



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

College	CLASS
Department	HISTORY
Program Unit	MA
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 pursue MAs in History through our Teaching Option. We have also seen steady growth in students interested in the Public History option, and our program is growing in terms of curriculum, job placements and word-of-mouth in the Bay area. Our increasing focus on real world experience (in the Public History program, or in our newly introduced course HIST 4033 Introduction to Teaching History, for instance) should also encourage growth. We have developed additional assessment instruments to evaluate our graduate program, specifically with the introduction of a new portfolio course HIST 6050 which will begin Spring 2015. 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 undergraduate 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 MA 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 undergraduate major which we hope will significantly impact the natures of our hires going forward, and thus the dynamism of curriculum and practical training for our MA students. The proposed curricular changes within this plan have been developed in consideration of 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 available and recommended for both BA and MA candidates in the teaching of history, digital history and 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; the grant pertaining to US History directly impacted in a positive way our ability to invite MA candidates to serve as readers and coaches in these classes. Our US Historians have received for 2014-15 a Proven Practices Lead Campus grant, to continue their work and train other departments across the CSU. 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 MA program (2013), we have begun building upon our assessment tools to address these changes. This can be found in the way we have redesigned our MA program (implementation of a portfolio course, for one example) that implements curricular changes that speak more directly to the SLOs. Finally, we have pushed forward on technology, building up our Digital History lab, integrating dynamic digital projects into coursework, and 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

Please list all outcomes in the box below, M.A. degree in History

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

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

B. Program Student Learning Outcome(s) Assessed

M.A. = Department introducing new course HIST 6050 for purposes of assessment; will be offered Spring 2015 beginning with the cohort that entered Fall 2013. This course will assess all 6 MA SLOs.

C. Summary of Assessment Process

See section B.

D. Summary of Assessment Results

See section B.

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 2013¹
- 2) Number of Majors: 161 (142 undergraduates; 19 graduate students)² 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 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 2013:
 - a) Number: 22
 - b) FTEF: 12.7⁴
- 5) Full Time Faculty by Rank: 10
Professor 3; Associate 6; Assistant 0; Emeritus (FERP) 1
- 6) Part Time Faculty/Lecturers: 14⁵ 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 -- 45⁶; 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 2013⁷ For undergraduate, lower division: 195.73. For undergraduate, upper division: 205.6. For graduate: 8.2
- 9) Average Section Size: 38.1⁸
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: 32.25⁹
Lower Division: 50.56
Upper division: 26.12
Graduate: 8.57
- 11) Staff-Faculty Ratio: 1/22

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

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

³ http://www.csueastbay.edu/ira/tables/AcademicProgramReview/apr.enrollment.PGM_MAJOR.History.html

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

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

