



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College	CLASS
Department	History
Program Unit	BA in History
Reporting for Academic Year	2012-13
Department Chair	Linda Ivey
Date Submitted	6/12/2013

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

Our last five-year review was submitted 2012, and approved by CAPR/Senate in Winter/Spring of 2013. The Department identified two areas of major importance: 1) providing students with practical experience to meet the needs of the job market, and doing so by strengthening our internship programs to prepare students for public history careers, and developing additional opportunities for graduate students to assist in the lower-division megasections; 2) responding with appropriate curriculum to emerging areas of interest, including digital history, history of technology and science, and sustainability. In terms of students, we expect the number of majors to remain steady or to increase, largely because we expect a continuing demand for K-12 teachers, many of whom major in History. Our increasing focus on real world experience (in the Public History program, for instance) should also encourage growth in the numbers of majors. In terms of program-level learning outcomes, the department will continue to develop its already effective methods of assessment for its core courses. We are developing additional assessment instruments to evaluate our graduate program. Our next step will be a method for assessing some of our upper-division GE courses. In terms of faculty, our first priority is to rebuild in the areas that have suffered most from the attrition of faculty. Our proposed hires in East Asia, Ancient Mediterranean, African-American/African Diaspora, Latin America, and Early Modern Europe/History of Science will restore the areas in which the Department once had coverage, and fill the gaps noted in the Self Study and described in the Outside Reviewer's report as a "serious weakness." In terms of staffing, the Department's priorities, as noted in both the Self Study and the Outside Review's Report, surround the need for additional staffing in support of Wanda Washington. A part-time assistant (or full-time, if possible) is the Department's first priority. We foresee an even greater reliance on technology in future classes, in the form of tablets, clickers, e-books, and the like. The department will need to acquire such technology over the next five years, perhaps through the allocation of A2E2 funds. We hope that support for travel will continue at the same level as in the current academic year, and

expect that need will grow for webinars and conferences on matters such as team-based learning and the “flipped classroom”—that is, for assistance with innovative pedagogies to deal with the challenges of larger classes and increasing use of technology.

B. Five-year Review Planning Goals Progress

In 2012-2013, we have successfully proposed a course in digital history, and received approval to conduct a tenure-track search in digital history, with a preference for expertise in the Ancient World. We have also begun explicitly integrating the concept of sustainability and into history coursework to address the sustainability ILO. We are in the process of developing a website for internship organization and accessibility to encourage practical skill building for undergraduates and graduates; site should be live in 2013-14. We have redesigned our SLOs for both the BA and MA programs, aligning them more closely to the university’s ILOs, and begun building upon our assessment tools to address these changes. Finally, we have pushed forward on technology, receiving nearly \$7k in funding from CLASS to establish the base of a digital history lab, embracing the future in terms of technology and the discipline, and dovetailing with the new curriculum and hire.

C. Program Changes and Needs

We are still committed to finding funding to assist Ms. Washington in terms of our departmental staffing. Finally, we are shifting the way in which we envision the future of the department in terms of faculty; while we remain committed to rebuilding the breadth of expertise in our department, the nature of our proposed hires going forward will also address developments in the field: the hire in digital history for which we have been funded, which will also address a curricular gap in the Ancient World, is a prime example. While we are determined to consider geographic expertise, we also foresee potential overlapping hires in public history, sustainability, globalization, and the history of science, medicine, and technology.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

B.A. degree in History

- 1 know basic analytic concepts for assembling, organizing, and interpreting historical evidence, and achieve digital literacy in accessing and presenting historical materials;
- 2 demonstrate significant knowledge of major events and trends in their area of concentration;
- 3 write and speak clearly and persuasively about historical themes and topics, and work collaboratively with others in solving historical problems;
- 4 conduct historical research in primary sources, provide original interpretation of sources, and accurately reference all sources; and
- 5 comprehend differences and similarities among diverse peoples and cultures over time and develop an historical perspective on social responsibility and sustainability.

B. Program Student Learning Outcome(s) Assessed

1. know basic analytic concepts for assembling, organizing, and interpreting historical evidence, and achieve digital literacy in accessing and presenting historical materials.

C. Summary of Assessment Process

The History Department regularly assesses the 4 core courses in the B.A. with *summative entrance and exit questionnaires*, with responses divided into the following 4 categories of analysis: “I strongly agree,” “I agree,” “I somewhat agree,” and “I disagree.” In the new assessment process (see 5-Year Plan posted at CLASS website), we selected the “critical thinking” SLO #1 for two of these courses: *HIST 2010 (Introduction to History)* and *HIST 3010 (Historical Writing)*. 7 of the questions on our regular 2010 questionnaire apply to SLO # 1 (including re: digital literacy); and 4 questions on the regular 3010 questionnaire (also including digital literacy).

D. Summary of Assessment Results

FOR B.A.:

In HIST 2010 (Winter 2013): In the *entrance* questionnaire, students expressed *strong* confidence in the general purpose of the course (“I understand history as an interpretation of the past based on evidence”), as well as differences between primary and secondary sources; and the *least* confidence in (a) evaluation of historical interpretations, (b) evaluation of the quality of an historical question, and (c) how to ask and investigate historical questions. Correspondingly, in the *exit* questionnaire, they expressed *greatest improvement* in the same areas (from 30% to 94% for (a); 44% to 100% in (b), and 52% to 100% in (c).) Surprisingly, the area with the least improvement was how to interpret a primary source (from 59% to 88%). The digital competence question, on the other hand, scored improvement from 67% to 94%: an excellent result for History.

In HIST 3010 (Winter 2013): In the *entrance* questionnaire, students expressed general confidence in the purpose of the course (“I understand history as an interpretation of the past based on evidence”), and somewhat more confidence in use of primary sources (79%) and in use of digital information (79%), but not a whole lot in deriving historical arguments from secondary sources (62%). The *exit* questionnaire,

showed improvement to 100% in all four questions. *In HIST 3010 (Spring 2013):* In the *entrance* questionnaire, students expressed total confidence in the purpose of the courses, and strong confidence (86%, 86%, and 95%) for the same questions of concern in the Winter: perhaps reflecting their one-quarter greater experience in upper-division history courses in general. The *exit* questionnaire showed improvements to 100% in all four questions.

3. STATISTICAL DATA

The following data has been separated out to our two programs – the BA and the MA in History – wherever possible.

- 1) Number of Graduates: 66 (52 BA; 14 MA) in 2011-2012¹
- 2) Number of Majors: 164 (138 undergraduates; 26 post-bacc or graduate students)²
- 3) Ethnicity; Faculty Students by Gender (*student profiles from 2011*)
 - a) Majors: African American 4; Asian/Pacific Islander 17; Hispanic 32; White 81; American Indian n/a; Multiple ethnicity 5; ethnicity unknown 23; non-resident alien 1; 60 women and 103 men³
 - b) Faculty: White 6, Native American 2, Hispanic 1, Asian 1; 5 women and 5 men.
 - c) Support Staff: African American 1
- 4) Faculty Devoted to Program, Fall 2012:
 - a) Number: 23
 - b) FTEF: 12.67⁴
- 5) Full Time Faculty by Rank: 10
Professor 3; Associate 6; Assistant 0; Emeritus (FERP) 1
- 6) Part Time Faculty/Lecturers: 13⁵
- 7) Number of Course Sections Offered: Fall 2012 -- 48⁶; however the actual number of sections offered was 38. I am unable to explain the difference, unless each Independent Study or Graduate Thesis enrollment counts as a “section.”
- 8) Total Enrollment: 421.3 FTES in 2012⁷
- 9) Average Section Size: 40.9⁸ Again, see #9 for possible discrepancy.
- 10) Student Faculty Ratio: 33⁹
Lower Division: 67
Upper division: 24.9
Graduate: 4.7
- 11) Staff-Faculty Ratio: 1/23

¹ <http://www.csueastbay.edu/ira/tables/AcademicProgramReview/Degrees%20Awarded%202011-12.html>

² <http://www.csueastbay.edu/ira/tables/AcademicProgramReview/APR%20CLASS%20template%20nolink.htm>

³ <http://www.csueastbay.edu/ira/factbook/capr%20enrollment%20by%20pgm%20major.html>

⁴ <http://www.csueastbay.edu/ira/tables/sfr/APR%20sfr%20by%20Subject.html>

⁵ <http://www.csueastbay.edu/ira/tables/AcademicProgramReview/APR%20CLASS%20template%20nolink.htm>

⁶ <http://www.csueastbay.edu/ira/tables/AcademicProgramReview/APR%20CLASS%20template%20nolink.htm>

⁷ <http://www.csueastbay.edu/ira/tables/sfr/APR%20sfr%20by%20Subject.html>

⁸ <http://www.csueastbay.edu/ira/tables/AcademicProgramReview/APR%20CLASS%20template%20nolink.htm>

⁹ <http://www.csueastbay.edu/ira/tables/AcademicProgramReview/APR%20CLASS%20template%20nolink.htm>