinator. Our majors numbered 166 in Fall 2003, including 29 enrolled graduate students, with many others engaged in graduate projects. At the end of 2004, the total FTES enrolled in History courses is 371.74 – 1,394 students by headcount – in 23 different courses taught in 35 course sections, plus independent studies. The current Department Chair began her 3-year term in Fall 2003, following her predecessor’s strong and unprecedented three-term service.

The department runs five programs: the undergraduate History major; the undergraduate History minor; the History Master's program; and two programs for students preparing for teaching credentialing: the Liberal Studies History Option and the History/Social Science Single Subject Preparation Program. We offer two degrees: the History B.A. and the History M.A.

The History Major consists of 60 units, including a developmental sequence of 4 skills courses, from introduction to capstone; 3 lower division courses in World Civilizations; 4 upper division courses in an area of concentration (U.S., Europe, Asia, Latin America, or California and the U.S. West); and 4 upper division electives with a breadth requirement. In Fall 2005, the Major will also include the U.S. history survey, for a total of 68 units.

The History Minor requires 36 units; and the History M.A. requires 45 units in one of four options: the University Thesis, the Teaching Option, the Examination Option, or the Public History Option. In keeping with state credentialing standards, the Liberal Studies History Option requires 24 units as part of students’ content preparation for elementary school teaching; and the History/ Social Sciences Single Subject Program requires a variety of courses from all over the university for students aiming to teach junior high and high school.

Beyond our majors and minors, however, the department serves the broad sweep of CSUH students with numerous courses fulfilling the C-4 General Education requirement in upper division humanities; several courses meeting the Cultural Groups and Women requirement, and the U.S. survey fulfilling the American Institutions requirement. In addition, annually we offer 4 PACE courses, special Liberal Studies sections of HIST 3400 and HIST 3500, and a special G.E. course, HIST 4710, for nursing majors. Our courses are taught regularly at both the Hayward and the Contra Costa campuses.
I. SUMMARY OF 2000 FIVE-YEAR REVIEW

The 2000 Five-Year Review of History emphasized especially the problems the department was facing through attrition of regular faculty. As of the end of AY 1999-00, when 1 regular faculty member went on full-time administrative leave, the Department was down to 9 regular faculty members: a drop from more than twenty about a decade before. As the review reported, for example, in Spring 1999, nearly 75% of History FTES were taught by lecturers.

In addition, the review called for the department to expand its curricular offerings, improve advising, and sustain consistent expectations in course assignments.

The department’s response to the 2000 review also emphasized two main goals: restoring tenure-track faculty and raising the numbers of history majors.

In brief: We have addressed each of the issues raised by the 2000 CAPR review, while also beginning to restore the numbers of tenure-track faculty and significantly raising the numbers of History majors.

To elaborate:

Re: proportion of regular faculty to lecturers: The department has made strong moves toward increasing the regular faculty.

The department successfully completed 3 tenure-track searches in the last five years and is completing a 4th this year to “replace” a recent hire who left for appointment at a research institution. This academic year, the department submitted 2 requests for positions: the “replacement,” which was approved; and second in U.S. history which was not among the approved positions this year, though highly ranked by the Dean. See Part II (Tenure-Track Requests) below for details on tenure-track hiring.

Because of additional retirements, however, the departure of the recent hire, and one faculty member working in administration, we are just holding steady with 12 regular faculty, including our about-to-fully-retire FERPing faculty colleague and our colleague on full administrative leave. The overall proportion of lecturers teaching History FTES remains high, as does the department’s overall SFR. See Part IV (Program Data) for more details.

In addition, the department sustains a healthy M.A. program; but service on graduate committees, particularly extensive for the Americanists, does not come with any additional assigned time; nor can lecturers be required to serve on these committees.

In brief, we are proud of the hires we have made in junior faculty and have made progress in restoring regular faculty to the department. But more will be needed.
Re: curricular offerings: In 2003-04, the department completed a full curricular review.

In brief, we put through 7 new course proposals (in addition to 3 new courses introduced by faculty in the two previous years); 14 course discontinuances; 24 course modifications; and 3 major modifications. These last were changing East Asia concentration to Asia, updating all course listings under the area concentrations, and adding 1101 and 1102 to the major.

To explain: we discontinued specialty courses taught by now retired faculty; we divided the U.S. Women’s History into two halves to better cover this important field; we reconfigured two courses on early European women; altogether in this review and in the year prior, we added courses on the Family in American History, the Scientific Revolution, Modern South Asia, Modern Colonialism, India Through Film, and Modern American Thought and Culture; we re-titled the courses in the upper division U.S. survey; and we consolidated the upper division European survey into fewer courses to better offer the full sweep of European history. Finally we revived several courses that had not been taught in a number of years: Ancient Rome, U.S. Foreign Relations, the Cold War, and Blacks in the West.

More specifically, the addition of HIST 1101 and 1102 was made to ensure that all of our majors, many of whom are interested in a teaching career, have grounding in U.S. history. This change is not likely to lower the numbers of majors since many bring these sections in as transfer units already. As of Fall 2005, the major will require just 68 units of work, still keeping History a manageable major for students seeking a double-major or a minor in other areas. Inclusion of the U.S. survey in the history major is also standard in about half of the CSU history programs.

The department continues to offer a wide range of graduate courses, cognizant again that most of our M.A. students are teachers or want to be teachers or are interested in working in California public history. Hence they tend to be drawn to U.S. history in general and California history in particular. We still continue to require a course outside U.S. history as a breadth requirement. The department could easily sustain 6 graduate courses a year, but budget constraints necessitate greater stringency here as everywhere. This year the department began offering HIST 6010, the required graduate research seminar, every eighteen months instead of every year, despite our worry that this reduction will lead to a back-up enrollment of above 20 or more: under normal circumstances, unconscionable for a research class. Our current graduate sections in Fall 2004 have enrolled a headcount of 15 and 19 respectively.

Re: advising: The department has made substantial changes in major advising.

As in the past, new undergraduate majors are greeted with a welcome letter from the Department Chair, urging them to meet with her to begin their History advising, especially regarding transfer units. Now in addition, new majors are assigned individual faculty advisors who work with them on major checks and address student concerns.
about their general career at Hayward and potential future careers. The position of Undergraduate Coordinator has been dropped, and instead one faculty member serves as Advising Coordinator to keep undergraduates alert to various deadlines and to work with faculty on changes in DegreeWorks, etc. (a continuing problem since this software has only been slowly adapted to campus programs). The department initiated a major listserv several years ago, but this was replaced this year by the major list on Blackboard, which the Department Chair and the Advising Coordinator use to send out regular notices regarding advising, new courses, applying for graduation, and the like.

The History Graduate Coordinator continues to advise all History M.A. students in all matters but their projects. The Coordinator receives just 4 wtus assigned time for this extremely time-consuming work, which includes reviewing applications and numerous and varied administrative tasks through all four quarters of the year. The department may need in the near future to institute some kind of limit on admissions.

The department has also continued to work hard to create a better climate and community for History majors on campus: see Part VI (Achievements Since 2000) below.

Re: course expectations: The department has improved consistency in course expectations while maintaining variety in course assignments.

The addition of fresh tenure-track faculty has helped us to sustain high quality classroom instruction in what are already the high standards of our course offerings. These standards were evidenced by the many new History course proposals and modifications that last year received approval from the ALSS Curriculum Committee and the Academic Senate’s Committee on Instruction and Curriculum (for G.E.).

The department has completed its mission and outcomes for assessment, which, when fully operational, will address expectations issues as well. See Part III on Assessment for details.

For lecturers, the department’s Lecturers’ Committee has established more consistent standards of evaluations through a report form also used by the Department Chair in the Annual Evaluation of Lecturers. Greater consistency among lecturers’ syllabi and course requirements continues to be a concern for the department, and the chair plans to continue to work individually with lecturers to alert them to necessary improvements.

Our lecturers have generally served the department well, especially in the U.S. history survey, in California History, in U.S. Women’s History, and in U.S. Black History, and are well liked by students. At the same time, lecturers are not required to sustain the same levels of scholarly productivity as regular faculty, are exempted from service to the university, and may limit their advising to students enrolled in their classes. Their overall service to the department is inevitably limited by these factors.

Finally, as another measure of the high quality of our course offerings, from Fall 2001 to Fall 2004, the History GPA in undergraduate courses fell from 2.99 to 2.82, and the
1. BACKGROUND

• Overview description of the program: See Executive Summary, page 1

• Overview of the documents submitted to CAPR

The following documents were submitted by the history department for the five year program review:
Document 1: Reply to the Outside Reviewer for History Five Year Self-Study and Plan; Report of the History Department External Visititation; Transmittal Sheet for Supporting Materials for Five Year Review; History Department Self-Study and Plan (initial and two revisions, including attachments: Four Tenure Track Position Announcements; 2005-2006 Tenure Track Position Request; Mission and Outcomes Statements; Academic Performance Review Statistics), and Data from the Self-assessment for Students, and Faculty Assessment of Students for HIST 1000, 3010, 4030 and 4031.


• Summary of specific areas of the Self-Study

The History Department is to be commended for the thoroughness of the material presented to the Committee on Academic Program Review for the five-year review. The program clearly characterized its recent and current status with respect to faculty and lecturer staffing, student enrollment, and administrative support. The department identified twelve proposals for material support it views as essential to allow the department to sustain its programs at high levels of quality and build new programs. The extensive outside review concurred with the program's self study and twelve proposals.

The review of the History Program is presented in two parts. The first part is the ratings of program elements as guided by the Suggested Student Learning Outcomes Assessment Plan Rubric from the Academic Review Outcome Team Recommended Assessment Plan Rubric (December, 2003). The second part is a narrative review.

Ratings from the Suggested Student Learning Outcomes Assessment Plan Rubric

All ratings are on a four point scale, with four being the highest rating, unless otherwise noted. (Ratings appear below as follows: Scale item – CAPR Reviewer’s rating; See attached Student Learning Outcomes Assessment Plan Rubric appended to this document for the location of supporting documentation)

1. Mission. Goals, and Objectives
   A. Department mission - 4
   B. Department and university missions - 3
   C. Content-centered description - 4
   D. Program SLOs - 4
   E. Link SLOs and courses - 4

2. Developing and Implementing Assessment Methods
   F. Program level assessment - 5 (out of 5)
   G. Course level assessment - 5 (out of 5)
   H. SLO assessment results - No (Y/N choice)
   I. Other assessment results - 4

3. Using Assessment Results
   J. Conclusions - 3
   K. Conclusions and planning - 3
   L. Plan -
   M. SLOs and planning - 3
   N. Credible representation of SLOs - 4

4. Synthesis
   O. SLOs and curriculum revision - 3

5. Total = 52/58 = 90%
Narrative review

The department Self-Study contains six sections that will be summarized below.

Section I – Summary of 2000 Five-year Review

The five-year review completed in 2000 and the department’s response to it identified four areas of focus for the program: increase proportion of regular faculty to lecturers; expand curricular offerings; improve advising; sustain consistency in courses.

Faculty. The department successfully completed four tenure-track searches. However, due to retirements, History is “holding steady” rather than increasing the proportion of tenure track faculty to lecturers.

Curriculum. The History Program has expanded curricular offerings in the past five years. It introduced ten new courses, discontinued fourteen specialty courses previously taught by now-retired faculty, modified 24 courses, and made major modifications to three courses. The program offers a wide range of graduate courses as well as a breadth requirement of a course outside U.S. History. The graduate history research seminar is offered every 18 months rather than every year, a plan that may result in a backlog of student enrollments.

Advising. In a revised advising procedure, new undergraduate majors are assigned a faculty advisor. The position of Undergraduate Coordinator has been replaced by an Advising Coordinator who is responsible for alerting students to advising information. The History Graduate Coordinator continues to advise all graduate students.

Course consistency. The department is proud of the number of approvals it received for course proposals and modifications, and considers this an indicator of quality instruction. The department has completed its missions and outcomes for assessment which when fully operational will also address the consistency issue. Instructional standards were established through the department’s Lecturer Committee and while this has helped reduce inconsistency across lecturers, concern remains in this area.

Impact of changes. The proportion of FTES taught by regular faculty has gradually increased and the number of majors has increased from 116 to 169.

Section II – Tenure-Track Requests and Appointments, 2000-2005

The History Department is in the midst of a revival, having successfully completed several searches to produce a diverse faculty. They anticipate submitting an additional request in 2005 and continue building the department.

Section III – Assessment for B.A. and M.A. Programs

The department has completed a mission statement, learning outcomes, and performance indicators for its B.A. and M.A. programs. In 2002 the department formed an Assessment Committee to create outcomes rubrics and compile questionnaire surveys for each of the major’s four skills courses: HIST 1000 (Introduction to History), 3010 (Historical Writing), 4030 (Historiography), and 4031 (Historical Research). The surveys followed the main goals for each course, with an initial self-assessment survey completed by students at the start of each course, the same final surveys completed for comparative purposes at the end of the course. The final survey was completed by students and faculty. The surveys were anonymous and the emphasis was on aggregated information to avoid mixing program assessment with individual evaluation of students and instructors, in keeping with the general guidelines in the professional assessment literature.

Each survey was divided into sections with several questions per section. For example, sections of the HIST 1000 survey were: Overall goal of the course; Analysis; Composition; Oral Expression; and Library and internet skills. Questions in the Analysis section were 1) I now understand the distinction between a primary and secondary source; 2) I can now evaluate an historical argument; and 2) I can now interpret a primary source. Respondents rated a statement as strongly agree, agree, somewhat agree, and disagree.

Final survey data from students’ self-perception and faculty evaluation were available for HIST 1000, 3010 and 4030. The sample size ranged from 27 (students in HIST 3010) to 42 (students in HIST 4030). A
similar response pattern appeared across all courses and respondents, showing that approximately 85% of all
responses were agree or strongly agree. For HIST 4031 initial and final survey data were available for a sample
of 27 and 24 students, respectively, and 34 faculty. Two patterns appeared in the data. First, as with the other
courses, approximately 85% of all responses from students and faculty were agree or strongly agree. Second a
learning effect was apparent between the initial and final student surveys. In the initial student self-assessment
the majority of responses were somewhat agree or agree, with several responses of disagree. On the final
student self-assessment the majority of responses were agree or strongly agree, with few responses in the other
two categories.

The results of the surveys for the 2002 – 2004 academic years revealed several trends that the
department faculty have discussed: 1) the tendency for beginning History majors to be uncertain regarding the
meaning of academic honesty; 2) problems in all classes with oral expression; 3) problems with understanding
correct source citation; and 4) students’ difficulty interpreting primary sources, which in part accounts for the
tougher evaluations of student achievement in HIST 4031, our research class. The department will pay close
attention to these areas, and will work to have consistent data collection in machine-readable form in the future.

In AY 2005 – 2006 the department will move expeditiously to gather information on the rest of our B.A.
program and on the M.A. program, particularly exit surveys for pending B.A. and M.A. graduates. The
department will also move forward with review of the Master’s program. One faculty member has been
appointed Assessment Coordinator to better organize department efforts. The History Department expects to
have one cycle of assessment – student and faculty surveys, evaluation of evidence, and implementation of
an instructional improvement - completed in Spring 2006.

Section IV – Program Data

Indicators of the department’s success are the rising number of majors, steady enrollment and a rising
SFR and average section size.

Majors. The number of undergraduate majors has increased by 46% in the past five years and the
number of graduate students by 32%. The graduation rate does not yet match this increase but is expected to in
the near future.

Enrollment. History is a mainstay of FTES in CLASS (second highest) and the University (ninth
highest). This is the case despite a decrease in the number of course sections. The main source of steady
enrollments is in the upper division courses.

SFR and section size. SFR and class size have risen; SFR from 27.2 to 30.1 and average class size from
33.8 to over 40. This is mixed news to the department. While growth is desirable, the increase has come largely
from the escalating number of students coupled with an unchanging number of faculty.

Impact of changes. The interaction of rising number of majors, increased enrollment, and rising SFR has
placed unusual and potentially unsustainable pressure on the department. The department developed several
“fall back plans” to implement in the case of budgetary constraints, lack of faculty and the ongoing enrollment
needs. For example, the department agreed to retain the number of U.S. History Survey sections to attract new
freshmen but to limit sections in World History. This is a short-term solution that cannot be sustained over time
and continued department growth. The department believes it has much to celebrate in recent hiring and tenure
and promotion decisions and in the increasing popularity of the major. However without additional faculty and
staff this growth cannot be sustained.

Section V – Comparison to Other C.S.U. and U.C. History Programs

The department compared itself to History Departments at Sonoma State University, San Francisco
State University, UC Berkeley, and UC Davis. CSUEB History Department compared favorably to each of
these. It has similar or more economical programs than each of these programs and is sensitive to its student
body in ways that the other universities may not be. For example, CSUEB History Department has an added
skill course that is appropriate for its frequently under-prepared students.
Section VI – Achievements Since 2000

The department enumerated its achievements in the areas previously mentioned (i.e. faculty hiring). In addition, individual faculty have distinguished themselves and, in turn, the department in many ways. For example, the department has provided financial support for outstanding majors; students have won prizes in research competitions; members of the department have organized various conferences; and faculty members have participated liberally in college and university governance. Several faculty members have received awards for scholarly activities and have presented at professional conferences.

Summary

The department has painted a picture of itself as sustaining quality and variety in its educational programs, participating in university governance and developing a sense of community for its students against the obstacles of heavy teaching loads, inadequate resources and rising enrollments. The current picture cannot be sustained without additional faculty to share the load.

- Summary of supporting data

Several documents reporting data were appended to the self-study: Academic Performance Review Statistics for 1998 - 2004; Degrees Conferred by Program; Headcount Enrollment for History; and Degrees Conferred for History. These documents show the following trends:

Performance Review Statistics
1. increase in number of majors, both undergraduate and graduate
2. decrease in number of courses and sections taught coupled with increase in average section size
3. relatively stable FTES, FTEF and SFR (except Graduate SFR)
4. increase in diversity of student population

Degrees Conferred
5. an increase followed by a decrease in undergraduate degrees awarded and slight increase in graduate degrees awarded

Headcount
6. approximately even number of students from Contra Costa County and other California counties
7. more junior and senior majors than freshmen and sophomore majors
8. majority of the student body is continuing students

Overall Degrees Conferred
9. data on ethnicity, gender and geographic origin support the claim of a diverse student body who complete the History degree

3. OUTSIDE REVIEWER’S COMMENTS & THE DEPARTMENT’S RESPONSE

The program review visitation took place on February 1 and 2, 2005. The reviewer was Dr. Stanley M. Burstein, Professor Emeritus of History, California State University, Los Angeles. The reviewer spent two days on campus, meeting with History Department permanent and part-time faculty, department chair, administrative coordinator, undergraduate and graduate students, the Dean of the College of Letters, Arts and Social Sciences, and the University Librarian.

Summary of Dr. Burstein’s comments

Permanent faculty. Dr. Burstein praised the History faculty for their dedicated teaching, scholarship and service activities. Dr. Burstein cited enrollment data showing an increase in undergraduate and graduate majors (43% and 32%, respectively) and increasing enrollment in history courses (the second highest FTES in the college at the end of 2004). He further suggested that these figures might understate enrollment at the graduate level by half or more, given timing of institutional reporting. He particularly noted that these achievements occurred during a period of budgetary constraint leading to fewer course sections and higher class size, for instance. He further reported that any additional plans the History Department has, such as offering a major at the Concord campus, while desirable, will strain the faculty resources.

Adjunct faculty. The percent of courses instructed by lecturers has decreased over the review period from 76% to 40%, to the benefit of the department. The department monitors lecturers, and both the faculty and
students agree that the quality of these courses is high. The department has shown high regard for its lecturers through such actions as assigning them permanent offices and hiring two former lecturers as full time faculty.

Curriculum. The design of the History undergraduate and graduate majors showcases the strength of its faculty and has undergone modification reflecting the changing nature of the faculty. While this is admirable, the outside reviewer suggested that the department may want to adopt a proactive curricular revision plan rather than a reactive process. Dr. Burstein highlighted the department’s M.A. program and department thesis option. The department thesis is a “...creative attempt to serve the needs of students by requiring them to apply their M.A. program learning to the development of a large scale instructionally related project, usually a complete curriculum for teaching some aspect of history.” Dr. Burstein cautioned that this option may pose a burden on department faculty as it requires significant resources.

Advisement. In response to the previous five-year review the History Department reorganized its advisement procedures. Each undergraduate student is assigned a faculty advisor; single-subject option students are advised by a single subject coordinator; and graduate students are advised by the graduate coordinator. Dr. Burstein noted that while students he interviewed were satisfied with the advising procedure, in the face of internal factors such as continued enrollment growth, and external factors such as requirements from the Commission on Teacher Credentialing, the procedure will be difficult to sustain.

Department management. Dr. Burstein reported having positive interviews with students. He stated that while the students had no complaints, they would prefer a wider range of course offerings each quarter. Students also noted that they would like to have courses in areas in which there currently are none, such as 19th century U.S. History.

Responses to department suggestion for action. Dr. Burstein noted that the department has, “...followed aggressively...” the recommendation of the 2000 program reviewer to rebuild the permanent faculty. Dr. Burstein further listed twelve recommendations the department made to support what it calls the “invisible aspects of faculty work”. These recommendations were for faculty and administrative support such as photocopying and assigned time.

In conclusion, Dr. Burstein stated that he found the History Program to be “strong and effective” and that it has “coped well with a period of severe budgetary constraints”. It is his opinion that the recommendations for actions are well considered and worthy of support. In particular, he noted that the following requests are of greatest importance: rebuilding the faculty; adding office support; providing release time for advisors; augmenting the department’s Supplies and Services budget; and refreshing faculty computers.

Response of the Department

The department acknowledged Dr. Burstein’s comments and agreed with all his conclusions, save one – the conclusion regarding curriculum development. While Dr. Burstein suggested that the department has been largely reactive responding to changes in faculty, the department believes it has been proactive in curricular development, having requested 45 course changes in 2004-2005 alone and carefully requesting its new tenure track positions.

The department agrees with Dr. Burstein’s conclusion that it is operating at near full capacity in all faculty activity areas. The department sees its fundamental challenge for the next five years as, “...sustaining programs at high levels of quality while making every effort to build them...”. The department is pleased that Dr. Burstein recognized this challenge.

4. PROGRAM’S FIVE-YEAR STRATEGIC PLAN (2005 - 2009)

Curriculum

The department identified three factors that it believes will predicate the direction of its curriculum in the next five years: development of new fields; rising enrollments in teacher preparation programs; and rising enrollment in history courses at the Concord campus. In each of these areas the department has identified three to five specific areas of curricular development. For example, the department had identified the following areas
it would like to develop: History of Science, Modern Colonialism, South Asia, the Islamic world; and History of Social Work.

Students

The department expects that its enrollment will increase in the next five years, as will the diversity of its student body. The department does not expect the career opportunities for history graduates to change, yet enrollment is expected to rise, which is laudable in the current economic climate. The department will continue to recruit students from high schools and community colleges. The only area of learning outcomes it expects to modify is to adapt the program to students who lack proper preparation for college-level liberal arts program. Of course, others may come to light through assessment data. The program considers itself “ahead of the curve” in teaching history as humanities with emphasis in reading, writing and interpretation.

Faculty

The department’s five-year plan is to continue to build the faculty in several specific areas on the Hayward and Concord campuses. For instruction, it would like to depend more on permanent faculty and less on short-term hires. As indicated previously, the department sees a great difficulty in sustaining the “invisible work of the faculty” at the current high levels without additional faculty resources.

Resources

The program concluded its five-year plan with a list of support staff, faculty assigned time or extra-quarter-for-pay, and equipment that it would like to acquire.

5. CAPR ANALYSIS OF THE PROGRAM’S FIVE-YEAR REVIEW

a. Program

The History Program conducted a thorough and balanced self-review. The data and documentation included in the review package clearly supported the claims and conclusions of the department and outside reviewer. The curriculum appears to be sound, with a clear direction for future growth. Student enrollment is growing for both majors and non-majors and is predicted to continue to do so. The department has plans to offer a major at the Concord campus, if feasible. The department has written a mission statement, identified student-learning outcomes, and conducted assessment surveys for two academic years; it plans to continue regular assessment activities with the recently appointed Assessment Coordinator.

The History Department has ambitious plans for expansion in three areas: new courses on the Hayward campus, an increased number of teacher preparation courses, and a major on the Concord campus. CAPR endorses the planned expansion, particularly considering the department’s substantial contribution to GE courses. Expansion cannot occur without additional permanent faculty.

Recently class sizes in the program have increased. CAPR recommends that the department closely monitor class size and endorses a cap on class size. Many of the history classes have extensive writing requirements that cannot be adequately maintained with increasing class sizes.

The History Department is to be exuberantly commended for the assessment activities it completed in the past year. The department has made an excellent beginning to the assessment process. CAPR has several recommendations for the department for continued assessment activities that should be addressed in the next Annual Report to CAPR.

1) Outcome Indicators for undergraduate and graduate students include portfolios, yet there is no objective measurement of the goals or quality of the portfolios. The department should develop a rubric for each Outcome to evaluate the associated portfolio projects and demonstrate student learning for the respective outcome. Creation of a portfolio is the evidence of a student’s learning; the rubric is an evaluation of the quality of that evidence.
2) Primary and direct outcome data to show the distribution of student performance on the Outcome rubrics should be included in each Annual Report.

3) Formative assessment activities used as Outcome Indicators are not supported by data from clearly identified direct measurements of student learning outcomes. The department is requested to review its Outcome Indicators and determine a method of direct measurement for each indicator. Data from these measurements should be collected over the coming year and included in the Annual Report.

4) The department identified some trends in its limited assessment data. It is encouraged to examine future data for trends in parallel outcomes in the undergraduate or graduate programs in order to support potential instructional changes.

5) The department indicated that it has current collaborations with other departments and has plans for future collaboration. CAPR recommends that the department continue to forge alliances with other departments to increase enrollment in the future.

b. Resources

The department has been vigorous and careful in faculty searches, thus having twelve successful searches out of thirteen. However, several faculty have resigned or retired leaving the remaining faculty inadequate to complete the multiple tasks of research, teaching, university governance, university service and student advising. Given the program’s plans to expand course offerings, its desire to offer a major at the Concord campus, its collaboration with other departments, its courses in teacher preparation, and its role in the GE program, approving additional tenure track searches for permanent faculty is critical. CAPR fully supports additional tenure track faculty requests by the History Department.

The list of supplies and equipment the department requested is reasonable for it to maintain a quality program. CAPR supports the department’s requests.

6. CAPR RECOMMENDATION FOR CONTINUATION OF THE PROGRAM

CAPR recommends the continuation of the BA and MA degree programs in History without modification.

DATE OF THE PROGRAM’S NEXT FIVE-YEAR REVIEW
2009 - 2010
### Student Learning Outcomes Assessment Plan Rubric

#### History

<table>
<thead>
<tr>
<th>The plan should...</th>
<th>Definitions of terms</th>
<th>Rubric:</th>
<th>Score</th>
<th>Document location</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. state the department or program mission in terms of educational purpose or goals</td>
<td>These are broad statements of purpose in philosophical terms often describing values and aspirations.</td>
<td>4 = very clearly stated 3 = stated with some clarity 2 = stated, but generally lacking clarity 1 = not stated</td>
<td>4</td>
<td>Self-study Attachment 3</td>
</tr>
<tr>
<td>B. relate the department or program's mission/goals to the University mission.</td>
<td>These statements explain how the program's goals support the University's mission.</td>
<td>4 = relationship(s) very clearly stated 3 = relationship(s) stated with some clarity 2 = relationship(s) stated, but generally lacking clarity 1 = relationship(s) not stated</td>
<td>3</td>
<td>Self-study Sections III and IV Attachment 3 Plan Sections I and II</td>
</tr>
<tr>
<td>C. describe program in content-centered terms.</td>
<td>These statements describe essential educational content covered in order to achieve the program mission/goals. They identify in content-centered terms (e.g., concepts, theories, paradigms, etc.) the knowledge and skills the program aims to convey.</td>
<td>4 = content very clearly stated 3 = content described stated with some clarity 2 = content described, but generally lacking clarity 1 = content not described</td>
<td>4</td>
<td>Plan Section I Attachment 3</td>
</tr>
<tr>
<td>D. state intended student-centered objectives at the program level in measurable or observable terms.</td>
<td>Student-centered objectives describe intended student learning outcomes in terms of what students will be able to do and/or what changes in knowledge, attitudes or behavior will occur as a result of the program.</td>
<td>4 = has student-centered objectives consistently stated in measurable or observable terms 3 = has student-centered objectives but only some are stated in measurable or observable terms 2 = has student-centered objectives but none are stated in measurable or observable terms 1 = offers no student-centered objectives</td>
<td>4</td>
<td>Self-study Attachment 3</td>
</tr>
<tr>
<td>E. link program level student-centered objectives to specific course level student-centered objectives in measurable or observable terms.</td>
<td>These are lists, tables, or other schema showing intended student learning outcomes within courses or sequences of courses as they relate to overall program student learning objectives (e.g., showing hierarchical programmatic connections and/or explaining how courses fit together within degree programs and other course sequences such as options, minors, credentials, or concentrations, etc.).</td>
<td>4 = linkage(s) very clearly described 3 = linkage(s) described with some clarity 2 = linkage(s) described, but lacking clarity 1 = linkage(s) are not described</td>
<td>4</td>
<td>Self-study Attachment 3</td>
</tr>
</tbody>
</table>
**2. Developing and Implementing Assessment Methods**

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F.</strong></td>
<td><strong>describe assessment methods for student-centered objectives (D) at the program level.</strong></td>
<td>This section identifies and describes specific strategies and methods the faculty will use to determine whether students have achieved the program's intended student-learning outcomes (as listed in E).</td>
<td>5 = method(s) very clearly described, appear appropriate, and are consistently linked to specific objectives 4 = method(s) very clearly described, appear appropriate, but inconsistently linked to specific objectives 3 = method(s) as described are clearly inappropriate 2 = method(s) named but are insufficiently described to ascertain appropriateness and/or linkage to objectives 1 = no methods are described</td>
<td>5</td>
<td>Self-study Section III (2nd revision) Attachment 3</td>
<td></td>
</tr>
<tr>
<td><strong>G.</strong></td>
<td><strong>describe assessment methods for student-centered objectives at the course level.</strong></td>
<td>This section uses course syllabi to illustrate specific strategies and methods the faculty use to determine whether students have achieved the intended student-learning outcomes <strong>within</strong> the courses that constitute the program.</td>
<td>5 = method(s) very clearly described, appear appropriate, and are consistently linked to specific objectives 4 = method(s) very clearly described, appear appropriate, but inconsistently linked to specific objectives 3 = method(s) as described are clearly inappropriate 2 = method(s) named but are insufficiently described to ascertain appropriateness and/or linkage to objectives 1 = no methods are described</td>
<td>5</td>
<td>Self-study Section III (2nd revision) Tables and text (HIST 1000, 3010, 4030, 4031)</td>
<td></td>
</tr>
<tr>
<td><strong>H.</strong></td>
<td><strong>present results of assessment activities as summaries of actual student learning outcomes data that have been collected by the unit.</strong></td>
<td>This section summarizes the results (using narrative, qualitative, quantitative, or mixed methods) from surveys, exams, or other direct measures of program or student learning outcomes.</td>
<td>Y = yes, actual results from assessment activities are presented in the documentation (2) N = none are presented (0)</td>
<td>yes</td>
<td>Self-study Section III (2nd revision) Tables and text (HIST 1000, 3010, 4030, 4031)</td>
<td></td>
</tr>
<tr>
<td><strong>I.</strong></td>
<td><strong>describe and present results of other measures relating to program quality or effectiveness.</strong></td>
<td>These typically include surveys, exit interviews, focus groups and other non-instructional assessment measures.</td>
<td>4 = such description is explicitly offered 3 = such description is at least implied 2 = description not apparent, but it is possible that the document intended to do this 1 = no such description offered</td>
<td>4</td>
<td>Self-study Section III (2nd revision) Tables and text (HIST 1000, 3010, 4030, 4031)</td>
<td></td>
</tr>
<tr>
<td>Column A</td>
<td>Column B</td>
<td>Column C</td>
<td>Column D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. offer well-reasoned conclusions concerning what action should be taken given the results of H and I above.</td>
<td>This section should present a logical analysis of the results (H and I) as they relate to intended and unintended program outcomes.</td>
<td>4 = conclusions are clearly supported by the data 3 = conclusions are only partially supported by the data 2 = conclusions are not supported by the data 1 = no conclusions are offered</td>
<td>3</td>
<td>Self-study Section III (2nd revision) Tables and text (HIST 1000, 3010, 4030, 4031)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K. describe how conclusions drawn from assessment data are or will be used in academic planning processes for the program.</td>
<td>This section should describe how the results of assessment activities will be or have been used to inform its curricular, instructional, and/or strategic planning and implementation activities (e.g., program or course modifications, faculty development, advisement, or need for additional assessment data).</td>
<td>4 = such description is explicitly offered 3 = such description is at least implied 2 = description not apparent, but it is possible that the document intended to do this 1 = no such description offered</td>
<td>3</td>
<td>Plan: Sections I and II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. describe an overall plan or process for program evaluation.</td>
<td>This goes beyond F and G above to describe an overall plan for action in terms of how the unit will determine whether the program is meeting its goals and objectives (e.g., process, personnel, methods, timelines, etc.).</td>
<td>4 = such description is explicitly offered 3 = such description is at least implied 2 = description not apparent, but it is possible that the document intended to do this 1 = no such description offered</td>
<td>3</td>
<td>Self-study Section III (2nd revision) Plan Sections I and II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. discuss student learning outcomes in the context of other planning or operational goals (e.g., resource, staffing, logistical, etc.).</td>
<td>These descriptions relate to additional activities or resources needed in order for programs or courses to achieve stated goals.</td>
<td>4 = such description is explicitly offered 3 = such description is at least implied 2 = description not apparent, but it is possible that the document intended to do this 1 = no such description offered</td>
<td>3</td>
<td>Self-study Sections II and IV Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N. show credible results of assessment activities in terms of their representation of student learning outcomes?</td>
<td>This is a composite judgment based on whether the measures appear valid (measure what they purport to measure) and reliable (measure it consistently) and whether the analyses of the data were done correctly.</td>
<td>4= totally credible 3= mostly credible 2= somewhat credible 1= not very credible or none offered</td>
<td>4</td>
<td>Self-study Section III (2nd revision) Tables and text (HIST 1000, 3010, 4030, 4031)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Synthesis: Overall quality of plan

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Score</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>O.</td>
<td>show how the unit’s use of student learning outcomes data is an effective part of that program’s curriculum and course development and revision activities</td>
<td>This section should present a well-developed and coherent assessment plan that includes continuous and well-integrated linkage among assessment, planning, and implementation activities.</td>
<td>4 = definitely, 3 = probably, 2 = possibly, but uncertain, 1 = definitely not</td>
</tr>
</tbody>
</table>

#### Total

<table>
<thead>
<tr>
<th>Sum of scores out of possible 58</th>
<th>52</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>$\frac{52}{58} = 0.907 \text{ OR } 90%$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-study</th>
<th>Section III (2nd revision)</th>
<th>Tables and text (HIST 1000, 3010, 4030, 4031)</th>
</tr>
</thead>
</table>
history

- too fast expansion - support but "it's free"
- explore calendar

another reason to support expansion ambitions

-o change SLDS to match text
- make sure item does not split
- how should I format final report? Tables? Multiple versions? Self-study?

**please cut pieces that go "I goals"
- trace portfolio on goals, using rubric

for any report - develop primary rubric

1) show rubric for each outcome
2) data to show distribution of students on rubric

rubric - portfolio is evidence
rubric is how
5 # for each 116 student

**praise more / assessment

well on the way / wonderful start! Here are some suggestions:
- trends parallel outcomes
- looking for grad. evidence -
Subject: One more revision for History Self-Study
From: "D. Andrews" <dee.andrews@csueastbay.edu>
Date: Wed, 19 Oct 2005 13:14:50 -0700
To: Julia Norton <julia.norton@csueastbay.edu>, jim.kelly@csueastbay.edu, Janet Patterson <janet.patterson@csueastbay.edu>
CC: Susan Correia <susan.correia@csueastbay.edu>

Dear Julia, Jim, and Janet:

My sincere apologies, but when I looked over the revised faculty section for our Self-Study, to be on Thursday's CAPR agenda, I saw that I had not quite clarified what the committee asked me too re: changes in composition of tenure-track faculty versus changes in lecturers in the last 15 years: AND it sounded in my revision as if our total # of faculty INCLUDED lecturers, when I was JUST referring to tenure-track and ferpers PLUS lecturers.

So here's take # 2, with several very small changes in large, italicized print.

I'm bringing over the FIRST version to Susan to keep things consistent with the material that Janet based her report on, but I was hoping someone at Thursday's meeting could point out that minor additional changes have been made for the very final copy of the report.

Julia: Do you need me to be there to do so? I can't arrive until about 2:45; but I can come if that would be the best thing.

Dee

Five Year Study corrected for CAPR 2.doc

Content-Type: application/msword
Content-Encoding: base64
1. Self-Study
1.1. Previous Review and Plan
Is the previous plan summarized?
- Not at All
- Partially (Question: ____________________________ )
- Adequately
- Exemplary (Comment: The plan was summarized and each area of issue was addressed. Actions taken during the previous 5 year period were clearly described.)

Is progress in implementing the previous Plan, including what remains to be completed, discussed?
- Not at All
- Partially (Question: ____________________________ )
- Adequately (Items remaining to be completed were identified in general but not specific terms)
- Exemplary (Comment: ____________________________ )

1.2. Tenure-track Position Applications
Are copies attached?
- Yes
- No

Is progress in achieving these appointments discussed?
- Not at All
- Partially (Question: ____________________________ )
- Adequately
- Exemplary (Comment: The document clearly describes successful searches and a plan for future searches. The requests are supported by program data showing increased number of students.

1.3. Outcomes Assessment (See Attached Rubric)
- Not at All
- Partially (Question: Please refer to the Self-study section III (2nd revision), accompanying tables for HIST 1000, 3010, 4030 and 4031, and the Assessment Plan Rubric.)
- Adequately
- Exemplary (Comment: ____________________________ )

1.4. Program Statistics
Are copies of IR&A-supplied tables attached?
- Yes
- No
5. Additional CAPR Response Comments, Concerns, or Questions:
 None
1. BACKGROUND INFORMATION

• Overview description of the program

The History Department consists of twelve regular faculty members, four lecturers with regular contracts and one administrative support person. In Fall Quarter 2004, the quarter with the most recent statistics, the department had 169 majors and offered 35 course sections. The department offers two degrees: History B.A. and History M.A., and runs five programs: undergraduate history major, undergraduate history minor, history master’s program, liberal studies history option, and history social/science single subject preparation program.

Beyond its majors and minors the department serves the broad sweep of CSUEB students with the numerous courses fulfilling the C-2, C-3 and C-4 General Education requirements in upper division humanities, several courses meeting the Cultural Groups and Women requirement, and the U.S. survey fulfilling the American Institutions requirements. In addition, annually the department offers 4 PACE courses, and HIST 4710 for nursing majors. Courses are regularly taught at both the Hayward and Contra Costa campuses.

• Overview of the documents submitted to CAPR

The following documents were submitted by the history department for the five year review: Document 1: Reply to the outside reviewer for history five year self-study and plan; Report of the history department external visitation; Transmittal sheet for supporting materials for five year review; History department self-study and plan (initial and two revisions, including attachments: Four Tenure track position announcements; 2005-2006 tenure track position request; Mission and outcomes statements; academic performance review statistics), and data from the Self-assessment for students, and Faculty assessment of students for HIST 1000, 3010, 4030 and 4031.

• Summary of specific areas of the Self-Study

The History Department is to be commended for the thoroughness of the material presented to the Committee on Academic Program Review for the five-year review. The department clearly characterized its recent and current status with respect to faculty and lecturer staffing, student enrollment, and administrative support. The department identified twelve proposals for material support it views as essential to allow the department to sustain its programs at high levels of quality and build new programs. The extensive outside review concurred with the department’s self study and twelve proposals.

The review of the History Department is presented in two parts. The first part is the ratings of program elements as guided by the Suggested Student Learning Outcomes Assessment Plan Rubric from the Academic Review Outcome Team Recommended Assessment Plan Rubric (December, 2003). The second part is narrative review.

Ratings from the Suggested Student Learning Outcomes Assessment Plan Rubric

All ratings are on a four point scale, with four being the highest rating, unless otherwise noted. (Ratings appear below as follows: Scale item – CAPR Reviewer’s rating; See attached Student Learning Outcomes Assessment Plan Rubric appended to this document for location of supporting documentation)

1. Mission. Goals, and Objectives
   A. Department mission - 4
   B. Department and university missions - 3
   C. Content-centered description - 4
   D. Program SLOs - 4
   E. Link SLOs and courses - 4

2. Developing and Implementing Assessment Methods
   F. Program level assessment - 5
   G. Course level assessment - 5 (out of 5)
   H. SLO assessment results - No (Y/N choice)
   I. Other assessment results - 4

3. Using Assessment Results
   J. Conclusions - 3
   K. Conclusions and planning - 3
   L. Plan -
   M. SLOs and planning - 3
   N. Credible representation of SLOs - 4

4. Synthesis
   O. SLOs and curriculum revision - 3

5. Total = 52/58 = 90%
Narrative review

The department Self-Study contains six sections that will be summarized below.

Section I – Summary of 2000 Five-year Review

The five-year review completed in 2000 and the department’s response to it identified four areas of focus for the department: increase proportion of regular faculty to lecturers; expand curricular offerings; improve advising; sustain consistency in courses.

Faculty. The department successfully completed four tenure-track searches however because of retirements is “holding steady” rather than increasing the proportion of tenure track faculty to lecturers.

Curriculum. The History Department has expanded curricular offerings in the past five years. It introduced ten new courses, discontinued fourteen specialty courses previously taught by now-retired faculty, modified 24 courses, and made major modifications to three courses. The department offers a wide range of graduate courses as well as a breadth requirement of a course outside U.S. History. The graduate history research seminar is offered every 18 months rather than every year, a plan that may result in a backlog of student enrollments.

Advising. In a revised advising procedure, new undergraduate majors are assigned a faculty advisor. The position of Undergraduate Coordinator has been replaced by an Advising Coordinator who is responsible for alerting students to advising information. The History Graduate Coordinator continues to advise all graduate students.

Course consistency. The department is proud of the number of approvals it received for course proposals and modifications, and considers this an indicator of quality instruction. The department has completed its missions and outcomes for assessment which when fully operational will also address the consistency issue. Instructional standards were established through the department’s Lecturer Committee and while this has helped reduce inconsistency across lecturers, concern remains in this area.

Impact of changes. The proportion of FTES taught by regular faculty has gradually increased and the number of majors has increased from 116 to 169.

Section II – Tenure-Track Requests and Appointments, 2000-2005

The History department is in the midst of a revival, having successfully completed several searches to produce a diverse faculty. They anticipate submitting an additional request in 2005 and continue building the department.

Section III – Assessment for B.A. and M.A. Programs

The department has completed a mission statement, learning outcomes, and performance indicators for its B.A. and M.A. programs. In 2002 the department formed an Assessment Committee to create outcomes rubrics and compile questionnaire surveys for each of the major’s four skills courses: HIST 1000 (Introduction to History), 3010 (Historical Writing), 4030 (Historiography), and 4031 (Historical Research). The surveys followed the main goals for each course, with an initial self-assessment survey completed by students at the start of each course, the same final surveys completed for comparative purposes at the end of the course. The final
survey was completed by students and faculty. The surveys were anonymous and the emphasis was on aggregated information to avoid mixing program assessment with individual evaluation of students and instructors, in keeping with the general guidelines in the professional assessment literature.

Each survey was divided into sections with several questions per section. For example, sections of the HIST 1000 survey were: Overall goal of the course; Analysis; Composition; Oral Expression; and Library and internet skills. Questions in the Analysis section were 1) I now understand the distinction between a primary and secondary source; 2) I can now evaluate a historical argument; and 2) I can now interpret a primary source. Respondents rated a statement as strongly agree, agree, somewhat agree, and disagree.

Final survey data from students' self-perception and faculty evaluation were available for HIST 1000, 3010 and 4030. The sample size ranged from 27 (students in HIST 3010) to 42 (students in HIST 4030). A similar response pattern appeared across all courses and respondents, which is that approximately 85% of all responses were agree or strongly agree. For HIST 4031 initial and final survey data were available for a sample of 27 and 24 students, respectively, and 34 faculty. Two patterns appeared in the data. First, as with the other courses, approximately 85% of all responses from students and faculty were agree or strongly agree. Second a learning effect was apparent between the initial and final student surveys. In the initial student self-assessment the majority of responses were somewhat agree or agree, with several responses of disagree. On the final student self-assessment the majority of responses were agree or strongly agree, with few responses in the other two categories.

The results of the surveys for the 2002 – 2004 academic years revealed several trends that the department faculty have discussed: 1) the tendency for beginning History majors to be uncertain regarding the meaning of academic honesty; 2) problems in all classes with oral expression; 3) problems with understanding correct source citation; and 4) students' difficulty interpreting primary sources, which in part accounts for the tougher evaluations of student achievement in HIST 4031, our research class. The department will pay close attention to these areas, and will work to have consistent data collection in machine-readable form in the future.

In AY 2005 – 2006 the department will move expeditiously to gather information on the rest of our B.A. program and on the M.A. program, particularly exit surveys for pending B.A. and M.A. graduates. The department will also move forward with review of the Master's program. One faculty member has been appointed Assessment Coordinator to better organize department efforts. The History Department expects to have one cycle of assessment – student and faculty surveys, evaluation of evidence, and implementation of an instructional improvement - completed in Spring 2006.

**Section IV – Program Data**

Indicators of the department's success are the rising number of majors, steady enrollment and a rising SFR and average section size.
Majors. The number of undergraduate majors has increased by 46% in the past five years and the number of graduate students by 32%. The graduation rate does not yet match this increase but is expected to in the near future.

Enrollment. History is a mainstay of FTES in CLASS (second highest) and the university (ninth highest). This is the case despite a decrease in the number of course sections. The main source of steady enrollments are in the upper division courses.

SFR and section size. SFR and class size have risen, SFR from 27.2 to 30.1 and average class size form 33.8 to over 40. This is mixed news to the department. While growth is desirable, the increase has come largely from an increase in the number of students coupled with a steady state number of faculty.

Impact of changes. The interaction of rising number of majors, increased enrollment, and rising SFR has placed unusual and potentially unsustainable pressure on the department. The department developed several “fall back plans” to implement in the case of budgetary constraints, lack of faculty and the ongoing enrollment needs. For example, the department agreed to retain the number of U.S. history survey sections to attract new freshmen but to limit sections in World History. This is a short-term solution that cannot be sustained over time and continued department growth. The department believes it has much to celebrate in recent hiring and tenure and promotion decisions and increasing popularity of the major. However without additional faculty and staff this growth cannot be sustained.

Section V – Comparison to Other C.S.U. and U.C. History Programs
The department compared itself to History Departments at Sonoma State University, San Francisco State University, UC Berkeley, and UC Davis. CSUEB History Department compared favorably to each of these. It has similar or more economical programs than each of these programs and is sensitive to its student body in ways that the other universities may not be. For example, CSUEB History Department has an added skill course that is appropriate for its frequently under-prepared students.

Section VI – Achievements Since 2000
The department enumerated its achievements in the areas previously mentioned (i.e. faculty hiring). In addition individual faculty have distinguished themselves and in turn the department in many ways. For example, the department has provided financial support for outstanding majors; students have won prizes are research competitions; members of the department have organized various conferences; and faculty have participated liberally in college and university governance. Several faculty members have received awards for scholarly activities and have presented at professional conferences.

Summary
The department has painted a picture of itself as sustaining quality and variety in its educational programs, participating in university governance and developing a sense of community for its students against the obstacles of heavy teaching loads, inadequate resources and rising enrollments. The current picture cannot be sustained without additional faculty to share the load.
• **Summary of supporting data**

Several documents reporting data were appended to the self-study: Academic Performance Review Statistics for 1998 - 2004; Degrees Conferred by Program; Headcount Enrollment for History; and Degrees Conferred for History. These documents show the following trends:

**Performance Review Statistics**
1. increase in number of majors, both undergraduate and graduate
2. decrease in number of courses and sections taught coupled with increase in average section size
3. relatively stable FTES, FTEF and SFR (except Graduate SFR)
4. increase in diversity of student population

**Degrees Conferred**
5. an increase followed by a decrease in undergraduate degrees awarded and slight increase in graduate degrees awarded

**Headcount**
6. approximately even number of students from Contra Costa County and other California counties
7. more junior and senior majors than freshmen and sophomore majors
8. majority of student body is continuing students

**Overall Degrees Conferred**
9. data on ethnicity, gender and geographic origin support the claim of a diverse student body who complete the History degree

---

3. **OUTSIDE REVIEWER’S COMMENTS & THE DEPARTMENT’S RESPONSE**

The program review visitation took place on February 1 and 2, 2005. The reviewer was Dr. Stanley M. Burstein, Professor Emeritus of History, California State University, Los Angeles. The reviewer spent two days on campus, meeting with History Department permanent and part-time faculty, department chair, administrative coordinator, undergraduate and graduate students, the Dean of the College of Letters, Arts and Social Sciences, and the university librarian.

**Summary of Dr. Burstein’s comments**

**Permanent faculty.** Dr. Burstein praised the History faculty for their dedicated teaching, scholarship and service activities. Dr. Burstein cited enrollment data showing an increase in undergraduate and graduate majors (43% and 32%, respectively) and increasing enrollment in history courses (the second highest FTES in the college at the end of 2004). He further suggested that these figures might understate enrollment at the graduate level by half or more, given timing of institutional reporting. He particularly noted that these achievements occurred during a period of budgetary constraint leading to fewer course sections and higher class size, for instance. He further reported that any additional plans the History Department has, such as offering a major at the Concord campus, while desirable, will strain the faculty resources.

**Adjunct faculty.** The percent of courses instructed by lecturers has decreased over the review period from 76% to 40%, to the benefit of the department. The department monitors lecturers, and both the faculty and students agree that the quality of these courses is high. The
department has shown high regard for its lecturers through such actions as assigning them permanent offices and hiring two former lecturers as full time faculty.

Curriculum. The design of the History undergraduate and graduate majors showcases the strength of its faculty and has undergone modification reflecting the changing nature of the faculty. While this is admirable, the outside reviewer suggested that the department may want to adopt a proactive curricular revision plan rather than a reactive process. Dr. Burstein highlighted the department's M.A. program and department thesis option. The department thesis is a "...creative attempt to serve the needs of students by requiring them to apply their M.A. program learning to the development of a large scale instructionally related project, usually a complete curriculum for teaching some aspect of history." Dr. Burstein cautioned that this option may pose a burden on department faculty as it requires significant resources.

Advisement. In response to the previous five-year review the history department reorganized its advisement procedures. Each undergraduate student is assigned a faculty advisor; single-subject option students are advised by a single subject coordinator; and graduate students are advised by the graduate coordinator. Dr. Burstein noted that while students he interviewed were satisfied with the advising procedure, in the face of internal factors such as continued enrollment growth, and external factors such as requirements from the Commission on Teacher Credentialing, the procedure will be difficult to sustain.

Department management. Dr. Burstein reported having positive interviews with students. He states that while the students had no complaints, they would prefer a wider range of course offerings each quarter. Students also noted that they would like to have courses in areas in which there currently are none, such as 19th century U.S. History.

Responses to department suggestion for action. Dr. Burstein noted that the department has, "...followed aggressively..." the recommendation of the 2000 program reviewer to rebuild the permanent faculty. Dr. Burstein further listed twelve recommendations the department made to support what it calls the "invisible aspects of faculty work". These recommendations were for faculty and administrative support such as photocopying and assigned time.

In conclusion, Dr. Burstein stated that he found the history department to be "strong and effective" and that it has "coped well with a period of severe budgetary constraints". It is his opinion that the recommendations for actions are well considered and worthy of support. In particular, he noted that the following requests are of greatest importance: rebuilding the faculty; adding office support; providing release time for advisors; augmenting the department's supplies and Services Budget; and refreshing faculty computers.

Response of the Department

The department acknowledged Dr. Burstein's comments and agreed with all his conclusions, save one – the conclusion regarding curriculum development. While Dr. Burstein suggested that the department has been largely reactive responding to changes in faculty, the department believes it has been proactive in curricular development, having requested 45 course changes in 2004-2005 alone and carefully requesting its new tenure track positions.
The department agrees with Dr. Burstein’s conclusion that it is operating at near full capacity in all faculty activity areas. The department sees its fundamental challenge for the next five years as, “…sustaining programs at high levels of quality while making every effort to build them...”. The department is pleased that Dr. Burstein recognized this challenge.


   **Curriculum**
   The department identified three factors that it believes will predetermine the direction of its curriculum in the next five years: development of new fields; rising enrollments in teacher preparation programs; and rising enrollment in history courses at the Concord campus. In each of these areas the department has identified three to five specific areas of curricular development. For example, the department had identified the following areas it would like to develop: History of Science, Modern Colonialism, South Asia, the Islamic world; and History of Social Work.

   **Students**
   The department expects that its enrollment will increase in the next five years, as will the diversity of its student body. The department does not expect the career opportunities for history graduates to change yet enrollment is expected to rise, which is laudable in the current economic climate. The department will continue to recruit students from high schools and community colleges. The only area of learning outcomes it expects to modify is to adapt the program to students who lack proper preparation for college-level liberal arts program. Of course, others may come to light through assessment data. The department considers itself “ahead of the curve” in teaching history as humanities with emphasis in reading, writing and interpretation.

   **Faculty**
   The department’s five-year plan is to continue to build the faculty in several specific areas on the Hayward and Concord campuses. It would like to depend for instruction more on permanent faculty and less on short-term hires. As indicated previously, the department sees a great difficulty in sustaining the “invisible work of the faculty” at the current high levels without additional faculty resources.

   **Resources**
   The department concluded its five-year plan with a list of support staff, faculty assigned time or extra-quarter-for-pay, and equipment that it would like to acquire.

5. **CAPR ANALYSIS OF THE PROGRAM’S FIVE-YEAR REVIEW**
   a. **Program**
   The History Department conducted a thorough and balanced self-review. The data and documentation included in the review package clearly supported the claims and conclusions of the department and outside reviewer. The curriculum appears to be sound, with a clear direction for future growth. Student enrollment is growing for both majors and nonmajors and is predicted to continue to do so. The department has plans to offer a major at the Concord campus, if feasible. The department has written a mission statement, identified student-learning outcomes,
and conducted assessment surveys for two academic years; it plans to continue regular assessment activities with the recently appointed Assessment Coordinator.

The History Department has ambitious plans for expansion in three areas: new courses on the Hayward campus, an increased number of teacher preparation courses, and a major on the Concord campus. CAPR endorses the planned expansion, particularly considering the department's substantial contribution to GE courses. Expansion cannot occur without additional permanent faculty.

Recently class sizes in the department have increased. CAPR recommends that the department closely monitor class size and endorses a cap on class size. Many of the history classes have extensive writing requirements that cannot be adequately maintained with increasing class sizes.

The History Department is to be exuberantly commended for the assessment activities it completed in the past year. The department has made an excellent beginning to the assessment process. CAPR has several recommendations for the department for continued assessment activities that should be addressed in the next Annual Report to CAPR.

1) Outcome Indicators for undergraduate and graduate students include portfolios, yet these is no objective measurement of the goals or quality of the portfolios. The department should develop a rubric for each Outcome to evaluate the associated portfolio projects and demonstrate student learning for the respective outcome. Creation of a portfolio is the evidence of a student’s learning; the rubric is an evaluation of the quality of that evidence.

2) Primary and direct outcome data to show the distribution of student performance on the Outcome rubrics should be included in each Annual Report.

3) Formative assessment activities used as Outcome Indicators are not supported by data from clearly identified direct measurements of student learning outcomes. The department is requested to review its Outcome Indicators and determine a method of direct measurement for each indicator. Data from these measurements should be collected over the coming year and included in the Annual Report.

4) The department identified some trends in its limited assessment data. It is encouraged to examine future data for trends in parallel outcomes in the undergraduate or graduate programs in order to support potential instructional changes.

5) The department indicated that it has current collaborations with other departments and has plans for future collaboration. CAPR recommends that the department continue to forge alliances with other departments to increase enrollment in future.

b. Resources

The department has been vigorous and careful in faculty searches, thus having twelve successful searches out of thirteen. However, several faculty have resigned or retired leaving the remaining faculty inadequate to complete the multiple tasks of research, teaching, university governance, university service and student advising. Given the department's plans to expand course offerings, its desire to offer a major at the Concord campus, its collaboration with other departments, its courses in teacher preparation, and its role the GE program, approving additional tenure track searches for permanent faculty is critical. CAPR fully supports additional tenure track faculty requests by the History Department.
The list of supplies and equipment the department requested is reasonable for it to maintain a quality program. CAPR supports the department’s requests.

6. CAPR RECOMMENDATION FOR CONTINUATION OF THE PROGRAM
CAPR recommends the continuation of the BA and MA degree programs in History without modification

DATE OF THE PROGRAM’S NEXT FIVE-YEAR REVIEW
2009 - 2010
Subject: Re: capr
From: Janet Patterson <janet.patterson@csueastbay.edu>
Date: Tue, 04 Oct 2005 15:01:50 -0700
To: Susan Correia <susan.correia@csueastbay.edu>

Hi Susan,

I have not. I only have the packet with the self-study, TT announcements, mission statement and plan. I believe you have that as well. Mostly I wanted to make sure I was on track.

Thanks
Janet

Susan Correia wrote:

Dear Janet,
I don't have anything for History here that hasn't been sent to CAPR. If you have received additional info via email, I'd appreciate having it sent to me.
Susan

Susan Correia
Faculty Government Coordinator
Academic Senate Office, CSU East Bay
Room # WA 877
Phone: 510/ 885-3671
Fax: 510/ 885-2508
http://imctwo.csuhayward.edu/senate/

email address: susan.correia@csueastbay.edu

First ExCom meeting is Sept 27, 2005
First Senate meeting is Oct 4th

Janet Patterson wrote:

HI Susan,

I am just checking--I am writing the History 5 year review for capr and have a packet of information. There is not more information in your office, right? I didn't think there was, but thought I would make sure.

Thanks
Janet

Janet Patterson, Ph.D., CCC/SLP

Department of Communicative Sciences and Disorders
California State University, East Bay
25800 Carlos Bee Boulevard
Hayward CA 94542

Telephone 510.885.7557
Fax 510.885.2186
ASHA Division 2 Associate Coordinator
To: The Academic Senate Office  
From: Dee E. Andrews, Chair  
Subject: Five Year Review  
Date: 14 March 2005

Enclosed, please find the History Department's materials for its Five Year Review, including our Self-Study and Plan, the Report on External Visitation by the Outside Reviewer, and the History Department's Reply.

Copies of these materials have also been provided to the History Department and to Dean Alden Reimonenq, ALSS.

The department welcomes meeting with CAPR to discuss the review. Please let me know when our time will be scheduled. Please note at this time the only date on which I cannot be available to meet with the CAPR is April 21.
To: Julie Norton, Chair, Committee on Academic Planning and Review  
From: Dee E. Andrews, Chair  
Subject: Reply to Outside Reviewer for History Five-Year Self-Study and Plan  
Date: 14 March 2005

The History Department is grateful to Professor Stanley Burstein, former Chair and Professor of History at CSU Los Angeles, for his detailed and perceptive study of the department in Winter Quarter 2005.

Professor Burstein based his report on an extensive set of materials provided to him by the department: including the CSUH Catalog; the History mission statement, student learning outcomes, and assessment data; curricula vitae of all faculty, including lecturers; a full package of course materials; descriptions of the History program revisions as of 2004-05; tenure-track position announcements and our most recent position request; and the department’s Self-Study and Plan (also attached), including Academic Performance Review Statistics (see attachment for full list).

In addition, Professor Burstein visited the History Department on February 1 and 2, 2005, during which time he attended one class and conducted individual interviews with regular faculty, two lecturers, the Administrative Support Coordinator, history undergraduate majors, a representative group of M.A. students, the University Librarian, and the ALSS Dean.

His report is shaped around the main concerns of the department in the last five years. In particular, these have been tenure-track hiring, curricular reform, advisement, and building the major. He concludes that we have addressed each of these areas very effectively: with three-out-of-three successful tenure-track searches and a fourth in progress; with extensive curricular reform (including addition of 7 new courses, modification of 24, and discontinuance of 14); with a new advisement system and high expectations in courses, especially in writing; and with a rapidly rising number of both undergraduate and graduate majors. He notes that the department is successfully managing five programs: the B.A. in History, the M.A. in History, the History Minor, the Social Science Single Subject Preparation Program for teacher credentialing (which Professor Burstein refers to as a separate track within the major; it’s actually a separate program and not a distinct major), and the History Option in the Liberal Studies Program. He notes that department lecturers are accorded a respected place in the department and that the students he met are enthusiastic about their programs.

He stresses in his “Introduction,” however, that “despite continued hiring since 2000, the combination of retirements and the departure of one recently hired assistant professor for a position at another university has meant that department strength has not expanded beyond the number of twelve permanent faculty it had reached in 2000.... [Furthermore, with the FERP faculty concluding his FERP this year, and another on administrative leave], the
department actually only has ten permanent faculty and probationary faculty available for teaching.” [emphases added]

In light of the demands made on these ten faculty members, Professor Burstein’s comments (from section on “Permanent Faculty”) on the professional achievements of the History faculty, and the larger context in which they work, is worth quoting at length:

As a group, the department’s current permanent faculty are very impressive. Despite their heavy teaching load, they teach a wide variety of courses and are very active professionally. All have made presentations at professional meetings and have published articles in refereed journals and/or chapters in books, and seven have published books and one has a book under consideration for publication by the University of California Press. Two have received prizes for their books and one had his book chosen as a selection by the History Book Club. ...

These achievements have occurred during a period of transition and severe budgetary stress for the university, and therefore, the department. Like other CSU History departments the East Bay History Department is currently experiencing significant growth in student interest and enrollment. Overall department enrollment reached ca. 372 FTES at the end of 2004 – second highest in the college – while undergraduate majors increased in the period under review by 43% and graduate students by 32%. ... The combination of budgetary restraint and enrollment growth has impacted faculty workload, forcing the department to achieve high enrollment with fewer sections – down from 41 sections in F 2000 to 35 in F 2004 – leading to higher average class size and high SFR ratios as compared to other departments in the college and university. Put simply, the department has probably reached its limit to offer its programs and generate further increases in FTE without receiving additional faculty allocations. Already, it has had to reduce the number of sections of major core courses offered each year and to extend the interval between offerings of the graduate core course History 6010 from twelve months to eighteen months. Extending the department’s responsibility to offering the History major at the Contra Costa campus as it plans will inevitably increase these problems. [emphasis added]

Consequently, Professor Burstein identifies the History Department’s key challenges in the next five years to be as follows:

1) Rebuilding tenure-track faculty;

2) Planning the department’s curricular future, possibly at a department retreat;

3) Compensating staff and faculty as best as possible for myriad and often “invisible” services to the department, especially at a time when department SFR’s are at an all-time high;

4) augmentation of the department’s S&S budget to avoid excessive constraints on photocopying and hence on necessary teaching materials;
5) augmentation of technological support, both for administrative and teaching purposes, especially in light of S&S cutbacks.

He strongly endorses the department’s twelve proposals for material support set out at the end of its Plan.

We agree with all of Professor Burstein’s conclusions, with one exception: the department believes it has been consistently proactive in curricular planning, having carried out, as noted above, 45 different course changes in the 2004-05 academic year alone, based on preparatory meetings among area specialists and three sequential meetings of the department as a whole. In addition, the fields of our new hires and position requests have been carefully considered for more than five years. Up until recently it has taken two and three years for requests to be approved, so we’ve taken the opportunity to think through these new fields carefully.

To elaborate: 1) the addition of two long-planned-for new areas in the department – History of Science and Colonialism/ South Asia (or Islamic World, depending on the result of this year’s search) is changing the department’s curricular landscape significantly, with the intention of attracting a wider array of CSUEB students into history courses as well as expanding the intellectual and cultural horizons of History majors; 2) the hire of a new California/ U.S. West historian follows on department plans to re-strengthen its California and U.S. West concentration – historically one our leading specialties, and a subject in which we teach approximately 30 sections a year, including in the PACE and Liberal Studies programs; and 3) our proposal for the addition of an early nineteenth-century U.S. specialist reflects our commitment to strong teaching in the U.S. survey and Liberal Studies as well as to bolstering our severely understaffed early American offerings.

But the department will be happy to conduct a retreat in Fall 2006 to consider this and other issues of program development and sustenance. In particular, we will continue to plan for a “healthy” history department for a university of our size and in keeping with the University’s twin engagements with liberal education and teacher training.

However, it is very important to stress that despite ALSS’s support for our programs in harsh budgetary times, the History programs will not grow in the ways they can and should under our current allocations. Our SFR and section size say it all: to repeat, the most recent figures are 30.1 for SFR (Fall 2004) and 40.5 for average section size (Fall 2003): substantially higher than significant numbers of other programs at CSUEB, and, given our emphasis on writing-intensive upper division courses, high by the standards of CSU history department system-wide as well. In short, if programs like ours cannot grow under current conditions, neither can the university.

So the fundamental challenge for the department in the next five years will be to sustain our programs at high levels of quality while making every effort to build them, if given the necessary support. Paradoxically, hard budgetary times have prompted us to focus on material sustenance and assigned time in the concluding twelve proposals in our Plan. Building programs, as well as the university’s increasing focus on advising, student retention, assessment, outreach, and fund-raising, are all labor-intensive endeavors, entailing work hours well beyond standard faculty
service time. There is some question whether current History faculty can continue at this pace without serious augmentation of a variety of resources, first and foremost section allocations but not these alone. We are gratified that our outside reviewer so well understands the situation.

Attachments:
Report on External Visitation from Professor Stanley Burstein, CSU Los Angeles
Transmittal sheet for supporting materials
History Self-Study and Plan

Cc: Department of History
Dean Alden Reimonenq
Professor Stanley Burstein
INTRODUCTION

The program review visitation for the History Department took place on February 1 and 2, 2005. The reviewer was Dr. Stanley M. Burstein, Professor Emeritus of History, California State University, Los Angeles. The reviewer spent two days on campus, meeting with History Department permanent and part-time faculty, department chair, the department administrative co-ordinator, undergraduate and graduate students, the Dean of the College of Arts, Letters and Social Sciences, and the University Librarian.

The department's last program review was in 2000. At that time the external reviewer had the following concerns: (1) need for new faculty to offset the decline in the permanent faculty from 17 to 12 due to retirements and to reduce the reliance on part-time faculty to maintain department programs; (2) need for improved advising; (3) limitations of course offerings; (4) inconsistencies in student expectations as reflected in syllabi. The department has attempted to meet these concerns since the previous program review:

Concern 1: The department has conducted four tenure track searches since the previous program review resulting in three new hires (the fourth is currently in progress).
Concern 2: Advising has been reorganized so that each undergraduate student is assigned a specific faculty advisor by the department chair upon entry into the program. In addition there are specific advisors for the graduate program and the single subject teacher preparation program.
Concern 3: Unfortunately, reductions in budget have forced the department to reduce the number of class sections it offers. However, it has striven to offer a sufficient variety of courses, particularly those required as part of the major capstone sequence, to enable students to make normal progress toward completion of their degrees.
Concern 4: The syllabi reviewed by the current reviewer are clear and thorough in laying out class requirements and expectations, particularly regarding writing expectations.

As is the case with numerous other History Departments in the CSU system, the History Department did minimal hiring during the 1970s and 1980s. As was pointed out in the 2000 program review the result was rapid generational turnover of department faculty as faculty hired before the 1970s retired during the 1990s and these retirements have continued. Consequently, despite continued hiring since 2000, the combination of retirements and the departure of one recently hired assistant professor for a position at another university has meant
that department strength has not expanded beyond the number of twelve permanent faculty it had reached in 2000.

As a result of these developments the present configuration of the History Department is as follows. The Department has twelve tenured and probationary faculty. Of these, two are assistant professors, five are associate professors, and four are full professors and one is a FERP faculty. The FERP faculty member, however, is completing his FERP this year and another faculty member is on permanent administrative leave. Effectively, this means that the department actually only has ten tenured and probationary faculty available for teaching. Complimenting the permanent faculty the department employs seven lecturers: four with three year contacts, one with a one year contract, and two without contracts.

The department presently offers a BA in History with two tracks, a general track for non-teaching majors and a second for students intending to obtain a single subject teaching in History-Social Science. It also offers a minor in History. The department also offers an MA with four options: thesis option, teaching option, comprehensive examination, and public history option. Finally, the department offers an extensive range of GE courses at both lower and upper division level as well as courses for the PACE, Liberal Studies, and Nursing programs.

PERMANENT FACULTY

As a group, the department’s current permanent faculty are very impressive. Despite their heavy teaching load, they teach a wide variety of courses and are very active professionally. All have made presentations at professional meetings and have published articles in refereed journals and/or chapters in books, and seven have published books and one has a book under consideration for publication by the University of California Press. Two have received prizes for their books and one had his book chosen as a selection by the History Book Club. Faculty members have also worked with surrounding school districts, junior colleges and universities, and civic organizations, coordinating an International Studies Program site until state funding ended for the program, organizing a history student conference that brought students to the campus from other universities, and coordinating a nationally funded project with the Hayward Area Historical Society to develop teaching materials for area K-12 teachers.

These achievements have occurred during a period of transition and severe budgetary stress for the university and, therefore, the department. Like other CSU History departments the East Bay History Department is currently experiencing significant growth in student interest and enrollment. Overall department enrollment reached ca. 372 FTEs at the end of 2004—second highest in the college—while undergraduate majors increased in the period under review by 43% and graduate students by 32%. There is reason, moreover, to believe that these figures are understated since university statistics concern only fall enrollments and, in the case of graduate students, while official statistics list
29 active students, the department Graduate Coordinator reported that the department currently has 60+ active graduate files. The combination of budgetary restraint and enrollment growth has impacted faculty workload, forcing the department to achieve high enrollment with fewer sections—down from 41 sections in F 2000 to 35 in F 2004—leading to higher average class size and high SFR ratios as compared to other departments in the college and university. Put simply, the department has probably reached its limit to offer its programs and generate further increases in FTE without receiving additional faculty allocations. Already, it has had to reduce the number of sections of major core courses offered each year and to extend the interval between offerings of the graduate core course History 6010 from twelve months to eighteen months. Extending the department's responsibility to offering the History major at the Contra Costa campus as it plans will inevitably increase these problems.

ADJUNCT FACULTY

The previous program reviewer expressed concern over the high percentage of courses taught by lecturers (75% in 1999). Because of the budgetary restraints on the number of sections the department can offer, this situation has changed significantly during the period under review with lecturer taught courses now running under 40% of department offerings. As before lecturers, however, teach at both lower and upper division levels. The department monitors carefully lecturer instruction and students indicated that the quality of lecturer taught courses was high.

Two lecturer faculty members made themselves available to the reviewer during his visit. Both expressed considerable satisfaction with their treatment by the department, feeling that they were viewed as colleagues by the permanent faculty. Long-term lecturers are assigned regular offices identified by their own nameplates, which is a rare mark of professional respect for such faculty and the department is to be commended for it. The department has also hired two of its former lecturers as full-time faculty, a significant sign of its appreciation for their work.

CURRICULUM

As already mentioned, the History Department offers two undergraduate majors, a minor, and a multi-option MA program. The major requires 60 units and is structured so as to provide students with a broad introduction to history and a strong foundation in historical skills, particularly writing, while allowing them to study one particular field of history in depth. Currently, the program provides five depth areas: US History, California and the West, Europe, Asia, and Latin America. Since the last program review, the department has been exceptionally active in curriculum development, introducing seven new courses, modifying twenty-four, and discontinuing fourteen. These modifications have reflected changes in the composition of the department faculty. Courses taught only by retired faculty have been deleted and new courses added reflecting the
specializations of new faculty. This process has allowed the department to focus on the strengths of its faculty and to provide students with an intellectually rich program. It should be noted, however, that some areas of history such as, for example, ancient history, which is well represented in the catalog, are no longer regularly offered as a result and are not available as a depth areas. The process leading to this situation has been primarily reactive, as the department has responded to changes in faculty composition rather than following a plan outlining its long term goals for the development of its curriculum and, therefore, its future faculty hiring priorities. The department may want to consider organizing a retreat to develop such a plan.

The department’s MA program is well designed and innovative. The program requires forty-five units of graduate and undergraduate courses and, as mentioned above, has four options—Public History, however, is in need of revival—with the same five concentrations being available to graduate students as undergraduate students. MA students’ programs and progress are monitored by the Graduate Coordinator, Professor Sophia Lee. Students complete their programs in one of three ways: a university thesis, a department thesis, or comprehensive examinations. At present, the majority of students do either a university thesis or a department thesis.

The department thesis is a unique and praiseworthy innovation. As is the case with other CSU MA programs, the majority of the department’s graduate students either aspire to be teachers or are secondary school or community college teachers. The department thesis is a creative attempt to serve the needs of such students by requiring them to apply their MA program learning to the development of a large-scale instructionally related project, usually a complete curriculum for teaching some aspect of history. This is a unique solution to the problem of meeting the needs of these students and the department is to be congratulated on it. However, theses and projects require extensive faculty involvement and supervision, and this has the potential of imposing significant burdens on department faculty if anticipated growth in graduate enrollment occurs without accompanying increases in faculty and resources.

ADVISEMENT

The previous external reviewer noted deficiencies in department advisement procedures. In response the department thoroughly revised its advisement practice. In its current configuration, incoming students first meet with the department chair. She interviews them, and then assigns each undergraduate student to a permanent faculty member who serves as their individual advisor during their career in the department. A Faculty member serving as Advising Coordinator keeps faculty and students abreast of policy and program developments.

Students in the single subject option are advised by the Single Subject Coordinator Professor Jessica Weiss. Similarly, MA students are advised by Professor Sophia Lee. Both undergraduate and graduate students expressed satisfaction with this system. It should be noted however, that the department’s
advise program is resource starved. So, the current procedure clearly will undergo strain as the number of department majors grow and faculty advisors are assigned more and more students. Equally important, the Advising Coordinator, Single Subject Coordinator and the Graduate Coordinator are all inadequately supported, the first two receiving no released time for advisement and the latter only four units per year. All three need additional support. This is particularly true of the Single Subject Coordinator, especially in view of the greatly increased responsibilities demanded of single subject coordinator by the new Commission on Teacher Credentialing standards for History-Social Science Teacher Preparation programs that will govern the department’s major in this area in the future.

DEPARTMENT MANAGEMENT

The reviewer had a separate interview with Ms. Wanda Washington, the department’s Administrative Coordinator, about department resources and the effects of budget cuts on it. The most visible effect has been a reduction in department staff, which now consists of the Administrative Coordinator and two part-time work study assistants, having lost the half-time staff person it had until last year. Less obvious but equally serious has been a major reduction in the department’s S&S budget (from ca. $12,000 to ca. $5,000). While all aspects of department purchasing have been affected by this reduction, the one most felt by faculty and students concerns Xeroxing. Individual research Xeroxing has been eliminated and instructional copying has been sharply cut back, being limited to syllabi and tests with copying of class handouts totally eliminated. The faculty has coped with this situation by placing large amounts of material on Blackboard, effectively transferring the costs of handouts and other teaching material to the students who have to download and print their instructional material. Beyond such supply and staffing issues, Ms. Washington also pointed out a number of facilities issues, which impact negatively faculty working conditions and morale. These include the failure to complete repair of the ceilings in the department office area and major cutbacks in janitorial services so that office floors are not mopped and waste baskets are emptied only twice a week. Remediating these environmental problems as soon as resources allow would unquestionably improve department morale.

STUDENT RESPONSE TO THE DEPARTMENT AND ITS PROGRAMS

The reviewer spoke with both undergraduate and graduate students. Such interviews are inevitably somewhat awkward and potentially stressful for students. The students, with whom the reviewer talked, however, seemed genuinely enthusiastic about the department and their experiences in it. They all spoke enthusiastically about the history faculty’s commitment to students and their excellent teaching. All noted the availability of the faculty and were uniformly enthusiastic about the quality of instruction they received from both the permanent and lecturer faculty. When the reviewer pressed them about possible
complaints, they insisted that they had no complaints. Finally, they agreed that, while they had not experienced problems obtaining courses they needed, they would like more choice among courses every quarter and they hoped that the department would be able to offer courses in areas currently not covered by permanent faculty such as 19th century US history and African history.

RESPONSES TO DEPARTMENTAL SUGGESTIONS FOR ACTION

The 2000 program reviewer strongly recommended that the department’s first priority should be rebuilding its permanent faculty. The department has followed aggressively that recommendation during the past five years. Not surprisingly, its highest priority is that the department be permitted to continue this process. In addition, it has made the following recommendations to support what the department calls the “invisible aspects of faculty work”:

1. First and foremost, a full-time office assistant for the Administrative Support Coordinator;
2. Secondly, a part-time assistant in program management, to work for the Graduate Coordinator and the Advising Coordinator;
3. Restoration of regular assigned time for the History/Social Science coordinator;
4. Additional assigned time for the History Graduate Coordinator;
5. Higher allocations to lower the excessive SFR’s in history courses;
6. The restoring of extra quarter for pay;
7. New computers for faculty needing them (these have been provided to the department chair and office Coordinator, and to new faculty: others have not received upgrades in seven years);
8. An expanded history book-budget for the University Library;
9. An increased S&S budget to permit a return to some higher degree of photocopying privileges for faculty and staff;
10. A department-exclusive LCD projector;
11. Travel funds for at least two conferences per year per regular faculty member, and some support for lecturers;
12. An events budget, coordinated with the ALSS offices.

Overall, the history department is a strong and effective department, which has coped well with a period of severe budgetary constraints. It has revised its programs and advisement procedures while continuing to well serve its students and generate high FTE for the college. Its suggestions for action are well considered and worthy of support. In particular, its request for continued authorization to hire new permanent faculty in the future deserves strong support. Without additional faculty there is no doubt that department SFR will continue to rise and the department will find it increasingly difficult to continue to deliver its programs if enrollments continue to increase as is likely. I do, however, wish to emphasize certain specific points. Its recommendations for allocations to support
the "invisible aspects of faculty work" are reasonable and deserve support. Particularly worthy are the requests for additional office support and released time for the Advising Coordinator, Single Subject Coordinator and the Graduate Coordinator. These positions are of critical importance to the department. The anticipated growth of department enrollment allows no doubt that the current resource allocation for these positions is clearly inadequate.

Similarly, the requests for augmentation of the department's S&S budget, particularly with regard to Xeroxing, and an improved refresh program for faculty computers also deserve support. Both are important to the department's instructional mission, the former because of its direct impact on the classroom and the latter because of the steadily increasing demand for the faculty to incorporate technology into their instruction and advisement activities. In addition, it should be added that the faculty has become very adept at the use of technology, and several faculty members indicated that permanent assignment of a smart classroom to the department would assist them in more efficiently incorporating technology into their instruction. This is an excellent idea and should be pursued if possible.

Dr. Stanley Burstein
Professor Emeritus
California State University, Los Angeles
To: Professor Stanley Burstein  
From: Dee Andrews, Chair  

Subject: TRANSMITTAL SHEET FOR supporting materials for 5-Year Review  
Date: 20 January 2005

1. Schedule for Visit  
2. CSUH Policies and Procedures for Five Year Reviews and Plans  
3. 99-00 CAPR 13: Previous review by Committee on Planning & Resources  
4. History Department Self Study (separate mailing)  
5. 00-05 Academic Performance Review Statistics (separate mailing)  
6. 04-06 CSUH Catalog  
7. Faculty descriptions from History Website  
   (http://isis.csuhayward.edu/dbsw/history/Home_Page.php)  
8. Curricula Vitae for Regular Faculty  
9. Curricula Vitae for Lecturers  
10. Regular Faculty Course Materials (spiral-bound)  
11. Lecturer Course Materials (spiral-bound)  
12. 04-05 Department Calendar, Committees, and Advisors  
13. 03-05 History Program Revisions, Roadmap, and Lower Division Transfer Program  
14. Proposal for Major at Contra Costa (separate mailing)  
15. Annual Course Cycle (separate mailing)  
16. Assessment Materials (separate mailing)  
17. Tenure-Track Position Announcements, 2003-05  
18. Hayward History Newsletter, Fall 04 edition  
19. Undergraduate program: Brochure, welcome letter, Civil War video series, letter re: fellowships  
20. Graduate program: Brochure, Graduate Handbook, List of Current M.A. students, welcome letter  
21. Friends of History Letter  
22. College of Arts, Letters, and Social Science brochure  
23. University Library brochure
CALIFORNIA STATE UNIVERSITY, HAYWARD
FACULTY EMPLOYMENT OPPORTUNITY

DEPARTMENT OF HISTORY
FULL-TIME TENURE TRACK POSITION
SPECIALIST IN 19TH AND 20TH CENTURY COLONIALISM
Position No. 03-04 HIST-COLONIAL-TT

THE UNIVERSITY: California State University, Hayward, one of the twenty-three California State Universities, occupies 342 acres in the Hayward hills overlooking the San Francisco Bay. Cal State Hayward's central Bay Area location provides easy access to museums, art galleries, aquariums, planetariums, theaters, sports events, and concerts. Its proximity to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The University has an enrollment of approximately 13,000 students with 600 faculty, and a library containing more than one million items, accessible on-line. Organized into four schools—Arts, Letters, and Social Sciences; Business and Economics; Education and Allied Studies; and Science—the University offers bachelor's degrees in 40 fields and master's degrees in 28, as well as special majors. Additional programs lead to teaching and other credentials. Cal State Hayward also operates a second campus in nearby Contra Costa County, which provides full instructional support for over 1,600 upper-division and graduate students.

THE DEPARTMENT: The Department of History, in the School of Arts, Letters and Social Sciences, offers the B.A. and M.A. in History and teaches courses in general education. The department has nine full-time faculty with specialties in American, European, Latin American, and East Asian history, and approximately twelve part-time lecturers. There are approximately 125 majors and 35 Master's students in History. To learn more about the position, the History department and the University, visit our website at www.csuhayward.edu.

DUTIES OF THE POSITION: The successful candidate will teach lower-division World Civilizations survey and mainly upper-division but also graduate courses in the history of colonialism, the Islamic world and/or the Indian subcontinent, and in 19th and 20th century Europe, historical writing, and historiography. Please note that teaching assignments include courses at both the Hayward and Contra Costa campuses. In addition to teaching, all faculty have advising responsibilities, assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities.

RANK AND SALARY: Assistant Professor. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.


QUALIFICATIONS: Candidates must show scholarly interest and evidence of research in the modern history of either the Indian subcontinent or the Islamic world, preferably in their relationship to European colonialism. The successful candidate should also
CALIFORNIA STATE UNIVERSITY, HAYWARD
FACULTY EMPLOYMENT OPPORTUNITY

DEPARTMENT OF HISTORY
FULL-TIME TENURE TRACK POSITION
SPECIALIST IN EARLY MODERN EUROPE (CIRCA 1400-1800), WITH SPECIALTY IN THE
SCIENTIFIC REVOLUTION OF THE 16TH AND 17TH CENTURIES
Position No. 03-04 HIST-MODERNEUR-TT

THE UNIVERSITY: California State University, Hayward, one of the twenty-three California State Universities, occupies 342 acres in the Hayward hills overlooking the San Francisco Bay. Cal State Hayward's central Bay Area location provides easy access to museums, art galleries, aquariums, planetariums, theaters, sports events, and concerts. Its proximity to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The University has an enrollment of approximately 13,000 students with 600 faculty, and a library containing more than one million items, accessible on-line. Organized into four schools—Arts, Letters, and Social Sciences; Business and Economics; Education and Allied Studies; and Science—the University offers bachelor's degrees in 40 fields and master's degrees in 28, as well as special majors. Additional programs lead to teaching and other credentials. Cal State Hayward also operates a second campus in nearby Contra Costa County, which provides full instructional support for over 1,600 upper-division and graduate students.

THE DEPARTMENT: The Department of History, in the School of Arts, Letters and Social Sciences, offers the B.A. and M.A. in History and teaches courses in general education. The department has nine full-time faculty with specialties in American, European, Latin American, and East Asian history, and approximately twelve part-time lecturers. There are approximately 125 majors and 35 Master's students in History. To learn more about the position, the History department and the University, visit our website at...

DUTIES OF THE POSITION: The successful candidate will teach courses in both early modern European history and the history of science and technology, as well as lower division courses in World Civilizations and upper-division and graduate courses in historical writing and historiography. Please note that teaching assignments include courses at both the Hayward and Contra Costa campuses. In addition to teaching, all faculty have advising responsibilities, assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities.

RANK AND SALARY: Assistant Professor. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.


QUALIFICATIONS: Candidates must show scholarly interest and evidence of research in the history of science or technology in Europe in the 15th and 16th centuries. The successful candidate should also be able to teach more general courses in early modern...
CALIFORNIA STATE UNIVERSITY, HAYWARD

FACULTY EMPLOYMENT OPPORTUNITY

DEPARTMENT OF HISTORY
FULL-TIME TENURE-TRACK
OAA Position No. 05-06 HIST-COLONIAL/IMPERIAL-TT

THE UNIVERSITY: California State University, Hayward occupies 342 acres in the Hayward hills, affording a panoramic view of nearly the entire San Francisco Bay Area. Cal State Hayward’s proximity to the major Bay Area cities provides unique cultural opportunities including museums, art galleries, aquariums, planetariums, plays, musicals, sports events, and concerts. Its nearness to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The nine major buildings contain 150 classrooms and teaching laboratories, 177 specialized instructional rooms, numerous student oriented computer labs and a library which contains a collection of over one million items accessible through HAYSTAC, its on-line catalog. The University has an enrollment of approximately 13,000 students with 600 faculty. CSUH is organized into four colleges: Arts, Letters, and Social Sciences; Business and Economics; Education and Allied Studies; and Science. The University offers bachelor’s degrees in 41 fields, minors in 66 fields, and master’s degrees in 28 (in addition to Special Majors). Other programs lead to teaching, specialist, pupil personnel services, and administrative services credentials. CSUH also operates the Contra Costa Campus, a branch center in Concord, which provides full instructional support for over 1,600 upper division and graduate students. To learn more about CSUH visit http://www.csuhayward.edu.

THE DEPARTMENT: The Department of History, in the College of Arts, Letters, and Social Sciences, offers the B.A. and M.A. in History and teaches courses in General Education and Liberal Studies. The Department has 11 full-time faculty, with specialties in American, European, Latin American, and East Asian history, and approximately 7 lecturers. Approximately 150 students major in History and 35 are working toward the M.A. degree. For more about the History programs, the History Department, and the University, visit our website at www.csuhayward.edu.

DUTIES OF THE POSITION: The successful candidate will teach lower-division world history, historical skills courses, upper division courses in imperialism and colonialism, the Twentieth Century, South Asia and/or Islamic World, and preferably modern Europe, as well as graduate courses in his or her specialty. Please note that teaching assignments at California State University, Hayward include courses at both the Hayward and Contra Costa campuses. In addition to teaching, all faculty have advising responsibilities, assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities.

RANK AND SALARY: Assistant Professor. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.

QUALIFICATIONS: Candidates must have a research field in the history of 19th and 20th-century South Asia and/or the Islamic World in relationship to European imperialism. Ability to teach courses in 19th and 20th-century Europe preferred. Candidate must possess Ph.D. at the time of appointment. Candidates must have teaching experience and demonstrate a willingness and ability to teach, advise, and mentor students from diverse educational and cultural backgrounds. To be recommended for tenure the candidate must demonstrate satisfactory performance in teaching and in scholarship and meet expectations of service at the department, college, and university levels.

APPLICATION DEADLINE: Review of applications will begin on January 15. The position will be considered open until filled. Please submit a letter of application; a complete and current vita; graduate transcripts; copies of major publications; and three letters of recommendation to:

Dee E. Andrews, Chair
History Department
California State University, Hayward
25800 Carlos Bee Blvd.
Hayward, CA 94542-3045
Office Phone No.: 510-885-3207
Office Fax No.: 510-885-4791
E-Mail Address: dandrews@csuhayward.edu

NOTE: California State University, Hayward hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

As an Equal Opportunity Employer, CSUH does not discriminate on the basis of any protected categories: age, ancestry, citizenship, color, disability, gender, immigration status, marital status, national origin, race, religion, sexual orientation, or veteran's status. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.
CALIFORNIA STATE UNIVERSITY, HAYWARD
FACULTY EMPLOYMENT OPPORTUNITY

DEPARTMENT OF HISTORY
FULL-TIME TENURE TRACK POSITION
SPECIALIST IN 19TH AND 20TH CENTURY COLONIALISM
Position No. 03-04 HIST-COLONIAL-TT

THE UNIVERSITY: California State University, Hayward, one of the twenty-three California State Universities, occupies 342 acres in the Hayward hills overlooking the San Francisco Bay. Cal State Hayward's central Bay Area location provides easy access to museums, art galleries, aquariums, planetariums, theaters, sports events, and concerts. Its proximity to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The University has an enrollment of approximately 13,000 students with 600 faculty, and a library containing more than one million items, accessible on-line. Organized into four schools—Arts, Letters, and Social Sciences; Business and Economics; Education and Allied Studies; and Science—the University offers bachelor's degrees in 40 fields and master's degrees in 28, as well as special majors. Additional programs lead to teaching and other credentials. Cal State Hayward also operates a second campus in nearby Contra Costa County, which provides full instructional support for over 1,600 upper-division and graduate students.

THE DEPARTMENT: The Department of History, in the School of Arts, Letters and Social Sciences, offers the B.A. and M.A. in History and teaches courses in general education. The department has nine full-time faculty with specialties in American, European, Latin American, and East Asian history, and approximately twelve part-time lecturers. There are approximately 125 majors and 35 Master's students in History. To learn more about the position, the History department and the University, visit our website at

DUTIES OF THE POSITION: The successful candidate will teach lower-division World Civilizations survey and mainly upper-division but also graduate courses in the history of colonialism, the Islamic world and/or the Indian subcontinent, and in 19th and 20th century Europe, historical writing, and historiography. Please note that teaching assignments include courses at both the Hayward and Contra Costa campuses. In addition to teaching, all faculty have advising responsibilities, assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities.

RANK AND SALARY: Assistant Professor. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.


QUALIFICATIONS: Candidates must show scholarly interest and evidence of research in the modern history of either the Indian subcontinent or the Islamic world, preferably in their relationship to European colonialism. The successful candidate should also
demonstrate an interest and be able to teach courses in 19th and 20th century European history. Candidates must hold the Ph.D. in History by the date of appointment. Candidates must have teaching experience and demonstrate a willingness and ability to teach, advise, and mentor students from diverse educational and cultural backgrounds. To be recommended for tenure the candidate must demonstrate satisfactory performance in the areas of teaching; research, scholarship and/or creative activities; service to the university, the profession, and the community.

APPLICATION DEADLINE: Review of applications will begin on December 1, 2002. The position will be considered open until filled. Please submit a letter of application; a complete and current vita; graduate transcripts; copies of major publications; and three letters of recommendation to:

Prof. Henry Reichman, Chair
Department of History
California State University, Hayward
25800 Carlos Bee Blvd.
Hayward, CA 94542
Department Phone: 510-885-3207
Department Fax: 510-885-4791
E-Mail Address: hreichma@csuhayward.edu

NOTE: California State University, Hayward hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

Cal State Hayward is an Equal Opportunity Employer and does not discriminate on the basis of age, race, color, national origin, sex, sexual orientation or disability. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.
I. Priority Ranking: Second priority

II. Name of Department: History

III. Type of Position: Assistant Professor of History

Field = United States History, 1800-1877. Teaching responsibilities to include lower-division and upper-division U.S. History surveys; upper division and graduate courses in U.S. History from 1800 to 1877; and undergraduate and graduate research methods (see specific courses below). The successful candidate will also be expected to contribute to the History/Social Science Single Subject Program and the department's outreach to K-12 teachers. Superior teaching skills for a diverse student body and lecture/discussion classes will be required for this appointment.

Proposed Search Committee: Professors Gerald Henig, Jessica Weiss, and Allison Varzally (elected at Department meeting on August 23).

IV. Programmatic Need for Position:

United States History is the department's most in-demand field: for History majors and minors, Liberal Studies majors, General Education students, Women & Cultural Groups students, and U.S. History and Institutions Code students. In tight budgetary times (i.e., the last three years), the department has offered an average of 23 sections a year in the lower division U.S. survey (HIST 1101 and 1102). The new hire would potentially teach as many as 4 or 5 a year. In addition, he or she would be expected to share teaching responsibilities in the department's skills classes HIST 1000 and 3010, and especially in the research methods courses, 4031 and 6010. The U.S. History concentration is by far the most popular among our majors. We are in need of not just a strong classroom presence for these students, but also for strong advising.

The new hire will also work with graduate students, the great majority of whom focus on American history and all of whom require especially attentive academic advising. In addition, U.S. History will be in increased demand in the new History/Social Science Single Subject Program and the new Liberal Studies Major, both going into effect in 05-06. Altogether the new hire will be an important figure for the department and University in teacher preparation and professional development.

Regarding the field: The first half of the nineteenth-century (through Reconstruction) is one of the most exciting fields in U.S. History, with an abundance of vital junior scholars doing cutting-edge work on social, political, and cultural topics: including the "new" political history
(as understood through the prisms of class, race, and gender); continental expansionism; slavery and emancipation; American reform movements; religion and American culture; Native American history; environmental history; the early West, etc., etc., etc.. The department prefers to leave the field open to attract the widest array of applicants possible. We also want to make clear to applicants that a substantial portion of their teaching obligations will be in survey courses and working with potential and current K-12 teachers.

**Regarding place of the field in current and future History offerings: The United States, 1800 to 1877, is seriously understaffed. American History from 1492 to 1850 is covered by a single faculty member, who is also currently Department Chair and hence on substantial assigned time. The mid-nineteenth century United States, including the extraordinarily popular subject of the Civil War, is covered by one other faculty member who is also in great demand for the lower division survey. Although a number of the department’s upper division surveys -- in California History, Women’s History, and Black History, for example -- include nineteenth-century segments, upper division courses focusing on this formative era in U.S. history are very limited. The department seeks greater expertise and fresh course offerings in this time period, depending on the successful candidate’s interests.**

**Regarding the successful candidate’s teaching responsibilities: As explained above, these will include HIST 1000, 3010, 4031 and 6010 for minors, majors, and graduate students; the lower division survey (HIST 1101 and 1102) for Code students; America to 1800 (HIST 3400), for Liberal Studies majors; existing upper division courses in the New Republic (HIST 3413) and the ever-popular Civil War (HIST 3414); as well as existing topics courses on the Shaping of North America (HIST 3530) and on the U.S. Constitution (HIST 3540). With the exception of 3010 and 3400, all of these 3000-level History offerings fulfill the General Education humanities requirement and may be used in the History Major and Minor and in the Liberal Studies Major (History Option).**

V. Qualitative/Programmatic Evidence in Support of the Position: How does this position meet the criteria of the Guide to Regular (Tenure-Track) Faculty Hiring?

1. Enrollment Growth Objectives*

   The History Department continues to be a mainstay of ALSS and University enrollment. In Fall 2003, the department’s FTES were second highest in ALSS (after English) and its SFR was the highest. The total of 365.7 FTES in Fall 2003 was only slightly down from Fall 2002, despite a budget-driven reduction of four sections in the Fall schedule. At the same time, between Fall 1999 and Fall 2003, the numbers of history majors increased from 116 to 166, a remarkable 43%. Not surprisingly, over the same time the department’s SFR has also risen from 23.82 to 26.28, and its average section size has risen alarmingly from 32.07 to 40.5.++ The numbers of FTES taught by lecturers has increased from 51% to 53%.
graduate average, from 3.7 to 3.62 (including grades for M.A. projects, which tend to raise the average). By comparison, as of Fall 2004, the university undergraduate GPA was 3.04 and the graduate GPA was 3.66.

Impact of changes:

These changes, along with others described in Part VI below, have opened up new fields in the department, increased slowly the proportion of FTES taught by regular faculty, and dramatically increased our numbers of majors: from 116 in 1999 to 166 in 2003 (the last year of available numbers): a 43% rise. Broken down: the numbers of undergraduate majors have increased from 94 in 1999 to 137 in 2003 (a 46% increase); and graduate majors rose from 22 to 29 (a 32% increase).

In sum, we have closely attended to the provisions of the 2000 CAPR review and have successfully begun to meet the challenges set out by the former Chair in the same year.

II. TENURE-TRACK REQUESTS & APPOINTMENTS, 2000-05

The History faculty is in the midst of a revival. In 2002, we successfully completed tenure-track searches in the Early Modern Europe and in Modern Colonialism; and in 2004, we appointed another assistant professor in California and the U.S. West. Last year, our three upper-level Assistant Professors each received tenure and promotion to associate professor.

The faculty is more diverse than it has ever been. Despite the generally white male cast of the History profession, the regular faculty are now 33.3% minority and 50% female. Among our 9 frequent lecturers, 2 are minority and 4 female. The department has hired only 1 white male regular faculty member in the last 30 years. We cover more curricular terrain than we have in many years, from world history at both introductory and upper division levels, to both East Asia and South Asia, the History of Science, and many aspects of the U.S. West.

Regarding tenure-track appointments in particular:

The position in Early Modern Europe required an emphasis on History of Science and was filled by Nicole Howard, a new Ph.D. in the History and Philosophy of Science from the University of Indiana. She teaches courses ranging from World Civilizations II, Historical Writing, and Historiography, to the Scientific Revolution and her own scintillating version of Frankenstein: The Enduring Call of Creation (originally introduced by one of the department’s most distinguished, now retired faculty members, Theodore Roszak). Like all the non-U.S. specialists in the department, she has a particularly broad range of curricular responsibilities which she has fulfilled extremely well.
The position in Modern Colonialism required an emphasis on Islamic World and/or South Asia and was filled by Deana Heath, a new Ph.D. from the program in the History of Colonialism at U.C. Berkeley. She introduced courses on Modern Colonialism and India Through Film (not yet taught) and Modern South Asia, as well as a graduate course on Modern South Asia, before taking another position at Trinity College, Dublin. She taught a wide range of courses, perhaps too wide (see renewal of position below): including her already broad specialties, plus modern world history, plus modern Europe.

The position in California/ U.S. West was filled by Allison Varzally, a recent Ph.D. from U.C. Los Angeles with specialties in the history of immigration and western ethnicity. She has already introduced a new course, The Immigrants’ West, for Spring 2005. In addition, her duties include HIST 1000, for which she has designed a very successful section, and one of the department’s mainstay service courses, HIST 3500 (California History). In the future she will teach courses in the American West, Historical Writing, Historical Research, graduate courses, among others. Like all the Americanists in the department, she is likely to serve on numerous graduate committees.

The department is now engaged in a search to find a new appointment in Modern Colonialism, with the same specialties as before but less demand for European competence. Nevertheless, in a relatively small department with large teaching loads, too narrow a specialization in non-U.S. fields, and even in U.S. fields, is simply not possible. We are confident we will find a good match for this position.

We will resubmit our request for a tenure-track position in U.S. History, 1800-1877, in Spring 2005. See “Document # 2 Plans” for additional information on this subject.

The tenure track position announcements and the request for the U.S. position are attached.

III. ASSESSMENT FOR B.A. AND M.A. PROGRAMS

The department has completed a mission statement, learning outcomes, and performance indicators for its B.A. and M.A. programs. These are attached.

In addition, in 2002, the department formed an Assessment Committee to create outcomes rubrics and compile questionnaire surveys for each of the major’s four skills courses: HIST 1000, 3010, 4030, and 4031. The rubrics follow the main goals for each course, with one initial self-assessment survey completed by students at the start of each course, the same survey completed for comparative purposes at the end of the course, and a similar survey completed by faculty on each student performance. The emphasis throughout is on aggregated information – all surveys are anonymous – to avoid mixing program assessment with individual evaluation of students and instructors, in keeping with the general guidelines in the professional assessment literature.
Data has been collected 8 skills-course sections. In completing this first “cycle” of assessment, the Assessment Committee observed that our students are not particularly well prepared in oral presentation. The Committee then revised the skills-course outcomes to make formal oral communication a requirement. Other findings, such as students’ lack of confidence in their ability to locate historical sources, will be addressed in the next “cycle.”

Altogether this academic year, the department is moving expeditiously to gather information on the rest of our B.A. program and on the M.A. program: particularly surveys for our lower division survey courses and exit surveys for pending B.A. and M.A. graduates. In 2005-06, we will move forward with review of the upper division courses and Master’s program. One faculty member has graciously consented to appointment as Assessment Coordinator to better organize our efforts, and we expect to have completed one cycle of assessment – student and faculty surveys, evaluation of evidence, and implementation of an instructional improvement -- with all parts of our programs by Spring 2006: assuming that other pressures on the CSU do not interfere with this time-line.

IV. PROGRAM DATA, 2000-2004


Outstanding indicators of the department’s success have been its rising numbers of majors, its steady enrollment (despite budget-driven section cuts), and a rising SFR and average section size.

Re: majors: The increase of History majors, in both B.A. and M.A. programs, has already been described above. To repeat: as of Fall 2003 (the latest for which information is available from Institutional Research), the numbers of majors had increased by 43% from 1999: undergraduates by 46% and graduate students by 32%. The last percentage does not include a substantial number of M.A. students completing graduate projects - which usually take two to three quarters without record of enrollment. Our graduation rates have not yet matched this increase but likely will in the next several years as the new majors move toward completion of their degrees.

Re: enrollment: History remains a mainstay of FTES not only in ALSS but also in the university. In Fall 2003, compared with other programs posted on the Institutional website, FTES in history courses (365.87) was the second highest in ALSS (after English) and the ninth highest in the university. Not counting the professional M.A. programs, as of Fall 2003, History was even with Anthropology as the third largest traditional M.A. program in ALSS (after English and Multimedia Art).

Despite a drop in numbers of history sections taught – from 41 in Fall 2000 to 35 in Fall 2004 -- our overall enrollment remained extraordinarily strong, just .6 FTES fewer than
in 2000; in other, basically unchanged despite 6 fewer sections offered. Enrollments in
the U.S. History survey (HIST 1101 and 1102) in particular have been re-rising in the
past four years; but the main steady enrollments remain in the upper division courses,
which in Fall 2004 were close to enrolling as many students as in 2000, although we
offered just 21 different upper division courses as compared to 27 in 2000.

Re: SFR and section size: Naturally, without additional faculty and sections, our SFR
has also remained steadily high overall – rising from 27.2 in Fall 2000 to 28 in Fall 2003
(the fifth highest in ALSS in that year) and then again to 30.1 in Fall 2004. The History
SFR increased especially in upper division courses and graduate courses: from 20.9 in
Fall 2000 to 24.3 in Fall 2004 in the former; and from 14.3 to 19 in the latter. The
average section size of history classes has also risen alarmingly: from 33.88 in Fall 2000
to 40.5 in Fall 2003 (the latest for which information is available): only three departments
across the university had higher average section sizes in that year. As mentioned above,
our SFR is also high by system-wide standards.

The impact of these changes:
Rising numbers of majors, heavy enrollment, and a rising SFR inevitably place pressures
on the department that it has not had to cope with in some time, and never before with
such a limited number of regular faculty and staff and limited allocations (along with, of
course, all other departments at the university).

Consequently, in August of this year the department met in an emergency meeting to
discuss ways to reduce course offerings to cope with the then expected loss of sections
because of the budget crisis. The budget scenario ultimately turned out better than
expected, but before it did the department had agreed to sustain the numbers of U.S.
survey sections and HIST 1000 to attract new freshmen; but to limit the number of
sections in World Civilizations, which are not traditionally high-enrolling at Hayward
(because of our large proportion of transfer students); to limit the numbers of sections of
HIST 3010 and possibly 4030 and 4031 offered each year; to raise the capacities in the
U.S. surveys and in HIST 4031 (Historical Research) sections; to limit offering of HIST
3400 (the main course for Liberal Studies History Option students) and HIST 6010
(Graduate Research) to every eighteen months.

We had already reduced the numbers of sections in Summer 2004 to 12 (down from 16 in
2003), and, based on the department’s allocations for 2004-05, no regular faculty were
able to teach an extra quarter for pay -- or for that matter, even one extra course, despite
several eager petitioners. Consequently, the only regular faculty member on board for
Summer 2004 was the Department Chair, who was permitted by the Dean to compensate
herself with just 2 wtus out of the department’s annual allocation.

To address the ongoing need to meet enrollment targets, furthermore, the department has
indeed dropped two sections of World Civilizations this year, as well as HIST 6010, and
has moved one of the skills classes to the Contra Costa campus in preparation for offering
the History Major there (but also dropping it at Hayward in the Spring). The capacities
for the U.S. survey and HIST 4031 have also been raised, perhaps permanently. We offered 29 different courses in Fall 2000; in Fall 2004, we offered 23.

In addition, the department staff consists of just one person, Wanda Washington, our talented Administrative Support Coordinator, who once had a regular part-time assistant but now must subsist with occasional work-study students, also rarer on the ground than they once were. The Coordinator, with the chair’s say-so, is responsible for all official business for the department: from running the S&S budget (cut by more than half in two years), to facilitating job searches, to submitting lecturers’ contracts, to creating official versions of the quarterly schedules, to working with the many dozens of students who come through, call, or email her office each week. As we get more popular, she has had to work even harder: and the faculty are convinced that her unwavering commitment to the university and our students makes us more popular. But there is a limit to how much a staff person should be asked to give to her job.

Needless to say, these are not happy developments, particularly at a point when the department has much to celebrate: especially the tenure and promotion of our three very winning junior faculty; the appointment of already accomplished new faculty; and the major’s increasing popularity among Hayward students from all backgrounds and among potential graduate students with broad ranges of field interests; and the long-standing, expert work of our office Coordinator.

V. COMPARISON TO OTHER C.S.U. AND U.C. HISTORY PROGRAMS

The following are comparisons of the Hayward History programs with those at two Bay Area CSU campuses and two Bay Area UC campuses.

*Sonoma State University (2002-2004 catalog):*

The B.A. requires 40 semester (60 quarter) units, including: World and U.S. surveys at the lower division level; a breadth requirement and 2 skills courses (study of history and senior seminar) at the upper division level.

The Minor requires 24 semester (36 quarter) units.

The M.A. requires 39 semester (58.5 quarter) units, with options in examination or thesis.

Sonoma State also has a History Honors Program.

*San Francisco State University (2004-2005 catalog):*
The B.A. requires 39 semester (58.5 quarter) units, including Western or World surveys and the U.S. survey at the lower division level; a field emphasis and breadth requirement at the upper division level; and 1 skills course (historical analysis) at the lower division level, and 1 (a proseminar) at the upper division level.

The Minor requires 24 semester (36 quarter) units.

The M.A. requires 30 semester (40.5 quarter) units, with major and minor fields and options in examination or thesis.

San Francisco State also has a History Honors Program.

**University of California, Berkeley (2003-2005 catalog):**

The B.A. requires 45 semester (67.5 quarter) units, including: 1 course from surveys in Western Civilization, Modern European, U.S., and Latin America at the lower division level (or a substitution of a freshman seminar); a breadth requirement and 3 skills courses (2 proseminars and 1 research seminar) at the upper division level.

UC Berkeley also has a Ph.D. program.

**University of California, Davis (2004-2006 catalog):**

The B.A. requires 60-61 quarter units, including: 2 courses each from Western Civilization, Asia, or U.S. and Latin American surveys at the lower division level; a concentration area and breadth requirement at the upper division level; and the choice of 1 out of 3 skills classes (introduction to history, proseminar, and/or research seminar).

UC Davis also has a major track for students aiming for the Ph.D. which requires all 3 skills classes.

UC Davis also has a Ph.D. program.

The History programs at Hayward measure up very well.

- In brief, our B.A., Minor, and M.A. unit requirements are the same as or more economical than those of these campuses.
- As of Fall 2005, we will require a complete lower division sequences in both World Civilizations and U.S. history, holding students to a higher standard than the three campuses other than Sonoma.
- We include 1 additional skills class above UC Berkeley’s requirements, which is appropriate for our frequently under-prepared students.
We combine both a concentration and a breadth requirement, which neither Sonoma nor Berkeley do.

Our Master's program offers 4 rather than 2 options (even if one of these, Public History, is in need of resuscitating).

Altogether, we believe compared with these four campuses, we have designed an effective and extraordinarily clear set of requirements for our majors, from introduction to capstone courses, two complete lower division surveys, both upper division concentration and breadth requirements; along with a demanding sequence for our minors and for the History Option students in Liberal Studies; and, at the M.A, level, graduate level seminars in trenchant and useful topics, along with graduate historiography, graduate research, and a strong variety of choices for the graduate project.

VI. ACHIEVEMENTS SINCE 2000

*The History Department has accomplished much in the last five years. The following have been detailed above.*

To summarize, the department has:

- enjoyed the tenuring and promotion of its three “senior” Assistant Professors to Associate Professors;
- hired 3 tenure-track faculty members, and initiated a new search to replace one;
- agreed upon a new tenure-track field in U.S. history, 1800-1877;
- completed a complete curricular review, including the addition of a variety of new courses in new fields and the expansion of the major to include the U.S. history survey;
- instituted a new advising system for our undergraduate majors and initiated consistent communications with majors through Blackboard;
- improved consistency of course offerings and high expectations in grading;
- improved evaluation of lecturers;
- completed a mission statement and outcomes for both B.A. and M.A. programs, and completed one cycle of assessment of skills classes;
- increased the numbers of majors by 43%;
- increased FTES at all levels;
increased the department SFR;

addressed the budget crisis in as constructive a way as possible, particularly without hurting freshmen enrollments.

In addition, the department has carried out many other functions very successfully.

Each year we have provided fiscal support to outstanding History Majors through the Sandoval Fellowship (shared with the Communication Department); and through the Rice Fellowship program (funded by a retired faculty member in honor of his wife) for both undergraduates and graduate students, including, starting last year, a fellowship for First-Time Freshmen interested in majoring in History at Hayward.

Students in the graduate program, now guided by the new Graduate Coordinator, Sophia Lee, won prizes at the annual CSU student paper competition two years in a row; one also won the Harrington Award for the Best M.A. Thesis at CSUH. Another graduate student was awarded both a CSUH Graduate Programs Research Fellowship and an outside fellowship at the Maryland Historical Society. Two graduate students were admitted to Ph.D. programs.

The M.A. program now regularly hosts alternating annual forums on teaching and non-teaching careers for History B.A. and M.A. graduates.

For two years under the directorship of Jessica Weiss and Nancy Thompson, the department served as the headquarters for the Hayward International Studies Program for area high school teachers, before budget cuts ended the program.

The Advising Coordinator, Professor Thompson, reinitiated the quarterly History Newsletter, which is distributed to all members of the larger History community.

Professor Thompson and the History Students Association hosted the first ever History student conference, “Reflecting on History,” at Hayward, including participation of history students from other university campuses;

Professor Thompson organized an unprecedented number of off-campus events for History majors.

Professor Weiss has also served as the History/ Social Science Single Subject Coordinator for seven years, drawing students from all over the state and country into a wide array of required courses at CSUH, in preparation for teacher credentialing.

Gerald Henig also completed many years’ service as Faculty Advisor for Liberal Studies majors.
The department’s newly tenured California specialist, Robert Phelps, established our first-ever ties with the Hayward Area Historical Society, including a book-signing event this year for his new photographic history, *Early Hayward* (Arcadia Press).

Professor Phelps also spearheaded the nationally-funded “Crossroads” project, a collaborative effort with the Hayward Area Historical Society to develop teaching tools for Alameda County K-12 history teachers.

The department’s website went live several years ago; our new Website Manager, Nicole Howard, recently added extensive new information about the department, with a number of additional sidebar features.

The department agreed to the lower division transfer credits required for preferential admission of History majors to CSUH, part of the Lower Division Transfer Credit Program mandated by the Chancellor’s Office.

With University Advancement, we initiated our first-ever fund-raising effort with the creation of the Friends of History, to promote history-related events at Hayward and Contra Costa, including a Spring Speakers’ Series.

*And, not least of all, the History faculty have distinguished themselves professionally and in faculty governance over the last five years:*

**In faculty governance and administration:** Former Department Chair Henry Reichman began his second term as one of CSUH’s two Statewide Academic Senators, as well as distinguished service as Chair of Fiscal and Government Affairs for the Statewide Senate and as Statewide Senate Liaison to the CSU Council of Library Directors. He is also a member of the CFA bargaining team. Pablo Arreola served with distinction as ALSS Associate Dean for four years before moving to the position of Deputy Provost in early 2004.

In the last five years, History faculty have served as members of the Academic Senate, the AS Executive Committee, the AS Faculty Affairs Committee, the AS Research Committee, the AS Faculty Diversity and Equity Committee, the Contra Costa Advisory Committee, the University Committee on Layoff, the University Advisory Committee on Graduate Programs, the Professional Leave Committee, the Fairness Committee, the University Information and Technology Advisory Committee, the Search Committee for ALSS Dean, the Search Committee for Collections Librarian, the Review Committee for Director of Faculty Development, the ALSS PTR Committee, the ALSS Curriculum Committee, various WASC Committees, as well as Faculty Liaison to the Student Center for Academic Achievement, and -- with the shortage of senior faculty being what it is -- as members of other departments’ PTR and post-Tenure Review committees; as well as serving on the usual array of department committees.
In scholarship: Current Department Chair Dee Andrews's *The Methodists and Revolutionary America* won the Hans Rosenhaupt Memorial Book Award from the Woodrow Wilson National Fellowship Foundation; Richard Garcia won a Choice award for *Notable Latino Americans*; Gerald Henig's *Civil War Firsts* was chosen for the History Book Club; and Jessica Weiss's *To Have and To Hold* received the Sierra Prize for best book from the Western Association of Women Historians. Richard Orsi's long-awaited *Sunset Limited: The Southern Pacific Railroad and the Development of the American West, 1850-1930*, set for publication by the University of California Press in the spring, is receiving strong advance praise.

In addition, Professor Orsi received the Award of Distinction from the California Council for the Promotion of History and a Research Grant from the Clements Center for Southwestern Regional Studies at Southern Methodist University; Nicole Howard was a Huntington Library Francis Bacon Fellow the summer before coming to Hayward and then received a Folger Library Grant-in-Aid and was awarded the Bibliographical Society of America’s New Scholar Prize; Allison Varzally came to the department from a Kevin Starr Postdoctoral Fellowship at the University of California Humanities Research Institute; Professors Howard, Varzally, and Weiss each won ALSS Faculty Fellowships; and Professors Garcia, Henig, Phelps, Thompson, and Weiss each were granted sabbatical leaves.

At conferences: Professor Lee was a discussant on a panel on North China Urban Modernization at the Tianjin Academy of Social Sciences in China, and Professor Garcia participated in the International Institute of Sociology meetings in Krakow, Poland. Altogether, individual History faculty were conference panelists in San Francisco, Dallas, New Orleans, Columbus, Seattle, Kansas City, Washington, D.C., New York City, Chicago, Cambridge, Ann Arbor, Reno, Oakland, Kalamazoo, La Vegas, Stanford, Baltimore, Honolulu, Sacramento, and Pasadena.

CONCLUSION

In conclusion, it can be said with certainty that the History Department is working hard to sustain the quality and variety of its scholarship and programs, a strong sense of community for its students, and service to the university and shared governance. But we are doing so against many obstacles: with a very heavy teaching load, inadequate resources, rising numbers of students, and rising expectations of service that threaten to undermine many of these endeavors.
# 2 PLAN

The department’s main challenge in the next five years will be to sustain the quality of its offerings in the face of the many fiscal and political pressures now impinging on the CSU.

I. CURRICULUM

Three factors in particular will predicate the direction of our curriculum: one is development of the new fields; the second is expected rising enrollments in history courses in teacher preparation programs; and the third is expected rising enrollments in history courses at Contra Costa.

In brief:

Re: development of new fields:
The department is eager for our new History of Science and Modern Colonialism and South Asia and potential future courses on the Islamic World (depending on which specialty is hired) to thrive, as well as expansion of course offerings on the U.S. West.

Enrollment in the History of Science courses is building, including in an innovative version of HIST 3010, Historical Writing, offered this past fall. HIST 3305, Modern South Asia, is currently being taught by a lecturer, with an enrollment of 26 in just its second run. HIST 3517, The Immigrants’ West, will be offered this spring by our new California specialist, who is also developing a course on mixed-race peoples in the U.S. West. These offerings will greatly strengthen our curriculum in California and the West, which is one of the department’s main fields.

With appointment of a specialist in U.S. History, 1800-1877, we will also be able to rebuild our much neglected area of early republic and antebellum U.S. history – which covers some of the most important themes in American history, from western expansion, to the industrial revolution, to the expansion and end of slavery. This new hire would also be able to teach more sections of the U.S. history survey than regular faculty are able to now, to sustain our connections with entering freshmen, as well as more sections of HIST 3400 (see next section).

In addition, the Chair of Social Work has asked the department to consider offering a regular course on the History of Social Welfare, a requirement within his new program. This plan is in the very early planning stages, but a history regular faculty member has expressed interest in teaching the course, which may be possible by Fall 2006.

Re: rising enrollments in history courses in teacher preparation programs:
To meet the new multiple subject state standards, the proposed revisions in the Liberal Studies major includes four history courses. The History Option will remain the same.
In addition, the History/Social Science Single Subject Preparation Coordinator is in the process of revising that program to meet the new state standards, which also require more history background than in the past. The revision is a very complex matter, since federal and state authorities have by no means resolved the inconsistencies between the single subject state standards and the provisions of the No Child Left Behind Act (NCLB). Both the Program Coordinator and the Department Chair have already attended numerous meetings on the subject. In either scenario – the dominance of the new state standards or the dominance of NCLB – future junior high and high school teachers are likely to be taking more history. NCLB may also have some positive impact on enrollment in our Master’s program, as candidates for high school positions seek to re-train in history.

Re: rising enrollments in history courses at Contra Costa:
Finally, the department is submitting a proposal to ALSS to offer the History Major at the Contra Costa campus, depending on the results of a student survey that we will be conducting later in the Winter Quarter. This process was initiated at a December meeting with the Contra Costa Dean, the Liberal Studies Director, and the Department Chair along with another history faculty member.

The department believes the History Major would do well at Contra Costa, potentially attracting new students and improving the accessibility of the History programs overall. We regularly offer three Contra Costa sections a quarter. A Contra Costa section of HIST 3010, Historical Writing, will be taught for the first time in Spring 2005. Significant numbers of our students live in the North Bay, so major course offerings there would help them complete the degree more expeditiously. Others live halfway between the two campuses and hence could potentially attend courses at either campus. And Contra Costa also boasts a significant number of Liberal Studies Majors, who are among our strongest student clientele.

The History Major at Contra Costa will nevertheless require commitment by regular faculty to teach at that campus and necessitate annual Contra Costa offerings of HIST 4030 and HIST 4031, the department’s capstone courses: thereby removing these offerings from the Hayward line-up at least once a year. The regular faculty understand these constraints and will be seeking the support of the ALSS Dean, who has already expressed advanced interest. Particularly important will be the appointment and support of a Contra Costa advisor for History majors.

If all conditions are agreed upon, we foresee introducing the major at Contra Costa in Fall 2005, beginning with a small public relations campaign this spring.

Finally, the department’s soon-to-be senior California specialist plans to reinvigorate the Public History option in the M.A. Program, in connection with future collaborations with the Hayward Area Historical Society and with the potential creation of a county records archival library at the Contra Costa campus. This last will be another way in which the department will make fuller use of the resources at Contra Costa.
II. STUDENTS

A few words about our students’ futures:

Our expectations for rising enrollments have been described in the previous section. We also expect that the ethnic, gender, and age composition of our majors will continue to change with the university’s larger profile, although expansion to Contra Costa will likely increase the numbers of re-entry white female students in history courses.

We don’t expect that job opportunities will change significantly: most of our majors aim to be junior or high school teachers, and most of our Master’s students are interested in community college teaching. Despite the dismal budget prospects at both the secondary and community college levels, these career goals remain unchanged: perhaps indicative of California’s bright educational future despite current conditions.

Other career opportunities include archival and library work; journalism; the law; and politics, most of which require advanced degrees. Given our emphasis on writing and research, we believe that we train our students well for admission to graduate programs in many areas, including business. Given the resources, we will continue to do so.

As ever, we will work with the community colleges to encourage students to come to Hayward: an effort that the department faculty have been engaged in for at least five years. The introduction of the Rice Fellowship for First-Time Freshman interested in the History Major is part of this outreach. As advisors for both undergraduate and graduate students, we are cognizant of our students’ concerns regarding employment and encourage them to pursue the great variety of possibilities open to history majors in particular and liberal arts majors in general. We will also appoint a faculty member as advisor for students in the Liberal Studies History Option.

The most likely alteration to our learning outcomes would be to adapt the program to students who lack proper preparation for a college-level liberal arts program. Our skills course sequence already in place – HIST 1000, 3010, 4030, and 4031 – will serve those students well. It is possible, too, that the discipline will undergo changes that we can’t now predict. But we think that we are ahead of the curve in teaching history as a humanities, with greatest emphasis on reading, writing, and interpretation rather than on theory, methods, and data analysis which for a time dominated historical research. Otherwise, we do not foresee substantial changes in the learning goals and outcomes for history majors, but recognize that some changes will likely follow from the conclusion of each assessment cycle.

On resources, see Part IV below.
III. FACULTY

In addition to the fields described under Part I, the department feels keenly the lack of specialists in Latin America (with our Latin Americanist on administrative leave), Ancient History, the Early West, and Environmental History (with the impending retirement of our single FERPing faculty member). Gender history, a popular field at Hayward, and especially at Contra Costa, is also generally not a part of our course offerings outside the overall U.S. Women’s history sequence and early Europe.

The department has regularly made requests for new faculty members and has been largely successful in that endeavor for many years. We recognize that lecturers play an important role in our programs and will continue to do so. At the same time, we also expect, for the sake of program continuity and integrity, our lecturers’ own professional development, and if nothing else -- the faculty service now needed at Hayward that we will be depending less on short-term hires in the future than we have had to in the past.

The greatest difficulty will be in sustaining the “invisible” aspects of faculty work -- scholarship, subject currency, university service, and representation at on- and off-campus events -- at appropriately high levels in the face of rising enrollments and potentially falling resources. The CSU continues to make extraordinarily high demands on its faculty for instruction and service: any higher and burnout will be a serious problem, and our teaching, scholarship, and representation in the larger world alike will suffer.

IV. RESOURCES

History programs are more likely to burn up people (faculty and staff) than other resources: but given a magic wand, here is what we would want in material resources:

- first and foremost, a full-time office assistant for the Administrative Support Coordinator;
- secondly, a part-time assistant in program management, to work for the Graduate Coordinator and the Advising Coordinator;
- restoration of regular assigned time for the History/Social Science coordinator;
- additional assigned time for the History Graduate Coordinator;
- higher allocations to lower the excessive SFR’s in history courses;
- the restoring of extra quarter for pay;
- new computers for faculty needing them (these have been provided to the department chair and office Coordinator, and to new faculty: others have not received upgrades in seven years);
- an expanded history book-budget for the University Library (not to mention a new building for the Library);
- an increased S&S budget to permit a return to some higher degree of photocopying privileges for faculty and staff;
• a department-exclusive LCD projector;
• travel funds for at least two conferences per year per regular faculty members, and some support for same for lecturers;
• an events budget, coordinated with the ALSS office.

Attachments:

1) Tenure-track position announcements for History of Science (03-04), Modern Colonialism (03-04), California and U.S. West (04-05), and Modern Colonialism (05-06) (renewal)
2) 05-06 Tenure-track position request for U.S. History, 1800-1877
3) Assessment: Department Mission and Outcomes
4) Academic Performance Review Statistics; Degree Table 3; and CAPR Tables 1, 2, & 3
HISTORY DEPARTMENT CAPR DOCUMENTS #1 & 2
FOR FIVE-YEAR REVIEW 2005:

SELF-STUDY & PLAN

SECTIONS CORRECTED FOR CAPR #2
(not including assessment)

Further corrections to
Section 2: for Oct. 20 meeting
of CAPR.
II. TENURE-TRACK REQUESTS & APPOINTMENTS, 2000-05

The faculty is more diverse than it has ever been, though our numbers have dropped drastically in 15 years. In 1990, the History department consisted of 25 tenure-track faculty, including 9 FERPers and virtually no lecturers: at the same time, just 4 (16%) faculty were female and none was a minority. In 2000, the total number of faculty had dropped to 15, including 3 FERPers, PLUS numerous lecturers: 4 (27%) faculty members were female and 4 (26%) were minorities.

Currently, as of 2004-05, our 12 TENURE-TRACK faculty includes just 1 FERPPer, and WE EMPLOY fewer lecturers than in the mid 1990s: we’ve managed to sustain our diversity nonetheless. NOW, 6 (50%) TENURE-TRACK faculty are female and 4 (33%) are minorities. Among our 9 frequent lecturers, 4 are female and 2 are minorities. At this time we are among the most diverse faculty in our college.
HISTORY DEPARTMENT CAPR
DOCUMENTS # 1 & 2
FOR FIVE-YEAR REVIEW 2005:

SELF-STUDY & PLAN

SECTIONS CORRECTED FOR CAPR
(not including assessment)
The following “Self-Study” and “Plan” adhere to the guidelines set out in 00-01 CAPR 7, Policies and Procedures for Five Year Reviews and Plans.

Before proceeding, it may useful to take a snapshot of the History Department in Fall 2005:

We consist of 12 regular faculty members: 4 Full Professors, 5 Associate Professors (one of whom is on full administrative leave), 2 Assistant Professors, and 1 FERPing faculty in his last year of teaching. We currently employ 4 lecturers with 3-year contracts and 1 annual and 2 quarterly lecturers. Our staff is one person: the Administrative Support Coordinator. Our majors numbered 169 in Fall 2004, including 35 enrolled graduate students, with many others engaged in graduate projects. At the end of 2004, the total FTES enrolled in History courses is 371.74 – 1,394 students by headcount – in 23 different courses taught in 35 course sections, plus independent studies. The current Department Chair began her 3-year term in Fall 2003, following her predecessor’s strong and unprecedented three-term service.

The department runs five programs: the undergraduate History major; the undergraduate History minor; the History Master’s program; and two programs for students preparing for teaching credentialing: the Liberal Studies History Option and the History/Social Science Single Subject Preparation Program. We offer two degrees: the History B.A. and the History M.A.

The History Major consists of 60 units, including a developmental sequence of 4 skills courses, from introduction to capstone; 3 lower division courses in World Civilizations; 4 upper division courses in an area of concentration (U.S., Europe, Asia, Latin America, or California and the U.S. West); and 4 upper division electives with a breadth requirement. In Fall 2005, the Major will also include the U.S. history survey, for a total of 68 units.

The History Minor requires 36 units; and the History M.A. requires 45 units in one of four options: the University Thesis, the Teaching Option, the Examination Option, or the Public History Option. In keeping with state credentialing standards, the Liberal Studies History Option requires 24 units as part of students’ content preparation for elementary school teaching; and the History/ Social Sciences Single Subject Program requires a variety of courses from all over the university for students aiming to teach junior high and high school.

Beyond our majors and minors, however, the department serves the broad sweep of CSUH students with numerous courses fulfilling the C-4 General Education requirement in upper division humanities, several courses meeting the Cultural Groups and Women requirement, and the U.S. survey fulfilling the American Institutions requirement. In addition, annually we offer 4 PACE courses, special Liberal Studies sections of HIST 3400 and HIST 3500, and a special G.E. course, HIST 4710, for nursing majors. Our courses are taught regularly at both the Hayward and the Contra Costa campuses.
I. SUMMARY OF 2000 FIVE-YEAR REVIEW

Impact of changes:

These changes, along with others described in Part VI below, have opened up new fields in the department, increased slowly the proportion of FTES taught by regular faculty, and dramatically increased our numbers of majors: from 116 in Fall 1999 to 169 in 2004: a 46% rise. Broken down: the numbers of undergraduate majors have increased from 94 in 1999 to 134 in 2004 (a 43% increase); and graduate majors rose from 22 to 35 (a 59% increase).

In sum, we have closely attended to the provisions of the 2000 CAPR review and have successfully begun to meet the challenges set out by the former Chair in the same year.

II. TENURE-TRACK REQUESTS & APPOINTMENTS, 2000-05

The History faculty is in the midst of a revival. In 2002, we successfully completed tenure-track searches in the Early Modern Europe and in Modern Colonialism; and in 2004, we appointed another assistant professor in California and the U.S. West. Last year, our three upper-level Assistant Professors each received tenure and promotion to associate professor.

The faculty is more diverse than it has ever been, though our numbers have dropped drastically in 15 years. In 1990, the History department consisted of 25 tenure-track faculty, including 9 FERPers and virtually no lecturers: at the same time, just 4 (16%) faculty were female and none was a minority. In 2000, the total number of faculty had dropped to 15, including 3 FERPers and numerous lecturers: now 4 (27%) faculty members were female and 4 (26%) were minorities.

Currently, as of 2004-05, our 12 faculty includes just 1 FERPer and somewhat fewer lecturers than in the mid 1990s: we've managed to sustain our diversity nonetheless. At this time, 6 (50%) faculty are female and 4 (33%) are minorities. Among our 9
frequent lecturers, 4 are female and 2 are minorities. At this time we are among the most diverse faculty in our college.

We also cover more curricular terrain than we have in many years, from world history at both introductory and upper division levels, to both East Asia and South Asia, the History of Science, and many aspects of California and the U.S. West.

But there has been a price to pay. In Fall 2004, the last time for which we have numbers, 32% of History FTES was taught by lecturers. The corresponding increase in non-teaching work load for tenure-track faculty – for advising, department committee work (including oversight of lecturers’ work), university service, accommodating high FTES, and assessment -- has been, to say the least, substantial in the last 15 years and fallen on fewer and fewer faculty.

III. PROGRAM DATA, 2000-2004


Outstanding indicators of the department’s success have been its rising numbers of majors, its steady enrollment (despite budget-driven section cuts), and a rising SFR and average section size.

Re: majors: The increase of History majors, in both B.A. and M.A. programs, has already been described above. To repeat: as of Fall 2004, the numbers of majors had increased by 46% from Fall 1999: undergraduates by 43% and graduate students by 59%. Within the last five years (from Fall 2000 to Fall 2004), the increase in majors was 24% overall, with 23% increase in undergraduates and 17% increase in graduate students. The last percentage does not include a substantial number of M.A. students completing graduate projects – which usually take two to three quarters without record of enrollment. Our graduation rates have not yet matched this increase but likely will in the next several years as the new majors move toward completion of their degrees.
Re: enrollment: History remains a mainstay of FTES not only in ALSS but also in the university. In Fall 2003, compared with other programs posted on the Institutional website, FTES in history courses (365.87) was the second highest in ALSS (after English) and the ninth highest in the university. Not counting the professional M.A. programs, as of Fall 2003, History was even with Anthropology as the third largest traditional M.A. program in ALSS (after English and Multimedia Art).

Despite a drop in numbers of history sections taught – from 41 in Fall 2000 to 35 in Fall 2004 -- our overall enrollment remained extraordinarily strong, just .6 FTES fewer (that's "point 6") than in 2000; in other, basically unchanged despite 6 fewer sections offered. Enrollments in the U.S. History survey (HIST 1101 and 1102) in particular have been re-rising in the past four years; but the main steady enrollments remain in the upper division courses, which in Fall 2004 were close to enrolling as many students as in 2000, although we offered just 21 different upper division courses as compared to 27 in 2000.

Re: SFR and section size: Naturally, without additional faculty and sections, our SFR has also remained steadily high overall – rising from 27.2 in Fall 2000 to 28 in Fall 2003 (the fifth highest in ALSS in that year) and then again to 30.1 in Fall 2004. The History SFR increased especially in upper division courses and graduate courses: from 20.9 in Fall 2000 to 24.3 in Fall 2004 in the former; and from 14.3 to 19 in the latter. The average section size of history classes has also risen alarmingly: from 33.88 in Fall 2000 to 40.5 in Fall 2003 (the latest for which information is available): only three departments across the university had higher average section sizes in that year. As mentioned above, our SFR is also high by system-wide standards.
HISTORY DEPARTMENT CAPR DOCUMENTS # 1 & 2 FOR FIVE-YEAR REVIEW 2005:

SELF-STUDY & PLAN

ASSESSMENT ELABORATED WITH TABLES FOR CAPR
III. ASSESSMENT FOR B.A. AND M.A. PROGRAMS

The department has completed a mission statement, learning outcomes, and performance indicators for its B.A. and M.A. programs. These are attached.

In addition, in 2002, the department formed an Assessment Committee to create outcomes rubrics and compile questionnaire surveys for each of the major’s four skills courses: HIST 1000 (Introduction to History), 3010 (Historical Writing), 4030 (Historiography), and 4031 (Historical Research). The surveys follow the main goals for each course, with one initial self-assessment survey completed by students at the start of each course, the same final surveys completed for comparative purposes at the end of the course by both students and faculty. The emphasis throughout is on aggregated information – all surveys are anonymous – to avoid mixing program assessment with individual evaluation of students and instructors, in keeping with the general guidelines in the professional assessment literature.

In AY’s 2002-04, data was collected for 8 skills-course sections: final student and faculty surveys for 1000, 3010, 4030, and 4031, and all 3 kinds of surveys – initial student self-assessment surveys and final student and faculty surveys – for 4031. The results are preliminary at best, since the data are currently being collected manually and have not been standardized into percentage form.

The surveys do reveal several trends that the department faculty have been alerted to: 1) the tendency for beginning History majors to be uncertain regarding the meaning of academic honesty; 2) problems in all these classes with oral expression; 3) problems with understanding correct source citation; and 4) students’ difficulty interpreting primary sources, which in part accounts for the tougher evaluations of student achievement in HIST 4031, our research class. The department will be paying closer attention to each of these
areas, and working to have consistent collection of the data each academic year in machine readable form.

Altogether this academic year, the department is moving expeditiously to gather information on the rest of our B.A. program and on the M.A. program: particularly exit surveys for pending B.A. and M.A. graduates. In 2005-06, we will move forward with review of the Master’s program. One faculty member has graciously consented to appointment as Assessment Coordinator to better organize our efforts, and we expect to have completed one cycle of assessment – student and faculty surveys, evaluation of evidence, and implementation of an instructional improvement -- with all parts of our programs beginning in Spring 2006: assuming that other pressures on the CSU do not interfere with this time-line.
## HIST 1000

**INTRODUCTION TO HISTORY**

**AY’s 2002-04:** 2 sections

### STUDENT

<table>
<thead>
<tr>
<th></th>
<th>N = 37</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td></td>
<td>17</td>
<td>20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Analysis 1</td>
<td>24</td>
<td>13</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Analysis 2</td>
<td>9</td>
<td>24</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Analysis 3</td>
<td>11</td>
<td>20</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Composition 1</td>
<td>14</td>
<td>18</td>
<td>5</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Composition 2</td>
<td>13</td>
<td>16</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Composition 3</td>
<td>16</td>
<td>19</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Composition 4</td>
<td>22</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Oral</td>
<td>8</td>
<td>17</td>
<td>11</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>13</td>
<td>20</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

### FACULTY

<table>
<thead>
<tr>
<th></th>
<th>N = 30</th>
<th>Understands &amp; applies</th>
<th>Understands</th>
<th>Does not understand fully</th>
<th>Does not understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>11</td>
<td>17</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Analysis 1</td>
<td>12</td>
<td>16</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Analysis 2</td>
<td>8</td>
<td>19</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Analysis 3</td>
<td>9</td>
<td>20</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Composition 1</td>
<td>12</td>
<td>16</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Composition 2</td>
<td>13</td>
<td>14</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Composition 3</td>
<td>11</td>
<td>15</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Composition 4</td>
<td>25</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Oral</td>
<td>7</td>
<td>17</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library</td>
<td>11</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
HIST 1000
FINAL ASSESSMENT BY STUDENTS

Please reflect on your experience in HIST 1000 by marking the appropriate response to the statements below.

Overall goal of the course

I now have a clearer understanding of the nature of historical study.
   I strongly agree  I agree  I somewhat agree  I disagree

Analysis

I now understand the distinction between a primary and secondary source.
   I strongly agree  I agree  I somewhat agree  I disagree

I can now evaluate an historical argument.
   I strongly agree  I agree  I somewhat agree  I disagree

I can now interpret a primary source.
   I strongly agree  I agree  I somewhat agree  I disagree

Composition

I now am able to provide a thesis in my writing.
   I strongly agree  I agree  I somewhat agree  I disagree

I now use standard grammar and punctuation.
   I strongly agree  I agree  I somewhat agree  I disagree

I now understand appropriate source citation.
   I strongly agree  I agree  I somewhat agree  I disagree

I now understand academic honesty
   I strongly agree  I agree  I somewhat agree  I disagree

Oral Expression
I am now able to express my ideas orally in class.
   I strongly agree  I agree  I somewhat agree  I disagree

Library and Internet Skills
I now can locate basic library and internet resources for history.
   I strongly agree  I agree  I somewhat agree  I disagree

Other comments? Please use reverse side.
HIST 1000
FACULTY ASSESSMENT OF STUDENTS

Overall goal of the course

Understanding of the nature of historical study
understands & applies understands does not understand fully does not understand

Analysis

Understanding of the distinction between a primary and secondary source
understands & applies understands does not understand fully does not understand

Evaluating an historical argument
understands & applies understands does not understand fully does not understand

Interpreting a primary source
understands & applies understands does not understand fully does not understand

Composition

Definition of a thesis
understands & applies understands does not understand fully does not understand

Use of standard grammar and punctuation
understands & applies understands does not understand fully does not understand

Understanding of appropriate source citation
understands & applies understands does not understand fully does not understand

Understanding of academic honesty
understands & applies understands does not understand fully does not understand

Oral Expression

Ability to express ideas orally in class
understands & applies understands does not understand fully does not understand

Library and Internet Skills

Ability to locate basic library and internet resources
understands & applies understands does not understand fully does not understand
<table>
<thead>
<tr>
<th></th>
<th>STUDENT</th>
<th>FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 27</td>
<td>N = 32</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>Understands &amp; applies</td>
</tr>
<tr>
<td>Goals</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Interpretation 1</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Interpretation 2</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Writing 1</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Writing 2</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Writing 3</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Writing 4</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Oral</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>Library</td>
<td>12</td>
<td>16</td>
</tr>
</tbody>
</table>
Please reflect on your experience in HIST 3010 by marking the appropriate response to the statements below.

**Overall goal of the course**

I now have an understanding of historical writing as a process of interpretation and revision.

- I strongly agree
- I agree
- I somewhat agree
- I disagree

**Interpretation**

I am now able to identify an historical argument in secondary sources.

- I strongly agree
- I agree
- I somewhat agree
- I disagree

I am now able to derive an argument from primary sources.

- I strongly agree
- I agree
- I somewhat agree
- I disagree

**Writing**

I am now able to organize and support an historical argument using both primary and secondary sources.

- I strongly agree
- I agree
- I somewhat agree
- I disagree

I am now able to write clear and grammatical prose.

- I strongly agree
- I agree
- I somewhat agree
- I disagree

I am now fluent in historical citation.

- I strongly agree
- I agree
- I somewhat agree
- I disagree

I am now able to revise my own work.

- I strongly agree
- I agree
- I somewhat agree
- I disagree

**Oral Expression**

I am now able to articulate orally an argument in my own work.

- I strongly agree
- I agree
- I somewhat agree
- I disagree

**Library and Internet Skills**

I am now able to use effectively library and internet resources.

- I strongly agree
- I agree
- I somewhat agree
- I disagree

Other comments? Please use reverse side.
Overall goal of the course

Understanding of historical writing as a process of interpretation and revision

Interpretation

Ability to identify an historical argument in secondary sources

Ability to derive an argument from primary sources

Writing

Ability to organize and support an historical argument using both primary and secondary sources

Ability to write clear and grammatical prose

Fluency in historical citation

Ability to revise own work

Oral Expression

Ability to orally articulate an argument in own work

Library and Internet Skills

Ability to use effectively library and internet resources
### HIST 4030: HISTORIOGRAPHY

**AY's 2002-04:**

**2 sections**

#### STUDENT

<table>
<thead>
<tr>
<th></th>
<th>N = 42</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>21</td>
<td>16</td>
<td>5</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Interpretation 1</td>
<td>15</td>
<td>21</td>
<td>6</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Interpretation 2</td>
<td>21</td>
<td>16</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Interpretation 3</td>
<td>25</td>
<td>14</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Interpretation 4</td>
<td>15</td>
<td>20</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Interpretation 5</td>
<td>17</td>
<td>18</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Oral 1</td>
<td>12</td>
<td>19</td>
<td>9</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Oral 2</td>
<td>16</td>
<td>18</td>
<td>8</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

#### FACULTY

<table>
<thead>
<tr>
<th></th>
<th>N = 40</th>
<th>Understands &amp; applies</th>
<th>Understands</th>
<th>Does not understand fully</th>
<th>Does not understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>31</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Interpretation 1</td>
<td>20</td>
<td>15</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Interpretation 2</td>
<td>26</td>
<td>13</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Interpretation 3</td>
<td>13</td>
<td>17</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Interpretation 4</td>
<td>12</td>
<td>23</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Interpretation 5</td>
<td>14</td>
<td>14</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Oral 1</td>
<td>11</td>
<td>19</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Oral 2</td>
<td>10</td>
<td>17</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
HISTORY 4030
FINAL ASSESSMENT BY STUDENTS

Please reflect on your experience in HIST 4030 by marking the appropriate response to the statements below.

Overall goal of the course

I now understand the practice of history as a form of historical study in itself.
- I strongly agree
- I agree
- I somewhat agree
- I disagree

Interpretation and Writing

I now have familiarity with major schools of thought on the philosophy of history.
- I strongly agree
- I agree
- I somewhat agree
- I disagree

I am now able to distinguish between history as event and history as discourse.
- I strongly agree
- I agree
- I somewhat agree
- I disagree

I am now able to relate primary sources to major historiographical issues.
- I strongly agree
- I agree
- I somewhat agree
- I disagree

I am now able to evaluate own practice of history in historiographical context.
- I strongly agree
- I agree
- I somewhat agree
- I disagree

I am now able to write and organize a historiographical argument.
- I strongly agree
- I agree
- I somewhat agree
- I disagree

Oral Expression

I am now able to orally articulate basic principles of a school of thought.
- I strongly agree
- I agree
- I somewhat agree
- I disagree

I am now able to take and orally defend a position on assigned texts.
- I strongly agree
- I agree
- I somewhat agree
- I disagree

Other comments? Please use reverse side.
HIST 4030

FACULTY ASSESSMENT BY STUDENTS

Overall goal of the course

Understanding of the practice of history as a form of historical study in itself
- understands fully
- understands
- does not understand fully
- does not understand

Interpretation and Writing

Familiarity with major schools of thought on the philosophy of history
- understands fully
- understands
- does not understand fully
- does not understand

Ability to distinguish between history as event and history as discourse
- understands fully
- understands
- does not understand fully
- does not understand

Ability to relate primary sources to major historiographical issues
- understands fully
- understands
- does not understand fully
- does not understand

Ability to evaluate own practice of history in historiographical context
- understands fully
- understands
- does not understand fully
- does not understand

Ability to write and organize an historiographical argument
- understands fully
- understands
- does not understand fully
- does not understand

Oral Expression

Ability to orally articulate basic principles of a school of thought
- understands fully
- understands
- does not understand fully
- does not understand

Ability to take and orally defend a position on assigned texts
- understands fully
- understands
- does not understand fully
- does not understand
### HIST 4031

<table>
<thead>
<tr>
<th></th>
<th>HISTORICAL RESEARCH</th>
<th>AY’s 2002-04: 2 sections</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PRE-ASSESS</th>
<th>N = 27</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>Agree</td>
<td>Somewhat agree</td>
</tr>
<tr>
<td>Goals</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Research 1</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Research 2</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Research 3</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Research 4</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Research 5</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Oral</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Library</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Internet</td>
<td>8</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>N = 24</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>Agree</td>
<td>Somewhat agree</td>
</tr>
<tr>
<td>Goals</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Research 1</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Research 2</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Research 3</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Research 4</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Research 5</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Oral</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Library</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Internet</td>
<td>6</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>N = 34</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands &amp;</td>
<td>Understands</td>
<td>Does not understand fully</td>
</tr>
<tr>
<td>applies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Research 1</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Research 2</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Research 3</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Research 4</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Research 5</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>Oral</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>Library</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>Internet</td>
<td>7</td>
<td>25</td>
</tr>
</tbody>
</table>
HIST 4031
INITIAL ASSESSMENT BY STUDENTS
The History Department is asking faculty & students to pay closer attention to the goals of core courses in the History Major. To do so, we’re asking students to reflect on what they know at the start of a core course, and then what they have learned by the end of the course.

So, for starters, please mark the appropriate response to the statements below. Please be honest: since you haven’t taken the course yet, we don’t expect you to have accomplished its goals yet.

Overall goal of the course

I understand historical research as the process of creating history.
  I strongly agree  I agree  I somewhat agree  I disagree

Research and Writing

I am able to locate primary sources, published and unpublished.
  I strongly agree  I agree  I somewhat agree  I disagree

I am able to develop an original argument based on primary sources.
  I strongly agree  I agree  I somewhat agree  I disagree

I am able to relate my argument to secondary work in the field.
  I strongly agree  I agree  I somewhat agree  I disagree

I have mastery of sound grammar and style.
  I strongly agree  I agree  I somewhat agree  I disagree

I have mastery of scholarly citation.
  I strongly agree  I agree  I somewhat agree  I disagree

Oral Expression

I am able to orally present research findings.
  I strongly agree  I agree  I somewhat agree  I disagree

Library Skills

I have mastery of library resources.
  I strongly agree  I agree  I somewhat agree  I disagree

Internet Skills

I am able to work effectively with Internet resources.
  I strongly agree  I agree  I somewhat agree  I disagree

Other comments? Please use reverse side.
HIST 4031
FINAL ASSESSMENT BY STUDENTS

Please reflect on your experience in HIST 4031 by marking the appropriate response to the statements below.

Overall goal of the course

I understand historical research as the process of creating history.
   I strongly agree  I agree  I somewhat agree  I disagree

Research and Writing

I am able to locate primary sources, published and unpublished.
   I strongly agree  I agree  I somewhat agree  I disagree

I am able to develop an original argument based on primary sources.
   I strongly agree  I agree  I somewhat agree  I disagree

I am able to relate my argument to secondary work in the field.
   I strongly agree  I agree  I somewhat agree  I disagree

I have mastery of sound grammar and style.
   I strongly agree  I agree  I somewhat agree  I disagree

I have mastery of scholarly citation.
   I strongly agree  I agree  I somewhat agree  I disagree

Oral Expression

I am able to orally present research findings.
   I strongly agree  I agree  I somewhat agree  I disagree

Library Skills

I have mastery of library resources.
   I strongly agree  I agree  I somewhat agree  I disagree

Internet Skills

I am able to work effectively with Internet resources.
   I strongly agree  I agree  I somewhat agree  I disagree

Other comments? Please use reverse side.
HIST 4031
FACULTY ASSESSMENT OF STUDENTS

Overall goal of the course

Understanding of historical research as the process of creating history
Understands fully  Understands  Does not understand fully  Does not understand

Research and Writing

Ability to locate primary sources, published and unpublished
Understands fully  Understands  Does not understand fully  Does not understand

Ability to develop an original argument based on primary sources
Understands fully  Understands  Does not understand fully  Does not understand

Ability to relate an argument to secondary work in the field
Understands fully  Understands  Does not understand fully  Does not understand

Mastery of sound grammar and style
Understands fully  Understands  Does not understand fully  Does not understand

Mastery of scholarly citation
Understands fully  Understands  Does not understand fully  Does not understand

Oral Expression

Ability to orally present research findings
Understands fully  Understands  Does not understand fully  Does not understand

Library Skills

Mastery of library resources
Understands fully  Understands  Does not understand fully  Does not understand

Internet Skills

Ability to work effectively with Internet resources
Understands fully  Understands  Does not understand fully  Does not understand