

DEPARTMENT OF HISTORY
ANNUAL REPORT FOR THE ACADEMIC YEAR 2009-2010
General Overview

“As noted in its Five year Plan, the Department of History’s chief goal was to sustain the quality of its offerings and increase enrollment in the face of the many fiscal pressures confronting the University.” Thus began our Annual Report for the Academic Year 2006-2007. Since that time, the fiscal pressures have increased still more dramatically. While we are still trying to educate as many students as wish to take our classes, there is a system-wide effort to decrease enrollment, and draconian cuts to the instructional budget have made it impossible to provide the number of course offerings we offered a few short years ago.

Thanks to departmental foresight in hiring several years ago, we are well staffed in US history and California history with young dynamic professors with outstanding teaching skills; in other fields, however, our faculty resources are sadly diminished. The retirement of our East Asian specialist and the continuing vacancy in Latin American history mean that these areas of the world that are of particular relevance to California business and politics are virtually ignored. In the past, we were able to compensate for instructional gaps with part-time lecturers; the current budget no longer allows for such an economical solution. Indeed, we have forced even our long-term three-year contract lecturers either into retirement or on to the unemployment rolls.

Our staff is also stretched. Our Administrative Support Coordinator now covers two departments, History and Philosophy. Her part-time assistant has been laid off effective in June. Only a work-study student remains to deal with the day-to-day details of running a department and addressing student concerns.

Since our first priority remains students, we have been compensating in a variety of creative ways. We are now offering mega-sections of the US history surveys. Two faculty members have agreed to teach out of their fields so that we can continue our commitment to the Freshman cluster. By agreement with the Ethnic Studies department we have borrowed a faculty member to teach at least one Latin American course this quarter and are investigating cross listing other courses with that department. To ensure that History majors continue to make progress toward their degrees, we are offering more Independent Study courses and we are relaxing certain degree requirements by permitting course substitutions where possible. Our Department Chair and our Graduate Coordinator, who have seen cuts in their assigned time, are teaching additional courses to maintain Department offerings. Reluctantly we have dropped the History major at the Concord campus, but we continue to support the few majors (e.g., Liberal Studies and Nursing) still offered there with select courses fulfilling the GE and American Institution requirements.

The fiscal crisis, severe as it is, may prove an advantage in one area at least: we are beginning the redesign of our graduate program. As we have seen, small seminars, however pedagogically sound for graduate students, are especially vulnerable to cancellation. Whereas previously we offered two seminars a quarter, we are now we are moving to a cohort model to ensure greater enrollment in at least one seminar per quarter, and we will supplement that seminar with combination upper-division and graduate courses to ensure that graduate students can move through the program in a timely manner. We are also looking into the incorporation of teaching practica into our master’s program. Many of our students pursue the MA Teaching option, either to enhance their teaching credentials or with the intent of pursuing a career in the

community colleges. A practicum will give them hands-on teaching experience and, as we expect, will help faculty provide better instruction in our burgeoning lower-division survey courses.

On another positive note, the History Department has been steadily increasing its visibility in the community. We now have an active Public History program with ties to the Hayward Area Historical Society, the Oakland California Museum, and a number of other local institutions dedicated to the history of California and the Bay Area. The relationships have provided practical opportunities for students interested in pursuing public history careers, but just as importantly, they have shown CSUEB as a significant resource of talent and energy for projects of community interest. The same benefits derive from the Department's partnership with the Alameda County Office of Education in a federal Teaching American History grant. Faculty members have participated in a variety of programs for teachers' professional development, most notably in a summer tour of sites associated with the Underground Railroad and the Women's Suffrage movement designed for middle-school teachers.

As might be expected in the current fiscal crisis, the Department has a number of serious unmet needs. Perhaps first priority is assistance for our Administrative Support Coordinator whose workload has doubled while her help has been slashed. Second priority is the gaping holes in our course offerings, not the above-mentioned fields of Latin America and East Asia, but also the ancient world and Africa/African American history. We need an increased S&S budget to supply such fundamental needs as letterhead for letters of recommendation, forms for processing the American Institutions requirement memos, print cartridges and copies for record keeping and the general running of the department, and business cards for newly promoted faculty. We also need support for the scholarly activities of faculty members: money for travel to conferences, for copying, and for research. This latter is especially critical for the faculty in our Department who are not yet tenured, but it is also important for the rest of us who are serious scholars as well as teachers.

ASSESSMENT

The History Department instituted an assessment program some years ago for its core classes: HIST 2010, 3010, 4030, and 4031. These classes are designed to build on each other so that students master the written, oral, and critical thinking skills essential to the major.

There are several components to our core assessment program. The first is student self reporting. At the beginning of each core class, students complete a survey that addresses the desired learning outcomes of the course. Students assess their familiarity with course content and their confidence in their ability to read, write and think like historians. At the end of the course, they take the same survey. The differences between their first response and their second indicate the degree to which they mastered the desired skills. Faculty members also assess each student at the end of the course using the same survey. Since students sometimes overstate their abilities in self-assessment, the faculty surveys serve as a corrective in the evaluation of student learning. Surveys are always anonymous. The goal here is to assess the success of the class as a whole, not individual students.

In looking at the results of these surveys, we find that new majors often express uncertainty about writing grammatically, citing their sources properly, and interpreting primary sources. By the time they have reached the senior capstone courses, HIST 4030 (*Historiography*) and 4031 (*Historical Writing*) nearly all are proficient or have mastered these important skills. I have appended an analysis of the data to this report.

To supplement these assessment tools, we have added an exit survey for our recent graduates. We now have two years data: from the 2007-08 and 2008-09 academic years. Students routinely report that the core courses “built upon knowledge [they] acquired in each previous prerequisite course” fully (19) or to some extent (8); only one person thought they did not, out of 28 respondents. When asked to rate which aspect of the program they considered most successful a majority of students listed “acquiring good writing skills” and “acquiring good skills in research and interpretation” as their first or second choices over other possibilities such as “learning a topical field” or “acquiring a breadth of historical knowledge.”

The exit surveys reflect other helpful information about our program: students reported, for example, ready access to advising and satisfaction with the geographic breadth of their electives.

A similar exit survey has been developed for our graduating masters' students, but we have not yet implemented it. Data from those surveys will be reported when they become available. We also need to develop a survey of the sort used in our other core courses for HIST 4032, Public History, which has recently been added to the major as an alternative capstone to HIST 4031.

SUPPORTING DATA

- 1) Number of Graduates: 46 (2009)
- 2) Number of Majors: 182*
- 3) Number of Minor Degrees Awarded: *not available*
- 4) Placement of graduates: *not available*
- 5) Ethnicity; Faculty by Gender (*student profiles not available*)
 - a) *Majors: African American; Asian/Pac; Hispanic; White; American Indian; Other*
 - b) Faculty: White 8, Native American 2, Hispanic 1, Asian 2; 7 women and 6 men.
 - c) Support Staff: African American 1, Asian ½
- 6) Faculty Devoted to Program:
 - a) Number: 23 (21)*
 - b) FTEF: 12.7*
- 7) Full Time Faculty by Rank: 13
Professor 4; Associate 4; Assistant 4; Emeritus (FERP) 1
- 8) Part Time Faculty: 10
- 9) Number of Course Sections Offered: 48*
- 10) Total Enrollment: 392.5 FTES*
 - a) Lower division: *not available*
 - b) Upper division: *not available*
 - c) Graduate: *not available*
- 11) Average Section Size: 34*
- 12) Average Grade: *not available*
- 13) Student Faculty Ratio: 30.8*
Lower Division: 54.5*
Upper division: 22.7*
Graduate: 11.7*
- 14) Summary Student Evaluations of Faculty (Mean Score for Winter 2010 Evaluations): Lecturers
1.22; TT 1.32
Lower division: not available
Upper division: not available
Graduate: not available
- 15) Staff-Faculty Ratio: *not available*
- 16) Financial Statement *not available*

- a) Dollars per FTES
- b) Dollars per FTEF
- c) Dollars per degree awarded

* from Fall 2008 as reported on Institutional Research Website

APPENDIX 1: Summary of History Department Assessment Data, AY 2008-2009

History 2010

Self-Assessments conducted at the end of the quarter indicate that students felt more confident in their abilities as historians than they did at the beginning of the course. The greatest gains were in analytical categories. The data indicate that students complete History 2010 better able to analyze primary sources and more confidently able to interpret historical arguments than they began. Students feel better about their ability to express themselves orally in class by the end of the quarter. More than ninety percent of the reported self-assessments in every category show students “somewhat agree” that they have acquired that specific skill. In all but one outcome more than ninety percent of students “agreed” or “strongly agreed” that they had acquired the skill. The Final Assessment by Faculty data corroborates the improvement reported by the student Self-Assessments.

Pre-Assessment

N=37

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	28	53	14	5
Analysis 1	3	49	43	5
Analysis 2	43	51	6	
Analysis 3	6	43	45	6
Analysis 4	9	29	53	9
Analysis 5	11	42	47	
Composition 1	14	51	35	
Comp. 2	51	37	8	4
Comp. 3	14	40	34	12
Comp. 4	85	15		
Oral Expression	22	49	22	7
Library Skills	27	46	16	11

Self-Assessment

N=26

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	69	27	4	
Analysis 1	46	46	8	
Analysis 2	85	15		
Analysis 3	54	31	15	
Analysis 4	39	58		3
Analysis 5	65	27		8
Composition 1	54	39	4	3
Comp. 2	69	31		
Comp. 3	62	31	4	3
Comp. 4	88	12		

Oral Expression	65	27	8	
Library Skills	81	12	7	

Final Assessment by Faculty

N=20

Question	Strongly Agree	Agree	Somewhat Ag.	Disagree
Overall	40	55		5
Analysis 1	40	55		5
Analysis 2	40	55		5
Analysis 3	40	55		5
Analysis 4	40	55		5
Analysis 5	40	55		5
Composition 1	30	65		5
Comp. 2	30	65		5
Comp. 3	30	65		5
Comp. 4	40	55		5
Oral Expression	45	50		5
Library Skills	45	50		5

HIST 3010

Self-Assessments conducted at the end of the quarter indicate the students felt more confident in their abilities to write historically than they did at the beginning of the quarter. Students can better interpret historical arguments and derive arguments from primary sources. Students feel more confident in their ability to write historically using and interpreting primary and secondary sources. More than ninety percent of the reported self-assessments in every category show students “somewhat agree” that they have acquired that specific skill. In all but two outcomes more than ninety percent of students “agreed” or “strongly agreed” that they had acquired the skill. The Final Assessment by Faculty data agrees with the competence reflected in the student self-assessment; although instructors were less inclined to rank students in the highest categories, a majority of students still were in the highest rank in the “Overall” category.

Pre-Assessment

N=32

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	15	44	35	6
Interpretation	22	50	28	
Interpretation 2	18	41	41	
Writing	15	53	28	4
Writing 2	16	59	25	
Writing 3	6	59	31	4
Writing 4	6	75	19	
Oral Expression	13	50	37	
Library Skills	25	53	22	

Self-Assessment

N=25

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	60	36	4	
Interpretation	64	32	4	
Interpretation 2	60	32	8	
Writing	56	40	4	
Writing 2	52	44	4	
Writing 3	56	24	20	
Writing 4	44	48	4	4
Oral Expression	44	40	4	12
Library Skills	52	28	20	

Final Assessment by Faculty

N=33

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	52	27	21	
Interpretation	52	27	21	
Interpretation 2	39	42	15	4
Writing	42	45	13	
Writing 2	27	45	28	
Writing 3	33	18	45	4
Writing 4	31	38	31	
Oral Expression	38	22	38	4
Library Skills	15	82	3	

HIST 4030

Self-Assessments conducted at the end of the quarter indicate the students felt more confident in their understanding of historiography than they did at the beginning of the quarter. The data indicate that students complete History 4030 with a better understanding of historiography and historical thought as an object of study itself. Students improved significantly in areas pertaining to their interpretation of historical writing, arguments and schools of thought. Students felt confident about their abilities to express historical ideas verbally and in writing. The Final Assessment by Faculty indicates that faculty found students gained proficiency in evaluating and interpreting historiography, but still need improvement in written and oral expression of their ideas.

Pre-Assessment

N=24

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	42	54	4	
Interp. 1	4	29	42	25
Interp. 2	33	38	25	4
Interp. 3	29	33	29	9
Interp. 4	29	33	25	13
Interp. 5	17	33	42	8
Written and Oral Express. 1	13	42	33	12
Written and Oral Express. 2	17	54	21	8
Written and Oral Express. 3	29	42	25	4

Self-Assessment

N=25

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	72	20	8	
Interp. 1	40	52	8	
Interp. 2	44	52	4	
Interp. 3	48	44	8	
Interp. 4	68	20	8	4
Interp. 5	28	60	8	4
Written and Oral Express. 1	36	52	12	
Written and Oral Express. 2	32	56	8	4
Written and Oral Express. 3	44	52	4	

Final Assessment by Faculty

N=25

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	76	24		
Interp. 1	52	36	12	
Interp. 2	76	16	8	
Interp. 3	40	44	8	8
Interp. 4	84	12	4	
Interp. 5	20	64	8	8
Written and Oral Express. 1	40	32	4	24
Written and Oral Express. 2	40	24	8	28
Written and Oral Express. 3	36	48	8	8

HIST 4031

Self-Assessments conducted at the end of the quarter indicate the students felt more confident in their ability to practice history. Students finished History 4031 more confident in their abilities to find sources, analyze primary source material, and produce a relevant scholarly argument. Final Assessment by Faculty corroborates that most students attain mastery of all outcomes.

Pre-Assessment

N=26

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	38	50	8	4
Research/Writing/Interp. 1	35	38	27	
Research/Writing/Interp. 2	27	38	35	4
Research/Writing/Interp. 3	27	35	23	15
Research/Writing/Interp. 4	31	46	23	
Research/Writing/Interp. 5	12	58	27	3
Research/Writing/Interp. 6	15	65	15	5
Research/Writing/Interp. 7	31	31	38	
Oral Expression	27	42	27	4
Library Skills	35	27	31	7
Internet Skills	35	46	19	

Self-Assessment

N=28

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	75	18	7	
Research/Writing/Interp. 1	71	18	11	
Research/Writing/Interp. 2	61	32	7	
Research/Writing/Interp. 3	29	50	21	
Research/Writing/Interp. 4	71	29		
Research/Writing/Interp. 5	39	50	11	
Research/Writing/Interp. 6	46	50	4	
Research/Writing/Interp. 7	46	36	11	7

7				
Oral Expression	50	29	14	7
Library Skills	57	32	11	
Internet Skills	61	9	7	

Final Assessment by Faculty

N=28

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	39	50	11	
Research/Writing/Interp. 1	36	46	18	
Research/Writing/Interp. 2	46	43	11	
Research/Writing/Interp. 3	43	50	7	
Research/Writing/Interp. 4	36	46	18	
Research/Writing/Interp. 5	39	43	18	
Research/Writing/Interp. 6	29	46	25	
Research/Writing/Interp. 7	29	50	21	1
Oral Expression	32	50	18	
Library Skills	29	57	14	
Internet Skills	36	54	10	

Assessment Survey For Pending B.A. Graduates in History

N=13

Question	Strongly Agree	Agree	Somewhat Agree	Disagree
1	62	38		
2	31	69		
3	31	62	7	
4	54	46		
5	85	15		
6	69	31		
7	77	23		
8	77	23		