



# ACADEMIC SENATE

Committee on Academic Planning and Review

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## ANNUAL PROGRAM REPORT

College	CLASS
Department	History
Program	MA
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 toward 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

C. Program Changes and Needs

Overview:

## II. SUMMARY OF ASSESSMENT

### A. Program Learning Outcomes (PLO)

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

C. Summary of Assessment Process

*FOR M.A.:*

Agree:  
Somewhat Agree: PRE: 17%; POST 0%  
Disagree:

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

Student End of Term Self-Assessment:

Yes, or almost!:

My independent project is underway: PRE: 17%

Not quite, but in progress (proposals count): PRE: 50%; POST:100%

I have not yet begun a capstone project: PRE: 33%

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 international meetings.*

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**Department of History, CLASS**  
**ASSESSMENT PLAN: M.A. in History**  
**Updated Date: Fall 2018, Professor Linda Ivey**



**Year 1: 2018-2019**

1. Which SLO(s) to assess	SLO # 1 and # 6
2. Assessment indicators	Final portfolio of work (grades/rubric)
3. Sample (courses/# of students)	HIST 652
4. Time (which quarter(s))	Spring 2019
5. Responsible person(s)	Faculty teaching course
6. Ways of reporting (how, to who)	History Assessment Coordinator to History Department
7. Ways of closing the loop	Department meeting at end of AY

**Year 2: 2019-2020**

1. Which SLO(s) to assess	SLO # 2
2. Assessment indicators	Select essays
3. Sample (courses/# of students)	HIST 630
4. Time (which quarter(s))	Fall 2019
5. Responsible person(s)	Instructor of HIST 630
6. Ways of reporting (how, to who)	

Year 4: 2021-2022

(1)

1. Which SLO(s) to assess	SLO # 5
2. Assessment indicators	Final assessment of capstone project
3. Sample (courses/# of students)	All graduates 2021-2022
4. Time (which quarter(s))	Fall 2021 and Spring 2022
5. Responsible person(s)	Graduate Coordinator with Advisors of graduating students
6. Ways of reporting (how, to who)	History Graduate Coordinator to History department
7. Ways of closing the loop	Department meeting at end of AY

### 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: the 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, but throughout 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 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

A few more reflections on data:

no faculty members with expertise covering the time period from approximately 500 AD to 1600 AD.