



ANNUAL PROGRAM REPORT

College	CLASS
Department	History
Program	BA
Reporting for Academic Year	2017-2018
Last 5-Year Review	2011-2012
Next 5-Year Review	2019-2020
Department Chair	Linda Ivey
Date Submitted	10/15/2018

I. **SELF-STUDY** (*suggested length of 1-3 pages*)

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 BAs in History as a pathway towards teaching social studies. 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 through initiatives such as the PEIL-grant funded History through Community Engagement program at the Peralta Hacienda in Oakland) 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. Portfolio courses are in place for both undergraduate and graduate students as of Fall 2018, the start of the new semester curriculum. In terms of faculty, we have been requesting and will continue to propose hires that will help us implement our dynamic vision for the BA under semesters, while strengthening the geographic representation of our scholars' work. In the last five 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; a Historian of Sustainability, with expertise in Latin America and Global Environmental History; and a Historian of Diversity and Diasporas, with a focus on California communities of color and history through community engagement. This most recent position serves the purpose of understanding global influences in the local community. In the near future, we hope to hire for two positions: 1) an expert on the History of Colonialism in the Americas to respond to the increasing growth of interest in Latin American studies, and 2) a Historian of the Pacific World, addressing directly the world many of our students come from, and likely the world in which they will need to navigate in the future, with a specialty in post-colonial societies in the 20th and 21st centuries. Down the line, we would also like to hire a Historian of Science and Medicine, to address the growing interest of STEM fields among our general education constituents while filling a significant chronological gap in our department's expertise. 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 2012 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) remains an important priority for the department.

B. Progress Toward Five-Year Review Planning Goals.

We have successfully hired four tenure track faculty since 2014, gaining ground in our stated goal to build a more globally-focused curriculum and to tie that curriculum back to the local story. In terms of curriculum specifically, as a faculty we developed a new vision for the future of our undergraduate major that has been largely implemented with the transition to semesters providing a more dynamic curriculum for all of our students. The changes were developed in consideration of global trends and comparisons that will better equip our students for thinking and acting on a globalizing world, and now 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 have also implemented the integration of applied history courses in the teaching of history, digital history and public history to explicitly address issues of life beyond CSUEB, and how history majors can present their skills for diverse employment markets. In the past two years we have begun two new annual programs featuring graduate and undergraduate research, both resume builders, that we hope to continue: a day-long student conference on campus and the publication of a student journal of research. In terms of pedagogical revision and development, the History Department will continue work on a few major fronts: 1) partnering with CSU campuses system-wide to collect data on high DFW courses in US History, and how to revise to address retention and bolster the meaning and impact of the CA American Institutions Requirement for our students; 2) building upon an interdisciplinary project, initially funded by a PEIL grant in 2016-17, in which both graduate and undergraduate students to immerse themselves in history through community engagement and employ urban humanities study to develop real life applications of their work; and 3) pushing forward on technology, building up our Digital History lab, integrating dynamic digital projects into coursework, building both a Digital History Project Archive and a Digital Archive of Oral Histories of CSUEB experience (EB StoryCorps). After the completion of semester conversion, the department has begun to develop new planning goals for the next five years. Armed with a contemporary and relevant curriculum, we are turning inwards a bit and strengthening the major in terms of numbers, by engaging in outreach and marketing, hoping to showcase our dynamic coursework, department projects and annual programming. In short, we do a lot of cool things, and we want everyone to know! (as I write, Dr. McGuire is drawing up plans for the yurt her students will build next semester in her *Communism as Civilization* class). In addition, we are trying to step up faculty presence on campus, sponsoring more major-oriented events, gatherings, and career nights, plus creating a stronger structure for advising, to grow a sense of community and camaraderie. We also plan to develop outreach programming for our undergraduate recruitment, and for our MA program. Finally, we have begun discussion about a major overhaul of our MA program, with an eye towards on-line course work and field work as major components of an interdisciplinary degree.

C. Program Changes and Needs

Overview: The History Department is overall in a healthy place, although we have lost/are losing tenured faculty at an unexpected rate. Our curriculum has been overhauled with the change to semesters, with an eye towards global thinking and skills acquisition. We remain devoted to increasing the number of majors and are working on measures to promote more widespread interest.

Curriculum: We have carefully examined our current offerings and developed a new approach to completing the history major through the integration of the thematic and practical approaches. This happened in conjunction with the proposed switch to semesters. From here, we are looking towards revamping the MA program to focus on applied history with a significant online component. We have other curricular projects ahead of us, including one to develop a clear pathway for high school teachers interested in the Single Subject Matter Prep program for Social Sciences.

Students: The number of undergraduate majors seems to be holding relatively steady at ~130-140. We have been strategizing ways to grow the program a bit, and plan to more fully implement these approaches with the advent of the 2018-2019 academic year. Included in our plans are developing clear pathways towards a teaching and/or public history career, including clear opportunities for resume-building experiences.

Faculty: We are seeking additional hires in the next few years to address the loss of two significant contributors to the history faculty: Dr. Nancy Thompson who retired at the end of 2017, and Dr. Dee Andrews who is finishing her second year of the FERP program. They leave not only holes in our store of stellar educators, but as well in our curricular offerings. We also lost Dr. Khal Schneider at the end of June, 2016, when he accepted a position closer to home. In addition, Dr. Robert Phelps has become a full-time MPP as Director of the Concord campus, and Dr. Jessica Weiss retains her full-time commitment as the Director of Faculty Development.

Staff: We are still committed to finding funding to assist Ms. Washington.

Resources: In terms of space, we have happily relocated to the SF Building as of Fall 2015. We will be undertaking smaller, easily funded projects, including a mobile booth to gather campus oral histories.

Assessment: The History Department has long conducted student surveys to assess the acquisition of historical reading and research skills. We have continued that throughout the last five years of assessment. Now we hope to dial in a bit, to focus more directly on singular assignments with key courses to assess student learning. We have just begun this discussion and intend to see some specific changes to assessment by the 2019-2020 academic year.

Other: Modification of the MA program is beginning but we are still in the discussion phase and do not yet anticipate any significant changes in terms of resources.

II. SUMMARY OF ASSESSMENT

A. Program Learning Outcomes (PLO)

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.

Institutional Learning Outcomes	PLO 1	PLO 2*	PLO 3	PLO 4	PLO 5	PLO 6
Thinking and Reasoning: think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.	X			X		
Communication: communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.			X			
Diversity: apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.					X	
Collaboration: work collaboratively and respectfully as members and leaders of diverse teams and communities.			X			
Sustainability: act responsibly and sustainably at local, national and global levels.					X	

*that sixth ILO of learning expertise in a field...

B. Program Learning Outcome(S) Assessed

1. know basic analytic concepts for assembling, organizing, and interpreting historical evidence, and achieve digital literacy in accessing and presenting historical materials;

C. Summary of Assessment Process

FOR B.A.: In both HIST 2010 and HIST 3010 the department gives students a self-assessment questionnaire at the beginning and end of the term. Comparing student self-assessments from the beginning and end of the term shows that students show improvement in each of the selected outcomes. For each question, the respondent selects a response: "I strongly agree," "I agree," "I somewhat agree," "I disagree."

The self-assessment survey questions were:

HIST 2010:

1. I understand history as an interpretation of the past based on evidence.
2. I understand how to ask and investigate historical questions.
3. I understand the distinction bet/ a primary and secondary source.
4. I can evaluate the quality of historical questions.
5. I can evaluate an historical interpretation.
6. I can interpret a primary source.
7. I am able to present a thesis and develop an historical argument in my own writing.
8. I understand basic grammar and punctuation rules.
9. I know how to take notes and cite sources as a historian would.
10. I understand academic honesty
11. I am able to express my ideas orally in class.
12. I know how to use the library and internet to find primary and secondary sources

HIST 3010:

1. I have an understanding of historical writing as a process of interpretation and revision.
2. I am able to identify and compare historical arguments in secondary sources.
3. I am able to derive an argument from primary sources.
4. I am able to present a thesis and organize and support a historical argument using evidence both primary and secondary sources.
5. I am able to write clear and grammatical prose.
6. I know how to cite sources and can properly format both footnote and bibliographical entries.
7. I am able to revise my own work.
8. I am able to express my arguments orally in class.
9. I am able to use effectively library and internet resources.

D. Summary of Assessment Results

Main Findings: REPORT OF DATA

HIST 2010- Winter quarter 2018

A total of fourteen students responded to the survey, out of 18 whom we contacted. Only the end-of-term questionnaire, not the pre-term questionnaire, was handed out to students due to the transition of assessment coordinator.

1. I understand history as an interpretation of the past based on evidence.

Student End of Term Self-Assessment:

Strongly Agree: 57.14%

Agree: 42.86%

Somewhat Agree: 0%

Disagree: 0%

2. I understand how to ask and investigate historical questions.

Student End of Term Self-Assessment:

Strongly Agree: 42.86%

Agree: 35.71%

Somewhat Agree: 21.43%

Disagree: 0%

3. I understand the distinction between a primary and secondary source.

Student End of Term Self-Assessment:

Strongly Agree: 78.54%

Agree: 14.29%

Somewhat Agree: 7.14%

Disagree: 0%

4. I can evaluate the quality of historical questions.

Student End of Term Self-Assessment:

Strongly Agree: 21.43%

Agree: 57.14%

Somewhat Agree: 21.43%

Disagree: 0%

5. I can evaluate an historical interpretation.

Student End of Term Self-Assessment:

Strongly Agree: 35.71%

Agree: 50%

Somewhat Agree: 14.29%

Disagree: 0%

6. I can interpret a primary source.

Student End of Term Self-Assessment:

Strongly Agree: 57.14%

Agree: 42.86%

Somewhat Agree: 0%

Disagree: 0%

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

Student End of Term Self-Assessment:

Strongly Agree: 28.57%

Agree: 71.43%

Somewhat Agree: 0%

Disagree: 0%

8. I understand basic grammar and punctuation rules.

Student End of Term Self-Assessment:

Strongly Agree: 50%

Agree: 35.71%

Somewhat Agree: 14.29%

Disagree: 0%

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

Student End of Term Self-Assessment:

Strongly Agree: 57.14%

Agree: 35.71%

Somewhat Agree: 7.14%

Disagree: 0%

10. I understand academic honesty

Student End of Term Self-Assessment:

Strongly Agree: 71.43%

Agree: 28.57%

Somewhat Agree: 0%

Disagree: 0%

11. I am able to express my ideas orally in class.

Student End of Term Self-Assessment:

Strongly Agree: 35.71%

Agree: 50%

Somewhat Agree: 14.29%

Disagree: 0%

12. I know how to use the library and internet to find primary and secondary sources

Student End of Term Self-Assessment:

Strongly Agree: 69.23%

Agree: 23.08%

Somewhat Agree: 7.69%

Disagree: 0%

HIST 3010: Spring 2018

A total of seven students responded out of 14 whom we contacted responded to the pre-term questionnaire. A total of four students responded to the end-of-term questionnaire.

1. I have an understanding of historical writing as a process of interpretation and revision.

Student Pre-Term Self-Assessment:

Strongly Agree: 10%

Agree: 57%

Somewhat Agree: 29%

Disagree: 14%

Student End of Term Self-Assessment:

Strongly Agree: **25% (+15)**

Agree: **75% (+18)**

Somewhat Agree: 0% (-29)

Disagree: 0% (-14)

2. I am able to identify and compare historical arguments in secondary sources.

Student Pre-Term Self-Assessment:

Strongly Agree: 0%

Agree: 57%

Somewhat Agree: 43%

Disagree: 0%

Student End of Term Self-Assessment:

Strongly Agree: **25% (+25)**

Agree: **75% (+ 18)**

Somewhat Agree: 0% (-43)

Disagree: 0%

3. I am able to derive an argument from primary sources.

Student Pre-Term Self-Assessment:

Strongly Agree: 14%

Agree: 57%

Somewhat Agree: 29%

Disagree: 0%

Student End of Term Self-Assessment:

Strongly Agree: **25% (+11)**

Agree: 50% (-7)

Somewhat Agree: 25% (-4)

Disagree: 0%

4. I am able to present a thesis and organize and support a historical argument using evidence both primary and secondary sources.

Student Pre-Term Self-Assessment:

Strongly Agree: 0%

Agree: 43%

Somewhat Agree: 57%

Disagree: 0%

Student End of Term Self-Assessment:

Strongly Agree: **25% (+25)**

Agree: **75% (+32)**

Somewhat Agree: 0% (-57)

Disagree: 0%

5. I am able to write clear and grammatical prose.

Student Pre-Term Self-Assessment:

Strongly Agree: 29%

Agree: 43%

Somewhat Agree: 29%

Disagree: 0%

Student End of Term Self-Assessment:

Strongly Agree: **50%** (+21)

Agree: 0% (-43)

Somewhat Agree: 25% (-4)

Disagree: **25%** (+25)

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

Student Pre-Term Self-Assessment:

Strongly Agree: 14%

Agree: 29%

Somewhat Agree: 43%

Disagree: 14%

Student End of Term Self-Assessment:

Strongly Agree: 0% (-14)

Agree: 25% (-4)

Somewhat Agree: **50%** (+7)

Disagree: **25%** (+11)

7. I am able to revise my own work.

Student Pre-Term Self-Assessment:

Strongly Agree: 14%

Agree: 57%

Somewhat Agree: 14%

Disagree: 14%

Student End of Term Self-Assessment:

Strongly Agree: 0% (-14)

Agree: 50% (-7)

Somewhat Agree: 0% (-14)

Disagree: **50%** (+50)

8. I am able to express my arguments orally in class.

Student Pre-Term Self-Assessment:

Strongly Agree: 29%

Agree: 57%

Somewhat Agree: 14%

Disagree: 0%

Student End of Term Self-Assessment:

Strongly Agree: 25% (-4)

Agree: 50% (-7)

Somewhat Agree: **25%** (+11)

Disagree: 0%

9. I am able to use effectively library and internet resources.

Student Pre-Term Self-Assessment:

Strongly Agree: 14%

Agree: 43%

Somewhat Agree: 43%

Disagree: 0%

Student End of Term Self-Assessment:

Strongly Agree: **25% (+11)**

Agree: **50% (+7)**

Somewhat Agree: 25% (-18)

Disagree: 0%

Recommendations for Program Improvement: We will continue on to the semester system, closely examining how some curricular changes – including targeted advising in both of these skills courses, will impact the responses. There seems to be some sort of self-doubt plaguing these students! No one *disagreed* for the introductory class in terms of skills acquisition, they just weren't feeling particularly confident. As for the writing, more grew doubt in terms of their own abilities to write and edit, probably in response the critical feedback received in the class directed towards this skill. These assumptions remain anecdotal, but will be kept in mind in watching any transitions in the numbers over the next few years.

Next Step(s) for Closing the Loop: In light of a late start in assessment during the preceding year, we had intended to re-visit and focus again on PLO #5 with a comprehensive plan for assessing the student learning in terms of diversity, social responsibility and sustainability. These themes underlie the new areas of concentration featured in our revised curriculum for semesters, so we decided to wait until semester courses were firmly underway so we could begin to develop specific target to assess this outcome. This process will develop over the years 2018-2020.

Assessment Plans for Next Year

We will assess learning outcome #1 under semesters, looking at both the thesis capstone course and our introductory core course to identify any discrepancies in what we hope students to have learned and achieved. We will plan for a more robust assessment of learning outcome #5 for the following year, 2019-2020.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections

Trends

The data remains steady from previous years. We are trending towards stasis! Some of that is okay – some not so great. But the number of [majors and degree conferred remains relatively steady](#), and FTES and SFR are still healthy. Our graduation rates and (lack of) student diversity remain an issue. We have been quite aware of this, especially what we see as some urgent issues with gender imbalance and its impact in the classroom. This has become a focus of the department as we strive to build and strengthen community and camaraderie.

Reflections

In both of our programs, we feel that diversifying the student body is a priority. History is still predominantly white major -- we can only guess as to why, but those guesses are based largely in what we see as traditional perceptions of history: as stale, dominated by Eurocentric narratives; esoteric, not leading to concrete jobs beyond teaching. While there is not much we can do about that last bit, we do feel changing the first two perceptions is possible. The reality of the department faculty over the past ten years has resulted in an emphasis on US history and European history; without the tenure track faculty to offer consistent courses in Latin American and African American history, those courses flailed. We have noticed that since the arrival of a tenure-track Latin Americanist, there has been an uptick in enrollments in those courses, and a slight but [discernible increase in majors of Latin American descent](#). We are hopeful that these trends, buoyed by a hire in African American History and a new cache of courses planned for semesters, will continue. Since 2014, [our URM students numbers](#) in majors have been steadily climbing, [especially among Latinx students](#). We are hoping this trend continues. In terms of gender, however, we [remain predominantly male](#), and anecdotal evidence and department surveys have left us concerned about our female majors, who at this point account for approximately 30% of our majors. We are explicitly addressing this in terms of advising and classroom climate. We are monitoring these numbers carefully. In terms of degree completion, the data appears to confirm what the department had already begun to sense and address: that students in both the Graduate and Undergraduate programs need more deliberate guidance towards degree completion (especially true in the MA program). It is a completely reasonable expectation to have a greater percentage of candidates through the program in 2-3 years. New processes established in MA program during the past two years, and built upon and reinforced under semesters, include such deliberate guidance, including advising and portfolio courses, an official process for applying for capstone completion, and practicums to highlight and encourage completed research projects. In terms of our undergraduate students, while we remain somewhat solid with transfers, the program needs more deliberate guidance for freshman through the degree. Again, we have addressed this beginning Fall 2018, under the semester system, where advising has been specifically included as part of course work, and where students are expected to complete a guided portfolio before graduation. As for faculty, [while the data reveals a steady increase in TT faculty over past four years](#), the increase has been met with steady attrition/retirement. We pretty end up net zero. However, a silver lining is that we have gotten faculty to grow and diversify our offerings in important and exciting ways.

A few more reflections on data: [We are maintaining steady annual FTES](#), and it seems feasible that will remain under semesters, although the impact of EO 1110 (GE within the major) has yet to be seen. Further, it is clear that our majors consistently account for only about 17% of the FTES we generate. Although we

are among the few departments who will continue to offer significant upper division Humanities courses, and courses that satisfy the American Institutions Requirement, we may likely face some challenges in terms of enrollment. SFR dipped in 2015 and 2016 data provided. All calculations for moving forward in semesters see the SFR climbing back up to over 30. As for the average enrollment figures, it is unfortunate these were divided out by graduate and undergraduate. Most of our undergraduate seminars carry a GE, and almost consistently meet the cap of 30 students per section. Due to our concerns with our dependence on GE enrollment to generate a significant FTES, we are focusing on growing the major a bit, and carefully monitoring numbers in our GE courses.

B. Request for Resources

Request for Tenure-Track Hires:

This year, we plan to ask for a probationary tenure-track Assistant Professor. We see this is a vital part of our department's strength and our curricular health. The position we are requesting:

HISTORIAN OF COLONIZATION AND SLAVERY IN THE AMERICAS:

The History Department at California State University East Bay seeks a specialist in the History of Colonization in the Americas from 1492 to the Age of Revolutions. A successful candidate will be able to teach upper division courses in the history of slavery and the slave trade in both North American and South American colonies up through the early 19th century. We seek candidates who emphasize race, rebellion, and the complex notions of work, freedom and citizenship in the Atlantic world; an interest in environmental history and sustainability is a plus. A tenure-track hire would also teach the early US History survey course and support the Department's core offerings in historical writing and historiography, as well as graduate courses. A Ph.D. in history or related field is required.

Over the past years, the History Department has attempted to patch holes not only in terms of sheer numbers of TT faculty, but also in terms of global, diverse curricular coverage. The curricular contribution of this position, both for majors and those interested in GE courses in History, cannot be overstated. We have seen a marked increase among majors interested Latin American history since hiring in this field in 2016 and just last year hired a Historian of Diversity and Diaspora in the modern US. We desire to expand upon that, while making the global connections between the regions in Colonial America and the Atlantic World and exploring with students the roots of classism and racism in their own culture. We are embarking on a revised major under semesters, where the areas of concentration are thematic. One of these areas is Sustainability and the Human Environment, an area that speaks to cultures coping with modernization, and working to maintain economic, environmental and social balance; the economic impetus underlying exploration and slavery in the early modern period are essential lesson in understanding the competition for natural resources and the impact on social relations. Another theme in the major, Social Justice and Citizenship, would benefit from expertise on the roots of systematic racism and oppression in the Americas. Finally, our third concentration, Migration and Transnationalism, would be informed by the migration of ideas and peoples during this era, notably those that form the bedrock of race relations in the US today.

In the discipline of History, need also often comes down to chronology, and chronology is indeed one of the challenges we face now. After the departure of two tenured faculty members in 2011 and 2016, we have no faculty members with expertise covering the time period from approximately 500 AD to 1600 AD. Another resignation in 2016 left us without expertise in early colonial and American race. Finally, our FERP-ing faculty member is the only one covering any territory in the Age of Revolutions, up until the

early 1800s. Specifically, while we have been rebuilding our faculty since 2014, we have had unexpected departures in the past year, and one on the horizon:

- Associate Professor Khal Schneider resigned at the end of the 2015-2016 academic year.
- Professor Nancy Thompson retired in December 2016.
- Professor Dee Andrews entered the FERP program Fall of 2017.

To restate: at CSU East Bay, there are soon to be no tenure track faculty teaching history between 500-1800 AD. This is fairly significant! We also continue to cope with the full-time appointments of Associate Professor Robert Phelps, Director of the Concord Campus, and Professor Jessica Weiss, Director of Faculty Development. This position would address this curricular hole, while providing us with valuable advisors in the department, and faculty who can contribute to departmental service.

This position has no implications for our baseline budget other than salary for the hire, and requires no additional space other than office space, which we already occupy in the SF building.

Request for Other Resources: N/A