



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

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

**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. Along these lines, we have successfully revised our graduate program, which now includes streamlined graduation maps and a culminating portfolio course. 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**

#### **M.A. degree in History**

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

#### **B. Program Student Learning Outcome(s) Assessed**

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

#### **C. Summary of Assessment Process**

Faculty in our 3 content-based seminars offered this year – HIST 6100 on Medieval History, HIST 6400 (A) on the Civil War, and HIST 6400 (B) on History and Sustainability – reviewed students' overall work, major projects, and oral presentations in each of these classes to determine students' competence in use of historical content, ability to incorporate evidence and historiography into written work, and the same evidence and historiography in oral work. The 3 categories of analysis were as follows: "Mastered," "Proficient," and "Inadequate."

#### **D. Summary of Assessment Results**

*In HIST 6100*, nearly all students had mastered content; 2/3rds had mastered writing; and a little under 2/3rds had mastered oral presentations. Only 1 student was ranked as inadequate in the first two categories of analysis, and 2 in the third category (oral). *In HIST 6400 (A)* the focus was on the Civil War era, a field of study mastered by 7, with 2 students deemed proficient, and only one deemed inadequate; 50% mastered the integration of evidence and historiography, while 50% were proficient, and in terms of

oral presentation, 6 mastered the skill, 3 were proficient and 1 inadequate. In *HIST 6400 (B)* the focus was on a theme (sustainability) in history, a new approach that about 2/3rds of the class mastered; whereas nearly all mastered the more familiar combining of evidence and historiography; and most did well in class presentations. None produced inadequate work. The Department will be considering all the results at its assessment meeting in the fall.

### **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 2011-2012<sup>1</sup>
- 2) Number of Majors: 164 (138 undergraduates; 26 post-bacc or graduate students)<sup>2</sup>
- 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 men<sup>3</sup>
  - 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: 12.67<sup>4</sup>
- 5) Full Time Faculty by Rank: 10  
Professor 3; Associate 6; Assistant 0; Emeritus (FERP) 1
- 6) Part Time Faculty/Lecturers: 13<sup>5</sup>
- 7) Number of Course Sections Offered: Fall 2012 -- 48<sup>6</sup>; 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 2012<sup>7</sup>
- 9) Average Section Size: 40.9<sup>8</sup> Again, see #9 for possible discrepancy.
- 10) Student Faculty Ratio: 33<sup>9</sup>  
Lower Division: 67  
Upper division: 24.9  
Graduate: 4.7
- 11) Staff-Faculty Ratio: 1/23

---

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

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

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

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

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

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

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

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

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