

DEPARTMENT OF HISTORY
ANNUAL REPORT FOR THE ACADEMIC YEAR 2010-2011
General Overview

Previous Five-Year Review: 1999-2000; next Five-Year Review: 2011-2012

The Department of History's chief goal, as articulated in its Five-Year Plan, was to sustain the quality of its offerings and increase enrollment in the face of the many fiscal pressures confronting the University. The fiscal pressures continue unabated, but our enrollments are rising, from 159 majors in Fall 2005 to 201 in Fall 2009, while our class size has gone from an average of 36.7 for AYs 2001-2009 to 42.0 in 2010.

Sustaining the quality of our course offerings has been an ongoing challenge, however, due to the loss or reassignment of several faculty members: Nicole Howard (on leave in AY 2010-2011 and now resigned), Robert Phelps (assigned to Honors Program and the Contra Costa campus), Henry Reichman (FERP), Gerald Henig (formerly FERP, now retired), and Sophia Lee (retired). While we remain strong in California and American history, we have no regular faculty member to teach East Asia, Latin America, Africa or the ancient Mediterranean, all of which are important fields, especially in an increasingly globalized world. Only one of our faculty members has research interests in any period before 1700, and only three of us (including the FERP and the chair) have training in any field outside of the continental United States. This year we submitted four unsuccessful proposals for tenure-track hires as part of our five-year hiring plan. We continue to rely on lecturers to fill in the gaps and we are fortunate to have talented and effective teachers in our pool; nevertheless, tenure-track hires remain our greatest need.

Despite the difficult financial climate, we have managed to keep our varied commitments to University programs. Although we offer fewer sections each quarter (33 in 2010 versus 38 in Fall 2009), the introduction of megasections has allowed us to meet enrollment needs for the American Institutions Requirement (AIR). We continue to teach in the Ancient World Freshman cluster. To support the Latin American Studies major, we borrowed a faculty member from the Ethnic Studies department and will cross-list some of our courses with that department. While we no longer offer the History major at Concord, we continue to support the remaining majors there (e.g., Liberal Studies and Nursing) with courses fulfilling GE and the AIR.

Our situation with regard to staff has improved over last year, when our Administrative Support Coordinator covered two departments. Now she is back full-time in History. While she no longer has a half-time assistant, we at least have two work-study students to help with day-to-day matters such as the CODE memos for the AIR. Our supplies budget has also been augmented over last year, partly by the Dean's/College's support for megasections and partly by last summer's self-support classes, so we have also been able to purchase such items as student evaluations forms and copies, and to replace the antiquated department copier.

Our graduate program, which we began to redesign last year, now offers our students more opportunities for teaching and grading experience, either through combination upper-division and graduate courses or through readerships in the megasections. This year we are also experimenting with graduate student tutors in SCAA to provide additional support to students in the megasections. Many of our graduate students are interested in teaching, and a number of them have reported that they find such hands-on experience useful.

Our Public History program, which has ties to the Hayward Area Historical Society, the Oakland California Museum, and other institutions, has increased the visibility of the History

Department in the community, while offering practical opportunities for students interested in careers in museums and archives. The Department also continues its partnership with the Alameda County Office of Education in a federal Teaching American History grant for the professional development of K-12 teachers. Active fund-raising supports department scholarships and prizes.

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 three years' data. In the 2007-08 and 2008-09 academic years we mailed surveys to graduates, but we are now collecting data electronically through Survey Monkey. The most recent results are tabulated in Appendix 2 below. While the number of respondents was small (10, and not all of them answered every question), our response rate is about the same as we got from the mailed surveys, and the data seem consistent with results from earlier years. Students report ready access to advising and satisfaction with the geographic breadth of their electives. Most report that they would have (30%) or might have (40%) designed their own option if they had been aware that it is possible, so this is one area where advising can be improved. Most students agreed that the major core courses built upon each other and that their electives gave them sufficient geographical breadth. One student in a written comment asked about the point of HIST 4031, the capstone Historical Research Methods course, which seems to be an anomalous response since 7 out of 8 respondents thought the program was *most successful* in "acquiring good skills in research and interpretation."

A similar exit survey has been developed for our graduating masters' students, but we do not yet have sufficient data to analyze. 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: 52 (47 BA; 5 MA) in 2010
- 2) Number of Majors: 201 (164 undergraduates; 37 post-bacc or graduate students)*
- 3) Number of Minor Degrees Awarded: *not available after 2006*
- 4) Placement of graduates: *not available*
- 5) Ethnicity; Faculty Students by Gender (*student profiles from 2009*)
 - a) Majors: African American 12; Asian/Pac 21; Hispanic 34; White 99; American Indian 2; Multiple ethnicity 3; ethnicity unknown 30; 77 women and 124 men
 - b) Faculty: White 7, Native American 2, Hispanic 1, Asian 1; 6 women and 5 men.
 - c) Support Staff: African American 1
- 6) Faculty Devoted to Program:
 - a) Number: 21*
 - b) FTEF: 12.6*
- 7) Full Time Faculty by Rank: 13*
Professor 4; Associate 4; Assistant 4; Emeritus (FERP) 1
[Actual count Fall 2010: 11; Professor 3; Associate 4; Assistant 3; Emeritus (FERP) 1]
- 8) Part Time Faculty/Lecturers: 8*
- 9) Number of Course Sections Offered: 45 is the number reported*; however the actual number of sections offered was 34. I am unable to explain the difference, unless each Independent Study or Graduate Thesis enrollment counts as a "section."
- 10) Total Enrollment: 380 FTES*
 - a) Lower division: *not available*
 - b) Upper division: *not available*
 - c) Graduate: *not available*
- 11) Average Section Size: 37.3* Note the comment on question 9; presumably the actual section size was higher.
- 12) Average Grade: *not available*
- 13) Student Faculty Ratio: 30.2*
Lower Division: 46.9*
Upper division: 24.0*
Graduate: 11.4*
- 14) Summary Student Evaluations of Faculty (Mean Score for Winter 2011 Evaluations): Lecturers 1.59; TT 1.4
Lower division: not available
Upper division: not available
Graduate: not available

15) Staff-Faculty Ratio: 1/21 (.047)

16) Financial Statement *not available*

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

*from Fall 2009 as reported at http://www20.csueastbay.edu/faculty/senate/files/documents/10-11/APR%20CLASS_2.xls

APPENDIX 1: Summary of History Department Assessment Data, AY 2009-2010

Summary of History Department Assessment Data, Academic Year 2009-2010

Compiled academic year totals from assessment surveys given at the beginning (pre-assessment) and end (self-assessment) of each quarter, expressed as %. Also includes instructor evaluation (final assessment by faculty).

History 2010

Students completed History 2010 better able to analyze primary sources and more confidently able to interpret historical arguments than they began. They are more confident writers and also feel better about their ability to express themselves orally in class by the end of the quarter.

Student Self-Assessments % change from beginning to end of quarter:

Question	Strongly Agree % (AY 08-09)	Agree % (AY 08-09)	Somewhat Ag. % (AY 08-09)	Disagree % (AY 08-09)
Overall	+40 (41)	-16 (-26)	-23 (-10)	-10 (-5)
Analysis 1	+30 (43)	+7 (-3)	-27 (-35)	-10 (-5)
Analysis 2	+68 (42)	-35 (-36)	-30 (-6)	-3 (--)
Analysis 3	+47 (48)	-12 (-12)	-25 (-30)	-10 (-6)
Analysis 4	+21 (30)	+35 (29)	-53 (-53)	-13 (-6)
Analysis 5	+59 (50)	-24 (-15)	-28 (-47)	-3 (8)
Composition 1	+33 (40)	-1 (-12)	-36 (-31)	+4 (3)
Comp. 2	+23 (18)	-10 (-6)	-10 (-8)	-3 (-4)
Comp. 3	+44 (48)	-16 (-9)	-15 (-30)	-13 (-9)
Comp. 4	+5 (3)	-2 (-3)	-3 (--)	-- (--)
Oral Expression	+49 (38)	-27 (-22)	-19 (-14)	-3 (-7)
Library Skills	+65 (54)	-39 (-34)	-19 (-9)	-7 (-11)

Pre-Assessment

N=30

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	23	43	23	10
Analysis 1	20	43	27	10
Analysis 2	20	47	30	3
Analysis 3	7	43	40	10
Analysis 4	7	27	53	13
Analysis 5	10	43	40	3
Composition 1	13	47	40	
Comp. 2	50	37	10	3
Comp. 3	13	43	27	17
Comp. 4	87	10	3	
Oral Expression	20	50	27	3
Library Skills	23	47	23	7

Self-Assessment

N=26

Question	Strongly Agree	Agree %	Somewhat Ag. %	Disagree %
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	%			
Overall	73	27		
Analysis 1	50	50		
Analysis 2	88	12		
Analysis 3	54	31	15	
Analysis 4	38	62		
Analysis 5	69	19	12	
Composition 1	46	46	4	4
Comp. 2	73	27		
Comp. 3	57	27	12	4
Comp. 4	92	8		
Oral Expression	69	23	8	
Library Skills	88	8	4	

Final Assessment by Faculty

N=27

Question	Strongly Agree	Agree	Somewhat Ag.	Disagree
Overall	46	46		8
Analysis 1	44	48		8
Analysis 2	44	48		8
Analysis 3	44	48		8
Analysis 4	44	48		8
Analysis 5	44	48		8
Composition 1	37	55		8
Comp. 2	37	55		8
Comp. 3	37	55		8
Comp. 4	37	55		8
Oral Expression	52	40		8
Library Skills	74	18		8

HIST 3010

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.

Student Self-Assessments % change from beginning to end of quarter:

Question	Strongly Agree % (AY 08-09)	Agree % (AY 08-09)	Somewhat Ag. % (AY 08-09)	Disagree % (AY 08-09)
Overall	+36 (45)	-20 (-8)	-14 (-31)	-2 (-6)
Interpretation	+44 (42)	-36 (-12)	-8 (-24)	-- (--)
Interpretation 2	+14 (42)	-26 (-9)	-18 (-35)	-- (--)
Writing	+30 (41)	-20 (-13)	-10 (-24)	-- (-4)
Writing 2	+8 (36)	+12 (-15)	-20 (-21)	-- (--)
Writing 3	+26 (50)	+4 (-35)	-16 (-11)	-6 (-4)
Writing 4	+26 (38)	0 (-27)	-18 (-15)	-2 (4)
Oral Expression	+18 (31)	+2 (-10)	-16 (-33)	-4 (12)
Library Skills	+24 (27)	-10 (-25)	-14 (-2)	-- (--)

Pre-Assessment

N=50

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	26	54	18	2
Interpretation	22	62	16	
Interpretation 2	16	64	22	
Writing	22	64	14	
Writing 2	34	38	28	
Writing 3	24	30	40	6
Writing 4	14	42	36	2
Oral Expression	22	42	32	4
Library Skills	32	48	20	

Self-Assessment

N=50

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	62	34	4	
Interpretation	66	26	8	
Interpretation 2	30	38	4	
Writing	52	44	4	
Writing 2	42	50	8	
Writing 3	50	34	14	
Writing 4	40	42	18	
Oral Expression	40	44	16	
Library Skills	56	38	6	

Final Assessment by Faculty

N=33

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	67	27	3	
Interpretation	33	51	9	
Interpretation 2	45	48	6	
Writing	36	54	3	
Writing 2	36	45	9	
Writing 3	39	39	12	
Writing 4	30	54	9	
Oral Expression	67	24	6	
Library Skills	54	36	6	

HIST 4030

Insufficient data from AY 2009-2010. Below is data from AY 2008-2009.

Student Self-Assessments % change from beginning to end of quarter:

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
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Overall	+30	-34	+4	--
Interp. 1	+36	+23	-34	-25
Interp. 2	+11	+14	-21	-4
Interp. 3	+19	+11	-21	-9
Interp. 4	+38	-13	-17	-9
Interp. 5	+11	+27	-34	-4
Written and Oral Express. 1	+23	+10	-11	-12
Written and Oral Express. 2	+15	+2	-13	-4
Written and Oral Express. 3	+15	+10	-21	-4

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 %
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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 research and write history. Students finished History 4031 more confident in their abilities to find sources, analyze primary source material, and produce a relevant scholarly argument.

Student Self-Assessments % change from beginning to end of quarter (AY 2008-2009):

Question	Strongly Agree % (AY 08-09)	Agree % (AY 08-09)	Somewhat Ag. % (AY 08-09)	Disagree % (AY 08-09)
Overall	+55 (37)	-48 (-32)	-7 (-1)	-- (-4)
Research/Writing/Interp. 1	+66 (36)	-29 (-20)	-37 (-16)	-- (--)
Research/Writing/Interp. 2	+63 (34)	-29 (-6)	-30 (-28)	-4 (-4)
Research/Writing/Interp. 3	+26 (2)	+11 (15)	-22 (-2)	-15 (-15)
Research/Writing/Interp. 4	+58 (40)	-26 (-17)	-18 (-23)	-4 (--)
Research/Writing/Interp. 5	+29 (27)	0 (-8)	-29 (-16)	-- (-3)
Research/Writing/Interp. 6	+25 (31)	+4 (-15)	-22 (-9)	-7 (-5)
Research/Writing/Interp. 7	+7 (15)	-4 (5)	+4 (-27)	-7 (7)
Oral Expression	+26 (23)	+15 (-13)	-40 (-13)	-- (0)
Library Skills	-12 (20)	-14 (5)	-29 (-20)	-15 (-7)
Internet Skills	+33 (26)	-7 (-37)	-26 (-12)	-- (--)

Pre-Assessment

N=27

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	26	63	11	
Research/Writing/Interp. 1	15	48	37	
Research/Writing/Interp. 2	7	59	30	4
Research/Writing/Interp. 3	22	33	30	15
Research/Writing/Interp. 4	19	45	22	4
Research/Writing/Interp. 5	19	48	33	
Research/Writing/Interp. 6	19	37	37	7
Research/Writing/Interp. 7	30	37	26	7
Oral Expression	22	33	44	
Library Skills	26	26	33	15
Internet Skills	30	44	26	

Self-Assessment

N=27

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	81	15	4	
Research/Writing/Interp. 1	81	19		
Research/Writing/Interp. 2	70	30		
Research/Writing/Interp. 3	48	44	8	
Research/Writing/Interp. 4	77	19	4	
Research/Writing/Interp. 5	48	48	4	
Research/Writing/Interp. 6	44	41	15	
Research/Writing/Interp. 7	37	33	30	
Oral Expression	48	48	4	
Library Skills	14	12	4	
Internet Skills	63	37		

Final Assessment by Faculty

N=26

Question	Strongly Agree %	Agree %	Somewhat Ag. %	Disagree %
Overall	54	23	19	4
Research/Writing/Interp. 1	46	23	23	8
Research/Writing/Interp. 2	54	15	23	8
Research/Writing/Interp. 3	54	15	27	4
Research/Writing/Interp. 4	54	15	27	4
Research/Writing/Interp. 5	54	15	27	4
Research/Writing/Interp. 6	46	15	35	4
Research/Writing/Interp. 7	54	15	27	4
Oral Expression	54	23	19	4
Library Skills	54	15	27	4
Internet Skills	54	15	27	4

Assessment Survey For Pending B.A. Graduates in History

N=20

Question	Strongly Agree	Agree	Somewhat Agree	Disagree
1	70	30		
2	70	20	10	
3	45	40	15	
4	70	25	5	
5	50	45		5
6	70	30		
7	65	35		
8	55	45		

APPENDIX 2. Exit Survey for Graduating Seniors

N= 10

QUESTION	Yes	No	Somewhat	Not applicable	
1 Foundation Courses	40%	50%	10%		
2	40%	0%	30%	30%	
3	40%	10%		50%	
4	30%	70%			
5		88.9%	11.1%		
Core Courses					
1	60%	10%	30%		
1.Concentration*	80% US	20% Europe			
2 **	10% More courses	20% timing of courses	70% Excitement		
3	70%	10%	20%		
	30% yes, certainly	40% yes, maybe	30% no, probably	0% no, definitely	
1. Advising	10% never	10% once	30% twice	10% 3 times	30% more often
2.	10% never	20% once	20% twice	20% 3 times	30% more often
3.	88.9%		11.1%		
4.	88.9%		11.1%		
5.	77.8%		22.1%		
1 Dept Events	66.7% never	11.1% once	11.1% twice	11.1% 3 times	0% more often
2.**	42.9% timing	14.3% uninteresting	42.9 work conflicts		
1. Overall evaluation	Most successful	Moderately successful	Not very successful	Not at all successful	
Culture/Geog	50%	37.5%	0%	12.5%	
Topical field	25%	75%	0%	0%	
Breadth	75%	25%	0%	0%	
Writing Skills	50%	37.5%	12.5%	0%	
Oral Expression	25%	50%	25%	0%	
Research Skills	87.5%	12.5%	0%	0%	
Citizenship	37.5%	50%	12.5%	0%	
2. Future Plans	Likely	Possibly	Unlikely		
Teaching	42.9%	14.3%	42.9%		
Law/Politics	14.3%	14.3%	71.4%		
Journalism	28.6%	0%	71.4%		
Publ Relations	0%	33.3%	66.7%		
Merch/Sales	28.6%	14.3%	57.1%		
Grad School	25%	50%	25%		
Current Work	51.7%	28.6%	14.3%		
Other					

Written Responses (Additional Comments):

I'm an older student that returned to school not only to fulfill my lifelong goal of finishing my college degree, but also to use these skills to further promote my career. To be very honest my first choice was Philosophy, but that did not have a very practical application. Business was out because I suck at math. Shakespeare and Chaucer bored me

so English Lit was not an option. I've travelled all over the world and do research in my work as an expert witness so that left History, which was a perfect fit! Being 56 years old I take my time very seriously, so I treated school work as I would taking on a paid job. Grades were my "currency" and my Profs were the "employers". The work was the study, and fulfilling the "contract" was the eventual attainment of my degree. Once my professors understood my motivation and commitment to education, they did everything they could to facilitate my learning in all my classes. It was not about nurturing or handholding like DVC for example. I quickly realized it was not their job to do that at this level. Instead, they became the facilitators and catalysts, so I could discover and learn new things on my own, besides what they taught in class. Three exceptional professors I would like to "specially" recognize are Drs. Phelps, Weiss, and Reichman. Dr. Phelps had us look at history from the inside out by examining primary sources on all different economic and social levels. Dr. Weiss definitely honed my researching skills in 4031 by allowing me to work on a topic related to my professional expert witness and consulting practice. Dr. Reichman in 4030 allowed me to pick a topic in Jewish history after I explained to him no classes were offered in that subject, and I wanted to study the works of a Jewish historian before I graduated. That was very rewarding for me. Also, Drs. Phelps and Ivey skillfully created assignments that combined primary source research of my personal family history into the (secondary resource) big picture of American History. The "historical" discoveries I made because of these individuals are truly amazing and extremely meaningful for me. I not only take an American History degree and so much new knowledge with me, but I can apply it effectively as well. For this I am deeply grateful to all my professors, and everyone in the History Department, and CSUEB for giving me the opportunity to learn from such distinguished educators. Thank you! Most sincerely, Maurice Lieberman

4/5/11 1:00PM [View Responses](#)

The instructors of 2010 3010 etc need to establish a more cohesive relationship to provide a more complete experience

4/5/11 10:38AM [View Responses](#)

What is the point of History 4031? (Many history students want to know the answer to this question).

4/5/11 7:20AM [View Responses](#)

Felt that the professors in the department were passionate about their teaching and their desire for students to be successful.

1/11/11 9:39PM [View Responses](#)

EXIT SURVEY FOR HISTORY B.A. GRADUATES

Please take a moment to respond to these questions, which reflect the History Department's aims in our undergraduate History Major.

Please choose just one answer each time, except for #'s 6 & 7 which are ranking questions. Feel free to add comments, elaborations, or suggestions.

Foundational Courses: Through the foundational courses (1101, 1102, 1014, 1015, 1016), History Majors are expected to gain a broad understanding of the U.S. and of World Civilizations.

1. Did you take these courses prior to coming to CSUEB? (Yes, No, Several)
2. If you completed at least 3 of these courses at another college, did they provide a good framework for moving on to upper division work in History? (Yes, No, To some extent)
3. If you completed at least 3 of these courses on our campus, did they provide a good framework for moving on to upper division work in History? (Yes, No, To some extent)
4. Did you take these courses after beginning upper division work? (Yes, No, Several)
5. If you took these courses after beginning upper division work, did you find this to be a drawback for succeeding in your upper division courses? (Yes, No, To some extent)

Core Courses: The History core courses (2010, 3010, 4030, 4031) are designed to develop students' historical skills in interpretation, writing, and research.

1. Did you find that these courses built upon the knowledge you acquired in each previous prerequisite course (HIST 3010 building on HIST 2010; HIST 4030 and 4031 building on HIST 3010)? (Yes, No, To some extent)

Option: History students are expected to achieve both a geographical concentration and some breadth of subject matter in their programs.

1. What was your concentration area? (United States, Europe, Asia, Latin America, California and American West)
2. What was the *MAIN* reason why you chose this concentration? (More courses offered, Variety of courses offered, Timing of courses, Familiarity with subject matter, Newness of subject matter, Knowledge of instructors, Excitement about the area)
3. Did you believe you had enough *breadth* of geographical areas in your program, through your elective courses? (Yes, No, To some extent)
4. Would you have chosen to create your own *topical* concentration (for example, Women's History, History of War, History of Minority Americans, etc.) if you had known that was possible? (Yes Certainly, Yes maybe, No probably, No definitely)

Advising: The History Department attempts to provide our Majors with good advising at accessible times.

1. Approximately how many times did you seek advising in the History Major, either in the department office or with your assigned faculty advisor? (remember: History Faculty don't provide GE advising) (Not at all, Once, Twice, Three Times, More often)

2. How many times specifically did you see your assigned faculty advisor? (Not at all, Once, Twice, Three Times, More often)

3. Was the faculty advisor available at appropriate times: during office hours or when you made an appointment? (Yes, No, To some extent)

4. Was the faculty advisor well informed about the Major? (Yes, No, To some extent)

5. Was the faculty advisor able to refer you to the right people for advising in areas outside his/her knowledge? (Yes, No, To some extent)

Department Events: The Department holds a number of events and meetings for students through the year such as The Black History Month Lecture, Women's History Month Events, The History Spring Speaker Series, the end-of-year reception for graduating seniors, and meetings of the History Students Association when students seek to hold them.

1. Over the course of your time as a History Major, approximately how many times have you attended such events? (Not at all, Once, Twice, Three Times, More often)

2. If not at all, was that *mainly* because of (Timing, Uninteresting topics, Work conflicts, Class schedule conflicts, Lack of information on the event)

Overall Evaluation: Reflecting on the program as a whole, please indicate which of the following was the most successful part of the program for you (most successful, moderately successful, Not very successful, Not at all successful):

- a. Learning about a significant cultural or geographical area
- b. Learning a topical field (such as Women's History, Immigration History, etc....)
- c. Acquiring a breadth of historical knowledge
- d. Acquiring good writing skills
- e. Learning competent oral expression or public speaking
- f. Acquiring good skills in research and interpretation
- g. Acquiring knowledge appropriate to responsible American citizenship

2. Finally, please give us some sense, using #1 for highest likelihood, of your plans for the immediate future:

- a. Teaching Credential
- b. Law or Politics
- c. Journalism
- d. Public relations
- d. Merchandising or sales
- e. Graduate school
- f. Continue in my current work
- g. Other