



COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT

College	CLASS
Department	HISTORY
Program Unit	MA
Reporting for Academic Year	2015-2016
Department Chair	Linda Ivey
Date Submitted	6/9/2016

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 US surveys; 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 that ran in Spring 2016. In terms of faculty, we have been requesting and will continue to propose hires that will help us implement our dynamic vision for the MA program (see attached), while strengthening the geographic representation of our scholars' work. In the last three years, we have successfully hired: a Digital Historian, whose research focuses on the Ancient World; a Historian of Globalization, with expertise in China, the Soviet Union and Global Communism; and a Historian of Sustainability, with expertise in Latin America and Global Environmental History. We have been given a tenure-track hire for 2016-2017 in the History of Diversity & Diasporas/Community Engagement through History, which will address both the need for expertise in diversity as well as Public History. Further, this position serves the purpose of understanding global influences in the local community. In the future, we hope to hire an expert on History Education, to further augment our Teaching History option. We have begun to address needs in geographic representation (e.g. in Asia, Latin American and Latin/African/Asian Diasporas) 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.

B. Five-year Review Planning Goals Progress

In terms of staffing, we are moving forward successfully. In 2015-2016, we successfully hired a Historian of Sustainability, with expertise in Latin American and Global Environmental History. Previously, in 2014-2015, we successfully hired a Historian of Globalization with expertise in China, the Soviet Union and Global Communism. In 2013-2014, we successfully hired a tenure-track Digital Historian proposed a course in digital history. Next year, we have received approval to conduct a tenure-track search in the history of Diversity and Diaporas/Community Engagement through History. In terms of curriculum, as a faculty we developed a new vision for the future of our undergraduate major that 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 applied history 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 have hired 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 three full-time faculty members since the Fall of 2014, with the last joining in Fall of 2016. We have officially said goodbye to our FERP-ing faculty member whose last term was Winter 2015. One more faculty member is retiring as of December 2016, and one faculty member will leave for a position at another institution at the conclusion of the 2015-16 academic year. Three of our remaining 10 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 (36 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 & community engagement, diversity and diasporas, and the teaching of History. We have carefully examined our current offerings, and developed a new approach to completing the history MA through the integration of the above-mentioned thematic and practical approaches. This will happen in conjunction with the proposed switch to semesters. Finally, in terms of space, we have happily relocated to the SF Building as of Fall 2015.

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.

B. Program Student Learning Outcome(s) Assessed

See attached

C. Summary of Assessment Process

See attached

D. Summary of Assessment Results

See attached

Program Name(s)	FACT Faculty Fellow	Department Chair
History B.A. & M.A.	Professor Khal Schneider	Professor Linda Ivey

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.

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.

B. Program Student Learning Outcome(s) Assessed

B.A. = #4 “conduct historical research in primary sources, provide original interpretation of sources, and accurately reference all sources”

M.A. = SLO 1-6

C. Summary of Assessment Process

FOR B.A.: In both HIST 4030 and HIST 4031 the department gives students a self-assessment questionnaire at the beginning and end of the term. To assess SLO #4, selected questions were chosen from the questionnaire. For each question, the respondent selects a response: “I strongly agree,” “I agree,” “I somewhat agree,” “I disagree.” Additionally, the instructor assesses each student using the same questions and scale.

The selected questions were:

HIST 4030:

1. I am able to relate primary sources to major historiographical issues.
2. I am able to evaluate own practice of history in historiographical context.

HIST 4031:

1. I understand historical research and writing as the process of interpretation of history on the basis of evidence.
2. I am able to identify potential research topics in secondary sources and post appropriate historical questions.
3. 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.
4. I am able to distinguish between published and unpublished sources, and to locate both.
5. I am able to present a thesis and develop an argument based on links between my secondary and primary sources.
6. I have mastery of note-taking, with care to identify sources and distinguish between types of sources.
7. I have mastery of scholarly citation and bibliographic form.

FOR M.A.: Over the course of the quarter, the instructor of HIST 6050: Graduate Portfolio engages students in discussions and course work pertaining to each of the six SLOs for the MA program. The department intends students to take 6050 at the end of their careers, and so their responses reflect their level of understanding gained over the duration of their enrollment in the program, not only in the specific course.

At the end of the term, the instructor circulates a questionnaire that matches the SLOs. For each question, the respondent selects a response: "I strongly agree," "I agree," "I somewhat agree," "I disagree." The instructor also assesses each enrolled student using the same questions and scale. Only graduating MA students in the class are assessed.

D. Summary of Assessment Results

FOR B.A.:

Comparing student self-assessments from the beginning and end of the term shows that students show improvement in each of the selected outcomes. Every question showed the greatest improvement in the "Strongly Agreed" response. Instructors' assessments were less markedly positive regarding student mastery, but tended to "Agree" (and often "Strongly Agree") that students had mastered the outcomes.

4030

1. *I am able to relate primary sources to major historiographical issues.*

Student Pre-Term Self-Assessment:

Strongly Agree: 14%
Agree: 57%
Somewhat Agree: 29%
Disagree: 0%

Student End of Term Self-Assessment:

Strongly Agree: **75% (+61)**
Agree: 25% (-32)
Somewhat Agree: 0% (-29)
Disagree: 0%

Instructor End of Term Assessment:

Strongly Agree: **100%**
Agree: 0 %
Somewhat Agree: 0%
Disagree: 0%

2. *I am able to evaluate own practice of history in historiographical context.*

Student Pre-Term Self-Assessment:

Strongly Agree: 0%
Agree: 50%
Somewhat Agree: 36%
Disagree: 14%

Student End of Term Self-Assessment:

Strongly Agree: **50% (+50)**

Agree: 42% (-8)
Somewhat Agree: 8% (-28)
Disagree: 0% (-14)
Instructor End of Term Assessment:
Strongly Agree: 36%
Agree: **64%**
Somewhat Agree: 0%
Disagree: 0%

4031

1. I understand historical research and writing as the process of interpretation of history on the basis of evidence.

Student Pre-Term Self-Assessment:
Strongly Agree: 45 %
Agree: 40%
Somewhat Agree: 15%
Disagree: 0%
Student End of Term Self-Assessment:
Strongly Agree: 87% (+42)
Agree: 13% (-27)
Somewhat Agree: 0% (-15)
Disagree: 0%
Instructor End of Term Assessment:
Strongly Agree: 60%
Agree: 20%
Somewhat Agree: 12%
Disagree: 8%

2. I am able to identify potential research topics in secondary sources and post appropriate historical questions.

Student Pre-Term Self-Assessment:
Strongly Agree: 20%
Agree: 60%
Somewhat Agree: 20%
Disagree: 0%
Student End of Term Self-Assessment:
Strongly Agree: 73% (+53)
Agree: 27% (-33)
Somewhat Agree: 0% (-20)
Disagree: 0%
Instructor End of Term Assessment:
Strongly Agree: 39%
Agree: 26%
Somewhat Agree: 17%
Disagree: 8%

3. 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.

Student Pre-Term Self-Assessment:
Strongly Agree: 15%
Agree: 45%
Somewhat Agree: 40%
Disagree: 0%
Student End of Term Self-Assessment:
Strongly Agree: 53% (+38)
Agree: 47% (+2)
Somewhat Agree: 0% (-40)
Disagree: 0%
Instructor End of Term Assessment:
Strongly Agree: 52%
Agree: 13%
Somewhat Agree: 17%
Disagree: 8%

4. I am able to distinguish between published and unpublished sources, and to locate both.

Student Pre-Term Self-Assessment:
Strongly Agree: 0%
Agree: 40%
Somewhat Agree: 40%
Disagree: 20%

Student End of Term Self-Assessment:

Strongly Agree: 33% (+33)

Agree: 53% (+13)

Somewhat Agree: 14% (-26)

Disagree: 0% (-20)

Instructor End of Term Assessment:

Strongly Agree: 52%

Agree: 22%

Somewhat Agree: 13%

Disagree: 13%

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

Student Pre-Term Self-Assessment:

Strongly Agree: 20%

Agree: 70%

Somewhat Agree: 10%

Disagree: 0%

Student End of Term Self-Assessment:

Strongly Agree: 60% (+40)

Agree: 40% (-30)

Somewhat Agree: 0% (-10)

Disagree: 0%

Instructor End of Term Assessment:

Strongly Agree: 52%

Agree: 17%

Somewhat Agree: 15.5%

Disagree: 15.5%

6. I have mastery of note-taking, with care to identify sources and distinguish between types of sources.

Student Pre-Term Self-Assessment:

Strongly Agree: 20%

Agree: 45%

Somewhat Agree: 15%

Disagree: 20%

Student End of Term Self-Assessment:

Strongly Agree: 40% (+20)

Agree: 53% (+8)

Somewhat Agree: 7% (-8)

Disagree: 0%

Instructor End of Term Assessment:

Strongly Agree: 52%

Agree: 22%

Somewhat Agree: 8%

Disagree: 8%

7. I have mastery of scholarly citation and bibliographic form.

Student Pre-Term Self-Assessment:

Strongly Agree: 10%

Agree: 70%

Somewhat Agree: 20%

Disagree: 0%

Student End of Term Self-Assessment:

Strongly Agree: 40% (+30)

Agree: 53% (-17)

Somewhat Agree: 7% (-13)

Disagree: 0%

Instructor End of Term Assessment:

Strongly Agree: 60%

Agree: 10%

Somewhat Agree: 20%

Disagree: 10%

FOR M.A.:

MA Students have attained mastery of each of the six SLOs by the end of their enrollment.

1. I possess in-depth knowledge of at least two of the following fields, one of which is 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.

Student End of Term Self-Assessment:

Strongly Agree: 20%

Agree: 60%

Somewhat Agree: 20%

Disagree: 0%

Instructor End of Term Assessment:

Strongly Agree: 60%

Agree: 40 %

Somewhat Agree: %

Disagree: %

2. I understand major arguments and themes in contemporary historiography, cross-cultural and interdisciplinary approaches to historical study, and humanistic values.

Student End of Term Self-Assessment:

Strongly Agree: 20%

Agree: 80%

Somewhat Agree: 0%

Disagree: 0%

Instructor End of Term Assessment:

Strongly Agree: 80 %

Agree: 20%

Somewhat Agree: %

Disagree: %

3. I have demonstrated familiarity with Bay Area research libraries, archives, special collections, and digital sources.

Student End of Term Self-Assessment:

Strongly Agree: 20%

Agree: 80%

Somewhat Agree: 0%

Disagree: 0%

Instructor End of Term Assessment:

Strongly Agree: 60%

Agree: 20%

Somewhat Agree: 20%

Disagree: 0%

4. I possess advanced writing and interpretive skills for analyzing both secondary and primary sources, and demonstrate advanced research abilities.

Student End of Term Self-Assessment:

Strongly Agree: 60%

Agree: 40%

Somewhat Agree: 0%

Disagree: 0%

Instructor End of Term Assessment:

Strongly Agree: 60%

Agree: 40%

Somewhat Agree: 0%

Disagree: 0%

5. I have completed a major independent project in history.

Student End of Term Self-Assessment:

Strongly Agree: 60%

Agree: 20%

Somewhat Agree: 20%

Disagree: 0%

Instructor End of Term Assessment:

Strongly Agree: 60%

Agree: 20%

Somewhat Agree: 20%

Disagree: 0%

6. I have observed 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.

Student End of Term Self-Assessment:

Strongly Agree: 40%

Agree: 40%

Somewhat Agree: 0%

Disagree: 20%

Instructor End of Term Assessment:

Strongly Agree: 100%

Agree: 0%

Somewhat Agree: 0%

Disagree: 0%

E. Suggestions and Recommendations for the CLASS FACT Project in the Future

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 in 2014-15 (42 UG; 4 MA)
- 2) Number of Majors: 144 (126 undergraduates; 18 graduate students) in 2015
- 3) Ethnicity; Faculty Students by Gender (student profiles from Fall, 2015)
 - a) Majors: African American 7; Asian/Pacific Islander 8; Hispanic 40; White 61; American Indian n/a; Multiple ethnicity 9; ethnicity unknown 8; 42 women and 93 men;
 - b) MA candidates: African American 3; Asian/Pacific Islander 1; Hispanic 4; White 11; American Indian n/a; Multiple ethnicity 3; ethnicity unknown n/a; 11 women and 11 men
 - c) Faculty: White 7, Native American 2, Hispanic 1, Asian 1; 6 women and 5 men.
 - d) Support Staff: African American 1
- 4) Faculty Devoted to Program, Fall 2015:
 - a) Number: 25
 - b) FTEF: 14.7
- 5) Full Time Faculty by Rank: 11
Professor 4; Associate 5; Assistant 2
(Losing one Associate and one Full in 2016; hopefully hiring an Asst. Prof. in 2017)
- 6) Part Time Faculty/Lecturers: 16
- 7) Number of Course Sections Offered: Fall 2015 --54; however the actual number of sections offered was 45. I am unable to explain the difference, unless each Independent Study or Graduate Thesis enrollment counts as a “section.”
For undergraduate, lower division: 13 (12). UG, upper division: 33 (31). For graduate: 8 (2).
- 8) Total Enrollment: 415.1 FTES in 2015.
- 9) Average Section Size: 33.7
For undergraduate, lower division: 49.9. For undergraduate, upper division: 28.4. For graduate: 9.5.
Sections taught by tenured faculty: 20. Sections taught by part time lecturers: 34.
- 10) Student Faculty Ratio: 28.2
Lower Division: 44.6; Upper division: 24.3; Graduate: 6.0
- 11) Staff-Faculty Ratio: 1/23

All statistics taken from: <http://www.csueastbay.edu/ir/Fact-book%20Data.html>