



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

College	CLASS
Department	HISTORY
Program Unit	BA
Reporting for Academic Year	2013-2014
Department Chair	Linda Ivey
Date Submitted	5/29/2014

**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, or in our newly introduced course HIST 4033 Introduction to Teaching History, 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. Our next step will be a method for assessing some of our upper-division GE courses. In terms of faculty, we have been requesting and will continue to propose hires that will help us implement our new five-year plan for the major (see attached), while strengthening the geographic representation of our scholars' work. This year we successfully hired a Digital Historian, whose research focuses on the Ancient World. We have been given a tenure-track hire for 2014-2015 in Globalization. Our proposed hires in Sustainability, Public History, Diaspora and Diversity Studies and the History of Science will likewise build out our dynamic vision for the future of our program. These proposed hires further address needs in geographic representation (e.g. in Latin American and East Asian Studies) thus filling the gaps noted in the Self Study and described in the Outside Reviewer's report as a "serious weakness." In terms of staffing, the Department's priorities, as noted in both the Self Study and the Outside Review's Report, surround the need for additional staffing in support of Wanda Washington. A part-time assistant (or full-time, if possible) is the Department's first priority. We foresee an even greater reliance on technology as we continue to build the Digital History lab we began in 2013. 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 educational technology, 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 2013-2014, we successfully hired a tenure-track Digital Historian proposed a course in digital history, and received approval to conduct a tenure-track search in the history of Globalization, with a preference for expertise in either Latin America or East Asia. As a faculty, we developed a new vision for the future of our major and developed a five-year plan for significantly revising our major to align with contemporary needs of our students (see attached). The proposed curricular changes within this plan have been developed in consideration of global trends and comparisons that will better equip our students for thinking and acting on a globalizing world, and focus the coursework along one of three themes: Migrations, Transnational Communities, and Cross-cultural Histories; Rights, Economic Equity, and Social Justice; and Sustainability and the Human Environment. We also included in this new five-year plan the specific integration of practical skills courses in either the teaching of history, digital history or public history. In terms of pedagogical revision and development, the History Department received two distinct grants from the CSU Chancellor's Office for Promising Course Redesign in 2013-2014, both of which served to energize our lower division offerings in World Civilizations and US History, integrating digital history and team-based learning, respectively. Our US Historians have received for 2014-15 a Proven Practices Lead Campus grant, to continue their work and train other departments across the CSU. We have continued to work on explicitly integrating the concept of sustainability and into history coursework to address the sustainability ILO, and received a grant from CLASS in the Summer of 2013 to address specific courses with this in mind. We have also begun to develop specific and guided approaches for more concrete and practical experience within our curricular offering, developing student teaching experiences and both teaching history and digital history coursework. We are developing a plan to refine and bolster our internship program for Public History. In terms of our newly developed Departmental SLOs for the BA program (2013), we have begun building upon our assessment tools to address these changes. This can be found in the assessment section of this Annual Report (Section II) and in our vision for the BA (see attached Five-Year Plan) which implements curricular changes that speak more directly to the SLOs. Finally, we have pushed forward on technology, building up our Digital History lab, integrating dynamic digital projects into coursework, and hiring a Digital Historian to help direct us further in this goal.

## **C. Program Changes and Needs**

In terms of staffing, we are still committed to finding funding to assist Ms. Washington in terms of our departmental staffing. In terms of faculty, we have gained one full-time faculty member who will begin Fall 2014, and we have been granted another hire for 2014-0215. We will lose our FERP-ing faculty member whose last term is Winter 2015. Four of our nine full-time faculty members have administrative positions outside of the department that come with significant assigned time: Director of Faculty Development (36 wtus assigned time), Director of the Concord Campus (28 wtus), Director of Liberal Studies (12 wtus) and the Director of the University Honors Program (12 wtus). In terms of building our faculty, in line with our new five-year plan, we have shifted 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 directly address our needs in terms of our proposed curricular changes. While we are determined to consider geographic expertise, we have developed potential overlapping hires in public history, sustainability, globalization, and the history of science, medicine, and technology. The next step is to carefully examine our current offerings, and develop a new approach to completing the history major through the integration of the above-mentioned thematic and practical approaches. We imagine this will happen in conjunction with the proposed switch to semesters, so we have begun thinking in those terms. We anticipate a need in additional resources to undergo that significant change. Finally, in terms of space, we anticipate moving to the new building on campus in the summer of 2015, but remain quite concerned about limited office space even in the new building.



## **2. SUMMARY OF ASSESSMENT (about 1 page)**

### **A. Program Student Learning Outcomes**

#### **B.A. degree in History**

Students graduating with a B.A. in History from Cal State East Bay will be able to:

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**

B.A. = #3 write and speak clearly and persuasively about historical themes and topics, and work collaboratively with others in solving historical problems

### **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." This year, per the new assessment process (see 5-Year Plan posted at CLASS website), we evaluated outcome #3 in all four of our core courses: 2010, 3010, 4030, 4031. For each course students complete a Beginning Assessment questionnaire and a Final Assessment. The assessment compared responses to the questions pertaining to writing and speaking persuasively.

In 2010, 4 questions pertain to writing and speaking persuasively.

"I am able to present a thesis and develop an historical argument in my own writing"

"I understand basic grammar and punctuation rules"

"I know how to take notes and cite sources as a historian would"

"I am able to express my own ideas orally and in class"

In 3010, 5 questions pertain to writing and speaking persuasively.

"I am able to present a thesis and organize and support a historical argument using evidence (both primary and secondary sources)"

"I am able to write clear and grammatical prose"

"I know how to cite sources and can properly format both footnote and bibliographical entries"

"I am able to revise my own work"

"I am able to express my arguments orally in class"

In 4030, 3 questions pertain to writing and speaking persuasively.

"I am able to articulate orally the basic principles of a school of thought"

"I am able to defend a position on assigned texts"

"I am able to organize and write a historiographic argument"

In 4031, 5 questions pertain to writing and speaking persuasively

"I am able to draft a research proposal, including description of the subject and scope of the project, a working thesis, and likely location of primary sources"

"I am able to present a thesis and develop an argument based on links between my secondary and primary sources"

"I have mastery of sound grammar and style"

"I have mastery of scholarly citation and bibliographic form"

"I am able to orally present research findings, focusing on my thesis, supporting primary evidence, and illuminating findings."

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

HIST 2010: Responses to the 4 questions pertaining to writing and speaking persuasively from the Beginning and Final Assessment Questionnaires showed that a high percentage of students began the course fairly confident in their writing and speaking skills, but an even greater percentage left the course confident in those skills. At the end of the course, “Strongly Agree” was the majority response of the students and no responded “Disagree” to any of the questions. Beginning: “Strongly Agree”: 27.5% “Agree”: 47.5%; “Somewhat Agree”: 21.25%; “Disagree”: 3.75%. Final: “Strongly Agree”: 52 % “Agree”: 44% “Somewhat Agree”: 4%; “Disagree”: 0%.

HIST 3010: Responses to the 5 questions pertaining to writing and speaking persuasively from the Beginning and Final Assessment Questionnaires showed that a high percentage of students began the course fairly confident in their writing and speaking skills, but an even greater percentage left the course confident in those skills. At the end of the course, “Strongly Agree” was the most common response of the students and no students responded “Disagree” to any of the questions. Beginning: “Strongly Agree”: 27 % “Agree”: 47 %; “Somewhat Agree”: 22%; “Disagree”: 4%. Final: “Strongly Agree”: 49% “Agree”: 37% “Somewhat Agree”: 14%; “Disagree”: 0%.

HIST 4030: Responses to the 3 questions pertaining to writing and speaking persuasively from the Beginning and Final Assessment Questionnaires showed that a high percentage of students began the course doubtful of their writing and speaking skills, but felt that they improved markedly. This course showed the most dramatic increase in the number of “Strongly Agree” responses and an as dramatic decrease in the number of “Somewhat Agree” and “Disagree” responses. Beginning: “Strongly Agree”: 2 % “Agree”: 43 %; “Somewhat Agree”: 43%; “Disagree”: 12 %. Final: “Strongly Agree”: 60% “Agree”: 35% “Somewhat Agree”: 5%; “Disagree”: 0%.

HIST 4031: Responses to the 5 questions pertaining to writing and speaking persuasively from the Beginning and Final Assessment Questionnaires showed that a high percentage of students began the course somewhat tentative of their writing and speaking skills, but felt that they improved markedly. This course showed a dramatic increase in the number of “Strongly Agree” responses and an as dramatic decrease in the number of “Somewhat Agree” and “Disagree” responses. Beginning: “Strongly Agree”: 13 % “Agree”: 52 %; “Somewhat Agree”: 33%; “Disagree”: 2 %. Final: “Strongly Agree”: 57% “Agree”: 42% “Somewhat Agree”: 1%; “Disagree”: 0%.

Conclusions: The results suggest that our students gain confidence in their persuasive speaking and writing skills over the course of each one of our core courses and as they progress through the major. All courses show strong and in some cases dramatic shifts towards the category “Strongly Agree” and equivalent declines in the two lowest confidence categories. The results also suggest an indirect measure of the program’s success: students reported lower rates of confidence in their ability at the beginning of HIST 4030 and 4031 than in HIST 2010 and 3010. 4030 and 4031 students take these courses at the end of their major careers while 2010 and 3010 students tend to be first and second-year students. It may be the case that as students progress through the major they become more aware they still have much to learn about the discipline, also an indication that our students are becoming wiser and more self-aware scholars.

The results will be discussed in our Fall department assessment meeting.

Next year we will assess BA SLO #2 and our MA program through the new course HIST 6050.

### **3. STATISTICAL DATA (about 1 page)**

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

- 1) Number of Graduates: 46 (35 BA; 11 MA) in 2013<sup>1</sup>
- 2) Number of Majors: 161 (142 undergraduates; 19 graduate students)<sup>2</sup> in 2013
- 3) Ethnicity; Faculty Students by Gender (*student profiles from Fall, 2013*)
  - a) Majors: African American 5; Asian/Pacific Islander 10; Hispanic 48; White 75; American Indian n/a; Multiple ethnicity 11; ethnicity unknown 11; non-resident alien 1; 53 women and 108 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 2013:
  - a) Number: 22
  - b) FTEF: 12.7<sup>4</sup>
- 5) Full Time Faculty by Rank: 10  
Professor 3; Associate 6; Assistant 0; Emeritus (FERP) 1
- 6) Part Time Faculty/Lecturers: 14<sup>5</sup> By my count, we have 17 lecturers teaching in Winter 2014, and 16 teaching in Spring 2014.
- 7) Number of Course Sections Offered: Fall 2013 -- 45<sup>6</sup>; however the actual number of sections offered was 41. *I am unable to explain the difference, unless each Independent Study or Graduate Thesis enrollment counts as a "section."*  
For undergraduate, lower division: 13. For undergraduate, upper division: 26. For graduate: 6.
- 8) Total Enrollment: 409.53 FTES in 2013<sup>7</sup> For undergraduate, lower division: 195.73. For undergraduate, upper division: 205.6. For graduate: 8.2
- 9) Average Section Size: 38.1<sup>8</sup>  
For undergraduate, lower division: 56.5. For undergraduate, upper division: 30.7. For graduate: 10.5. (Again, see #7 for possible discrepancy.)  
Sections taught by tenured faculty: 18. Sections taught by part time lecturers: 27.
- 10) Student Faculty Ratio: 32.25<sup>9</sup>  
Lower Division: 50.56  
Upper division: 26.12  
Graduate: 8.57
- 11) Staff-Faculty Ratio: 1/22

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<sup>1</sup> <http://www.csueastbay.edu/ira/tables/AcademicProgramReview/APR%20CLASS%20template%20nolink.htm>

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

<sup>3</sup> [http://www.csueastbay.edu/ira/tables/AcademicProgramReview/apr.enrollment.PGM\\_MAJOR.History.html](http://www.csueastbay.edu/ira/tables/AcademicProgramReview/apr.enrollment.PGM_MAJOR.History.html)

<sup>4</sup> <http://www.csueastbay.edu/ira/tables/AcademicProgramReview/APR%20CLASS%20template%20nolink.htm>

<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/sfr/APR%20sfr%20by%20Subject.html>

Five-Year Plan  
Department of History  
California State University, East Bay  
2013/14-2017/18

The History Department at Cal State East Bay is fully committed to the idea that the study of History provides all students an essential context for understanding and addressing the social, economic, political, and environmental challenges facing our contemporary society. The Department further understands that to ensure this benefit to our students, we need to gear our Major degree programs towards more than the acquisition of historical content.. To this end, over the next five years, the History faculty will be revamping the History B.A. and M.A. programs towards curriculums that emphasize a form of understanding called “historical thinking”: making connections across time and place and applying analytical skills to the study of evidence in diverse and comparative historical contexts. Further, we are committed to strengthening the professional aspects of both degree programs, allowing students to develop abilities appropriate to the 21<sup>st</sup>-century workplace.

**The Five-Year Plan of the History Department is driven by three overarching goals:**

*1. The development and integration of three synthesizing, globally-relevant themes that will initially continue to support deep study into one geographic region while emphasizing connections with topical fields.*

These fields will be:

- 1) **Migrations, Transnational Communities, and Cross-cultural Histories;**
- 2) **Rights, Economic Equity, and Social Justice;**
- 3) **Sustainability and the Human Environment.**

Currently, the History undergraduate major requires 16 units in one geographically defined area of concentration, and 16 units of electives, at least 8 units of which need to be outside that area of concentration. The History graduate major is similarly geographically focused. We envision degree programs that eventually move away from geography as the principle means of defining a course of study. Phase one, embodied in this five-year plan, begins this process by introducing a thematic approach, and building out our faculty and curriculum to support this approach. It is our intent that the current amorphous “electives” requirement in both degree programs will be redefined over the next five years to reflect these themes.

*2. The development of a practical skills course requirement, in addition to the skills courses of our core curriculum.*

Currently, the core curriculum in for the History B.A. (HIST 2010, 3010, 4030, 4031/4032) trains majors as practitioners of history, not merely consumers. Our required courses in the graduate program – HIST 6010 (Historical Research) and HIST 6030, Graduate Historiography) are equally important for the outcomes of the M.A. degree

Historical interpretation, narrative and critical writing, and argumentation based on primary and secondary sources are currently the key skills taught in this part of our undergraduate program. These

skills are invaluable to any number of career paths, not strictly those related to the discipline of History, so these courses will continue to be an important part of the major.

We are, however, also mindful of the changing job market and our student population, and we plan to offer courses that introduce students to a variety of career-oriented, resume-enhancing experiences. This transition is already in process, with the introduction of HIST 4033 and HIST 3020 for undergraduates, and HIST 6050, the Graduate Portfolio, for M.A. students.

Over the next five years, as resources allow, we plan to integrate a requirement of one of the following introductory, career-oriented courses into the undergraduate major, partially based on options already existing in the M.A. degree:

- 1) **history teaching and pedagogy** (HIST 4033 *The Teaching of History*);
- 2) **public history** (HIST 4032 *Introduction to Public History*);
- 3) **digital history** (HIST 3025 *Digital Historical Methods*).

*3. The development of a faculty that will strengthen our department's global expertise, while enhancing our program's vision for the above mentioned cross-cultural themes and practical skills development.*

The History Department continues to be in serious need of a more globally representative faculty in terms of areas of teaching and research expertise. At present, our department is comprised overwhelmingly of specialists in U.S. history, and especially the history of California. We have no permanent faculty in East Asian or Latin American history and our remaining historian of modern Europe, including the region of the former Soviet Union, will enter the final year of the FERP next Fall. We strongly believe that the lack of diversity among our scholars hurts the reputation of the department, and by extension, the university. More importantly, it deprives our students of the breadth of knowledge and of the engagement with a broad variety of cultural and political experience across the world and across the ages. Our outside reviewer from our 2011-2012 Five Year Review in particular criticized our lack of experts in East Asia and Latin America, noting that "...given the ethnic composition of the population of California, it is a serious embarrassment for any CSU university not to have permanent faculty members in East Asian and Latin American history... (it suggests that the department or the University is marginalizing two of the largest ethnic populations in the state." This reviewer also reflected our concern on how our lack of expertise in Asia, Latin America, Africa... and soon Europe, limits our ability to provide a 'multicultural learning experience' that prepares students to contribute 'globally.'"

In consideration of the above mentioned goals, the Department has developed a hiring plan for the next five years featuring tenure-track positions that directly address one of the three academic, synthesizing themes in addition to our concern about breadth, and where possible, experience with one of the three practical tracks. We have made every effort to think in a creative and forward-thinking way about the positions we envision for the next five years, how those positions could directly enhance our vision outlined in this five-year plan, and how to simultaneously grow our faculty into a stronger, more diverse and integrated group of scholars. We have also provided job descriptions that invite candidates who address more than one curricular need – this ensures a flexible and open-minded approach in expanding the department, and promotes robust and high-quality applicant pools. These descriptions may be altered if History is able to hire someone who covers one of the fields laid out in the description over the course of the next five years.

In sum, the History Department is committed to this Five-Year Plan that allows us to re-think our approach to the undergraduate and graduate majors in a way that makes this course of study more meaningful for students graduating in the 21<sup>st</sup> century. In many ways, in rethinking our course of study we have taken cues from the University's Institutional Learning Outcomes and Eight Shared Mandates. In particular, our vision for the future of the History degree programs directly speaks to diversity, multicultural competencies, sustainability, and an inclusive campus; as well as training in a specialized disciplines with an eye on the success of our graduates. The plan also reflects the University's dedication to innovation in higher education – both through re-thinking approaches to our discipline and integrating innovative techniques in teaching and learning (digital history) - and illustrates a our Department's aim to strengthen the academic quality and enhance the academic experience of our students through History faculty's collaboration across fields and practical expertise.

### FIVE-YEAR PLAN for TENURE TRACK POSITIONS

1. **HISTORIAN OF GLOBALIZATION:** The History Department at California State University East Bay seeks a specialist in the history of modern globalization, broadly defined. An interest in historical global migration systems will be considered an asset. The department seeks candidates capable of teaching upper-division courses in either East Asian or Latin American history, with research specialties in one of those regions. A tenure-track hire would also teach the period of World Civilization appropriate to his/her training and research interests, and support the Department's core offerings in historical writing and historiography, as well as graduate courses. Preference will be given to scholars who have experience in the methodology and practice of Digital History and/or Public History, or whom have an interest in the Scholarship of Teaching and Learning or in the teaching of History as a field. A Ph.D. in history is required.

2. **HISTORIAN OF SUSTAINABILITY:** The History Department at California State University East Bay seeks a specialist in sustainability through a historical perspective. The ideal candidate will be well-versed in the field of environmental history, but will also teach sustainability as a concept embracing economic and social issues as integral parts of the sustainability equation. The department seeks candidates capable of teaching upper-division courses in East Asian, European or Latin American history, with research specialties in one of those regions. A tenure-track hire would also teach the period of World Civilization appropriate to his/her training and research interests, and support the Department's core offerings in historical writing and historiography, as well as graduate courses. Preference will be given to scholars who have experience in the methodology and practice of Digital History and/or Public History, or who have an interest in the Scholarship of Teaching and Learning History. A Ph.D. in history or relevant field is required.

3. **HISTORIAN OF DIVERSITY AND DIASPORAS:** The History Department at California State University East Bay seeks a specialist in the history of diversity and diasporas, broadly defined. The Department is looking to hire someone with teaching and research interests in transnational communities and migrations; candidates with expertise in the African or Latin American Diaspora will be given special consideration. A tenure track hire must show a willingness to develop upper division courses in the appropriate regional history and in transnational history, and would also teach the period of World Civilization appropriate to his/her training and research interests, support the Department's core offerings in historical writing and historiography, and teach in the graduate program. Preference will be given to scholars who have experience in the methodology and practice of Digital History and/or Public History,

or whom have an interest in the Scholarship of Teaching and Learning History. A Ph.D. in history or related field is required.

4. **PUBLIC HISTORY:** The History Department at California State University East Bay seeks a specialist in Public History who will enhance our public history offerings by bringing practical experience in the field. Experience in teaching public history at the university level is also required, with interests in oral history, digital history and/or community-based public history an asset; a commitment to community engagement is a plus. Candidates who have an interest in the Scholarship of Teaching and Learning History in public history venues will be given preference. A tenure-track hire would teach lower division courses appropriate to their research field, and will be expected to support the Department's core offerings in historical writing, public history as well as graduate courses. Preference will be given to a non-US field of expertise, but welcome experts in transnational communities who may have settled in the US as well as historians of the African diaspora. A Ph.D. in History, Public History or a terminal degree in a related field is required.

5. **HISTORIAN OF TECHNOLOGY, SCIENCE AND/OR MEDICINE:** The History Department at California State University East Bay seeks a specialist in the History of Technology, Science and/or Medicine. A successful candidate will be able to teach upper division courses in the history of one or more of these topics, and have experience or interest in teaching history courses that would compliment and strengthen a STEM curriculum. Preference given to non-US specialists. A tenure-track hire would also teach the period of World Civilization appropriate to his/her training and research interests, and support the Department's core offerings in historical writing and historiography, as well as graduate courses. Preference will be given to scholars who have experience in the methodology and practice of Digital History and/or Public History, or whom have an interest in the Scholarship of Teaching and Learning History. A Ph.D. in history or related field is required.