



ACADEMIC SENATE

Committee on Academic Planning and Review

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

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, Tw [(cu 6.3 (i)- [(now)4.6 ()]TuiTJ 2.)9.2 (g)18P-0.01.9 (f)w -32.402 -1.7 now

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.

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.

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%

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%~~

~~Agree: 43%~~ Agree: 43%

~~Disagree: 14%~~

Student End of Term Self-Assessment:

Strongly Agree: 0% (-14)

Agree: 25% (-4)

Somewhat Agree: **50** **-Term SelfAssessment**

III. **DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

A. **Discussion of Trends & Reflections**

Trends

The data

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

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 curricula6 (s)-2od6 (d)17 Fcuuo.6 (t)-2.7 (1go1.6 (2o/Rsd (e)-1.7 ()-2.4 (