PROGRAM PLANNING REPORT
SAN JOSE STATE UNIVERSITY

DEPARTMENT OF HISTORY
COLLEGE OF SOCIAL SCIENCES

BA HISTORY
MINORS: ANCEIENT & MEDIEVAL HISTORY, ASIAN HISTORY, EUROPEAN HISTORY,
GENERAL HISTORY, LATIN AMERICAN HISTORY, MILITARY HISTORY, & US HISTORY

MA HISTORY
MA HISTORY—CONCENTRATION IN HISTORY EDUCATION

WWW.SJSU.EDU/HISTORY/

Department Chair or School Director: Patricia Evridge Hill, Campus Mail 0117, Patricia.Hill@sjsu.edu, 4-5755

External Reviewer: To Be Determined during Summer 2015

Date of Report: 29 May 2015

Date Due to PPC: Jan. 2015

Current Chair of Program Planning Committee: Brandon White, Brandon.white@sjsu.edu

UGS Administrative Support for Program Planning: Nicole Loeser, Nicole.Loeser@sjsu.edu

Submissions: Reports are to be submitted electronically via email. Please email the program plan, request for external reviewer (if applicable), and external reviewer’s report to programplanning@sjsu.edu. In addition, please cc the above email on all communications with the dean, external reviewer, Program Planning Committee, and UGS on matters pertaining to your program plan.
TABLE OF CONTENTS

1. PROGRAM DESCRIPTIONS (pp. 3-7)
   a. Program Mission and Goals
   b. Curricular Content of Degrees, Minors, and Certificates
   c. Service Courses

2. SUMMARY OF PROGRESS, CHANGES, AND PROPOSED ACTIONS (pp. 7-12)
   a. Progress on action plan of previous program review
   b. Significant changes to the program and context

3. ASSESSMENT OF STUDENT LEARNING (pp. 12-18)
   a. Program Learning Objectives (PLO)
   b. Map of PLOs to University Learning Goals (ULG)
   c. Matrix of PLOs to Courses
   d. Assessment Data
   e. Assessment Results and Interpretation
   f. Placement of Graduates

4. PROGRAM METRICS AND REQUIRED DATA (pp. 19-21)
   a. Enrollment, Retention, and Graduation rates
   b. Headcount in Sections
   c. FTES, Induced Load Matrix
   d. FTEF, SFR, Percentage T/TT Faculty

5. PROGRAM RESOURCES (pp. 21-23)
   a. Faculty
   b. Support Staff
   c. Facilities

6. OTHER STRENGTHS (p. 24)

7. DEPARTMENT ACTION PLAN (pp. 24-25)

8. APPENDICES CONTENT (attached separately)
   a. Required Data Elements
   b. Accreditation Report (not applicable)
   c. History —Curriculum Documents
   d. History—Program Assessment Reports
   e. History—Accomplishments of Students & Recent Graduates
   f. History—Faculty CVs
   g. History—Endowed Scholarships & Accounts
   h. History—Comparison of History Staffing at SJSU and on Other CSU Campuses
1. PROGRAM DESCRIPTION

To understand the present and prepare for the future, we must understand the past. The Department of History offers both undergraduate and graduate programs that enable students to comprehend the forces that have shaped the United States and the world. Our graduates are teachers and historians, and history is a particularly appropriate major for students bound for law or medical school. Also, history majors appear in every business field and in agencies of government at every level. Each of the following is a newly-revised program implemented in Fall 2013. The Department of History’s office is DMH 134. The website is www.sjsu.edu/history/.

List of programs:
BA History
MA History
MA History—Concentration in History Education

1a. Program mission and goals
History integrates the social sciences and the humanities in the context of the past and is thus well suited to teach students about their own society and those around the world. The analysis of patterns and relationships within and among world cultures—including gender relationships, political alliances, military conflict and cooperation, economic competition and interdependence, ethnic identity, and class formation—helps students learn how to carefully examine and understand national and global events and problems. Our students develop an understanding of cause and effect and of continuity and change. They learn to see how people in other times and places have dealt with fundamental issues, and we expect that through the study of history, our students come to realize that ideas and actions have lasting consequences.

BA History: Courses offered under this program serve those seeking a general liberal education, those who want a broad foundation for any one of the social sciences, those who desire advanced degrees in the field of history, and those who wish to secure a teaching credential. We expect that graduates will have a good fundamental framework onto which to build a lifetime of historical understanding. In addition, they will be able to sift through historical evidence and distinguish conjecture or assertion from empirical analysis. Our graduates will have acquired enough tools of the historical trade to continually build on their understanding of the vital connection between the past and the present. The modern world requires increasing levels of information competency. Teaching the ability to locate pertinent information, organize and analyze data in support of an argument, and communicate in a cogent and succinct manner is central to the department’s mission.

Minors: History minors provide undergraduate students with an opportunity for concentrated study of a particular geographical region (Asia, Europe, Latin America, or the US) or subfield (Military History). In addition, the General History Minor allows students from a variety of academic backgrounds to develop breadth and study comparatively.
**MA History**: While designed to strengthen students’ depth and breadth of historical knowledge, the MA requires those who study the past at an advanced level to move beyond the acquisition of content knowledge and develop the more complex skills and habits of mind associated with historiography—including synthesis, analysis, and evaluation. This course of study serves those preparing to teach history at community colleges, those seeking the doctorate, museum curators, historical archivists, historians working in governmental agencies, and secondary teachers choosing a traditional Master’s degree.

**MA History—Concentration in History Education**: This program provides credentialed secondary social science teachers who wish to strengthen their content knowledge of either US or World History with a terminal degree. Practicing teachers who choose this program also study historiography in order to prepare them to design innovative curricula and age-appropriate lessons that incorporate a variety of historical schools of thought.

**1b. Curricular Content of Degrees, Minors, Certificates, and Credentials**

**BA History (45-46 units*)**:  
Required courses include the following 3-unit classes:
- Hist 1A & 1B or Hist 10A & 1B (foundation courses in Western Civilization or World History)
- Hist 99 (History Fundamentals—a basic writing workshop)
- Hist 100W (History Writers’ Workshop; GE Area Z)

Also required are 7 upper-division classes, 6 of which are chosen from 4 fields of study following the guidelines below. Fields of Study include Ancient & Medieval History, Modern European History, US History, and World History. Upper-division history classes provide 4 units of credit unless they also satisfy SJSU Studies requirements or provide credit for internships or independent study.

Students choose:
- 2 upper-division courses from 1 field of study
- 2 upper-division courses from a second field of study
- 1 upper-division course from a third field of study
- 1 upper-division course from any field of study

All students take Hist 102 (Historiography—the capstone course).

When making their selections:
- Students must select at least 2 upper-division advanced topics courses.
- At least 2 upper-division courses must focus on the period before 1750.

*History majors who satisfy SJSU Studies categories V or S with Hist 153, Hist 155, or Hist 188 will graduate with a 45-unit major. Others will complete 46 units.

**Minor in Ancient & Medieval History (18 units)**:  
Hist 10A & 10B Western Civilization (6 units)  
3 upper-division courses in Ancient & Medieval History (12 units)

**Minor in Asian History (18 units)**:  
Hist 1A & 1B World History (6 units)  
3 upper-division courses in Asian History (12 units)

**Minor in European History (18 units)**:  
Hist 10A & 10B Western Civilization (6 units)  
3 upper-division courses in European History (12 units)
Minor in General History (18 units):
Hist 1A & B World History or Hist 10A & B Western Civilization (6 units)
3 upper-division history courses from two areas (12 units)

Minor in Latin American History (18 units):
Hist 1A & B World History (6 units)
3 upper-division courses in Latin American History (12 units)

Minor in Military History (16 units):
4 upper-division courses in Military History (16 units)

Minor in US History (16 units):
4 upper-division courses in US History (16 units)

A Note on Minors in Area Studies and Jewish Studies:
Since the retirement of its long-term advisor in Spring 2013, the Area Studies Minor has been housed in the Department of Humanities. During this period of review, the Jewish Studies minor was administered by a director who reported to the dean of the College of Social Sciences. Because a previous director was a historian, the Department of History continued to provide the director of Jewish Studies with office space, a telephone, and a signature when University paperwork required a departmental “home.” But Jewish Studies was autonomous until 2013-2014, when its director resigned and the program was relocated to the Department of Geography and Global Studies. In Jan. 2015, Jewish Studies was moved back to History after Dr. Jonathan Roth volunteered to serve as an uncompensated interim director. Although the Department of History teaches several courses that are cross-listed with Jewish Studies, it has not controlled the development of the program or the minor during the period covered by this program review.

MA History (30 units):
Requirements include 20 units of course work in one of the following fields of study: US History, European History, or World History. Eight units may be taken in any field of history. Two units will focus on professional development. Specialists in European History and US History may apply 1 World History colloquium (Hist 220) to their primary field, and World History specialists may apply 1 US History colloquium (Hist 210) or 1 European History colloquium (Hist 209 or Hist 211) to their primary field. Five courses and the 2 units of professional development—22 units—must be completed at the graduate level. All students must retain a 3.0 average to remain in the program, demonstrate reading proficiency in a language other than English, and either pass the comprehensive examination or complete a thesis to receive the degree.

- Professional Development: Hist 298 to be completed during the first semester (2 units)
- Colloquia (8-12 units):
  - European History Primary Field Hist 209 and Hist 211 (8 units)
  - US History Primary Field Hist 210 series (12 units)
  - World History Primary Field Hist 220 series (8 units)
- Seminars (8 units)
- Additional Graduate or Upper Division Courses (8-12 units)
MA History—Concentration in History Education (30 units):
Requirements include 20 units of course work in one of the following fields of study: US History or World History. Eight units may be taken in any field of history. Two units will focus on professional development. US History specialists may apply 1 World History colloquium (Hist 220) to their primary field, and World History specialists may apply 1 US History colloquium (Hist 210) to their primary field. Five courses and the 2 units of professional development—22 units—must be completed at the graduate level. All students must retain a 3.0 average to remain in the program and pass the comprehensive examination to receive the degree. Since secondary social science teachers have studied language acquisition as part of the credentialing process, no foreign language is required.

- Professional Development: Hist 298 to be completed during the first semester (2 units)
- Colloquia (8-12 units):
  - US History Primary Field Hist 210 series (12 units)
  - World History Primary Field Hist 220 series (8 units)
- Seminars (8 units)
- Additional Graduate or Upper Division Courses (8-12 units)

1c. Service Courses

General Education Courses:
Hist 10A & B Western Civilization (D2)
Hist 15A Essentials of US History (D2 & US1)
Hist 50 Historical Process (A3)
Hist 100W History Writers’ Workshop (Z)
Hist 153 Women in Europe (V)
Hist 155 Twentieth Century World (V)
Hist 170S Topics in American History: American Identities and Institutions (S & US1)
Hist 188 History of Women in the US (S)

American Institutions Courses:
Hist 15A Essentials of US History (D2 & US1)
Hist 20A & B History of the American People (US1)
Hist 170 Topics in American History (US1)
Hist 170S Topics in American History: American Identities and Institutions (S & US1)
Hist 189A California to 1900 (US3)
Hist 189B California since 1900 (US3)

Cross-Listed Courses:
Afrs 194 Colloquium in African Studies—history students can take this course as Hist 194 when the topic is historical. The course is offered very rarely.
Jwss 111 Special Topics in Jewish Studies—history students can take this course as Hist 111 when the topic is historical. The course is offered very rarely.
Econ 113A Economic History of the US and Econ 113B Economic History of Europe—history students can take these courses as Hist 113A and Hist 113B. Both courses are staffed by the Department of Economics and offered regularly.
Socs 137 California in Historical & Social Scientific Perspectives,
Socs 138 US in Historical & Social Science Perspectives, and
Socs 139 The World in Historical & Social Scientific Perspectives—history students can take these
courses as Hist 137, Hist 138, and Hist 139. All three courses are staffed by the Department of
Sociology and Interdisciplinary Social Sciences and offered regularly.
Urbp 123 Introduction to Historic Preservation Planning—history students can take this course as
Hist 123. The course is staffed by the Department of Urban and Regional Planning and offered
regularly.

2. SUMMARY OF PROGRESS, CHANGES, AND PROPOSED ACTIONS
2a. Progress on action plan of previous program review
The department's last program review was based on the period ending in 2008 with the Program
Planning Committee’s report submitted to the Provost in July of 2009. Since that time, severe
economic recession and resulting CSU/SJSU budget cutbacks have changed the context in which the
department operates. The previous program review did not contain a specific action plan, but the
outside reviewer made thoughtful and insightful suggestions. We adopted those as an action plan
of sorts—we reviewed and considered each recommendation and determined whether or not to
incorporate it, modify it, or in a few cases pursue a different direction. As a result, this section
annotates recommendations made in Jan. 2009 by Dr. Barbara Loomis, Chair, Department of
History, San Francisco State University.

Updates on suggested actions related to the BA program:

- Dr. Loomis recommended keeping both the lower-division Western Civilization surveys and
  the World History surveys. The department did this. We did not increase the number of
  World History sections as recommended because budget cuts resulted in the department
  offering fewer sections overall. Generally, we teach a single section of Hist 1A, Hist 1B, Hist
  10A, and Hist 10B each semester. Dr. Loomis recommended that we teach double sections
  of the survey “allowing for faculty who taught those courses to reduce their preparations
  elsewhere.” For years, we were told that rooms large enough to accommodate double
  sections were unavailable. Due to the efforts of our Interim Associate Dean, beginning in
  Fall 2015, we will offer two double sections of Hist 15A.

- Dr. Loomis recommended that the department offer more US and non-European World
  History courses and “classes that are more comparative or transnational in their focus.”
  Despite a dramatic reduction in the number of history sections (the department offered 66
  sections in Fall 2009 and 46 sections in Fall 2014), Dr. Chopra, Dr. Conniff, Dr. Gendzel, Dr.
  Hilde, and Dr. Hill developed new Advanced Topics in American History (Hist 181) courses on
  Cities, Ambiguous Legacies of the American Revolution, American Violence, American Labor,
  Personal Accounts of Early America, Race & Ethnicity, Business & Technology, The Sixties, US
  Foreign Relations, Native American Experiences, Sex, Gender & Medicine, The West, US
  Constitutional & Legal History, Slavery in Comparative Perspective, and Immigration &
  Assimilation. Regarding World History, Dr. Loomis suggested courses on Korea, Vietnam,
  Southeast Asia, Central America, and the Middle East. Dr. Reynolds taught a course on
  Southeast Asia until his retirement after Spring 2013. Dr. Vasquez teaches a course on the
  Modern Middle East (Hist 103), and Dr. Roth teaches an Advanced Topics in Ancient History
  (Hist 104) course on the Holy Land and Advanced Topics in World History (Hist 132) courses
on the State of Israel and the History of the Jews. Central America is covered in courses on Colonial Latin America (Hist 162) and Modern Latin America (Hist 163). We anticipate Dr. Hou including Korea in courses on Modern East Asia when she joins the faculty in Fall 2015. Many of the classes that constitute the curriculum implemented in Fall 2013 are comparative or transnational.

- Dr. Loomis recommended a 4-unit capstone senior research seminar to be offered in three small sections every semester and suggested our Honors Seminar as a model. Unfortunately, the 40-year-old Honors Seminar was a casualty of budget cuts and a dean’s mandate that upper-division courses enroll at least 20 students. We have yet to resurrect it, although we hope to do so in the near future. Dr. Loomis suggested that the department explore transforming “all writing-intensive, upper-division courses into 4-unit courses.” While we retain Historiography (Hist 102) as senior history majors’ capstone experience (see section 3e for more on the role of Hist 102), we have converted to 4 units all upper-division and graduate history courses except those that meet General Education requirements or provide non-majors with American Institutions credit.

- Dr. Loomis recommended that we publicize the department’s Military History offerings more extensively, and indeed those classes remain popular. But FTES targets that restrict the number of sections the department can offer as well as the number of students it can serve have prevented us from marketing these courses to students on other CSU campuses in the region.

- Since the department was considering requiring more than 15 units for its minors, Dr. Loomis suggested we add the two writing courses (Hist 99 and Hist 100W). Minors take a 100W course in their major field of study, so we decided that they needed more historical content and analysis and created 18-unit minors (Ancient & Medieval History, Asian History, European History, General History, and Latin American History) that require two 3-unit lower-division courses and three 4-unit upper-division courses and 16-unit minors (General History and US History) that require four 4-unit upper-division courses.

- In Fall 2014, a task force of historians and political scientists appointed by Interim Dean Jan English-Lueck reconfigured Hist/Pols 15A & B as Dr. Loomis suggested “to disentangle the two components of the course.” Beginning in Fall 2015, Hist 15A and Pols 15B will each be offered every semester by the respective departments.

- Due to retirements that have made the study of other parts of the world our priority and the rejection of each of the department’s requests to recruit tenure-track faculty between 2008 and this AY, we have not been able to act on Dr. Loomis’s recommendation that we add a specialist in the History of Recent US Science and Technology and work with development directors toward creating an endowed chair in this area. It remains a fine idea, and the University would be wise to consider “matching a teaching position to the history and interests of the surrounding community.”

- For the reasons described above, we have not been able to pursue a hire in Public History/Local History either on our own or with another department.

**Updates on suggested actions related to the MA program:**

- We added a World History specialty to the traditional MA program as Dr. Loomis suggested and combined the Ancient/Medieval and Modern European graduate fields into a single
specialty in European History. Since we have not been allowed to replace four recently-retired Europeanists, separate areas of specialization are no longer viable.

- Dr. Loomis suggested that we add a course at the beginning of the MA that introduces graduate students to advanced historiography and theory. We incorporated this recommendation into a specialized 2-unit section of Hist 298 (Special Study—Professional Development). Required in the first semester, Hist 298 introduces new graduate students not only to historiography but also to working with documents, historical argumentation/interpretation, preparing for careers in public history and community colleges, and presenting history to broad audiences. Also, it includes sessions with the library liaison and University archivist. After 2 years, we’ve been pleased with the results. The professional development seminar institutionalizes the kind of mentoring that took place traditionally in faculty offices. For many of our graduate students who work full time and attend classes at night, this informal mentoring was uneven at best. The required Hist 298 sessions assure equal access to information on disciplinary standards and professional opportunities.

- Dr. Loomis suggested developing a way for faculty to receive supervisory credit for mentoring/developing/reading the graduate Plan B/comprehensive examinations. Our dean rejected strategies we presented that would result in credit for this aspect of the faculty’s labor.

- The requirement that regular MA students demonstrate reading proficiency in a language other than English requirement is waived for US History specialists who take two additional graduate classes. Dr. Loomis questioned this practice. Requiring Americanists in the regular MA program to demonstrate foreign language proficiency would hurt graduate enrollments, but it would be worthwhile to investigate practices among similar programs in the region and nationwide. Part of the appeal of the MA—Concentration in History Education is that it acknowledges the professional preparation of credentialed secondary teachers. To obtain single-subject credentials, they studied language acquisition and learned to develop lessons that take into account the needs of English language learners. It would be ideal for all California secondary teachers to read, write, and speak more than one language, but it’s probably not practical at this time. In any case, the California Commission on Teacher Credentialing considers an understanding of language development and acquisition among teachers to be a higher priority than foreign language acquisition by teachers. For those seeking a terminal degree, we concur.

Updates on general recommendations:

Dr. Loomis suggested “more generous distribution of assigned time.” The department has no assigned time except for that provided to the chair (12 WTUs per AY), the undergraduate advisor (8 WTUs per AY), and the graduate advisor (4 WTUs per AY). She and the College committee noted the poor working conditions in DMH (ongoing plumbing problems, heat, cold, etc.) that have yet to be remedied (see section 5c). In 6 specific places but also as a theme running throughout her report, Dr. Loomis urged the department to explore ways to move toward a 3-classes-per-semester teaching load, which we have done for tenured and tenure-track faculty. She stressed too the need to add tenure-track faculty so that our staffing is more in line with CSUs of similar size and our tenured and tenure-track faculty is not overwhelmed with administrative and service responsibilities.
We have not been able to do this because our recruitment requests were not approved between 2008 and 2013 (we hired this spring for the first time since 2008). As a result, we have lost even more ground in this vital area (see sections 4d and 5a).

2b. Significant changes to the program and context, if any

The primary collective task of the department since the last program review has been the development of new undergraduate and graduate programs that transformed upper-division and graduate courses, except for those providing GE and American Institutions credits, from 3 to 4 units. This curriculum was approved by the department’s curriculum committee on May 1, 2012 and by a unanimous vote of the College of Social Sciences’ curriculum committee at its May 2012 meeting. Approvals from the offices of Undergraduate and Graduate Studies followed that summer and fall. Individual courses were approved between May and Dec. 2012, and the new programs were implemented in Fall 2013. A second round of individual course changes was approved during the following catalog cycle. See Appendix C for a BA Roadmap, Requirements for the History Major, History Department Upper Division Courses and Descriptions, and History Department Graduate Courses.

The basic structure of the undergraduate curriculum the department developed during the last program review cycle was sound. It provided a strong foundation in historical content and writing at the lower division level and allowed students a great deal of choice while requiring them to study both broadly and in depth at the upper-division level (previously, many of our students avoided classes on the pre-modern world and some focused almost exclusively on the US). In addition, students further developed writing skills at the upper-division level and were systematically introduced to historiography—the study of historical writing and changing interpretations—as a capstone. It was not our intention to reinvent a proverbial wheel but to respond in innovative ways to new challenges. These included:

- the replacement of retiring faculty with lecturers or refusal to replace them at all. Twenty-five years ago there were almost 30 tenured/tenure-track historians at SJSU. Today, there are seven. It has become increasingly difficult to teach about much of the world through most of time. The process of re-imagining our curriculum resulted in the consolidation of courses and the development of new classes so that the department’s offerings remain viable.

- a tendency of students to choose history as a major not because they read history already—the traditional pattern—but because they enjoy watching historical documentaries on television. History majors were once a self-selected group of readers who possessed many of the associated writing and thinking skills. This is no longer the case. As a result, we focus much more on skills acquisition than historians did in the past. It has become increasingly difficult to serve students’ needs in this area within the traditional 3-unit course framework. A 4-unit framework allows for the activities that typically take place in a university-level history class and provides students with enhanced opportunities to work collaboratively, to incorporate new technologies, to conduct research, to draft and revise written work, and to meet with faculty members individually and in small groups.

- a desire on the part of many of our colleagues to introduce innovative assignments including group projects, documentary film making, electronic exhibits, applications for historic site
designation, blogging, etc. without sacrificing more traditional assignments such as analytical essays and research papers. A framework through which depth—of content, methodology, historiography, skills development, and student experiences—can be enhanced by using new technology and stressing information literacy is especially attractive.

The department reached a remarkable consensus on curricular reform over a period of 4 years. Initially, a discussion at a department retreat in Fall 2008 generated interest in the idea of 4-unit upper-division and graduate classes. The curriculum committee chair met with Bob Cooper, at that time the dean of undergraduate studies, to discuss best practices. The department chair met with Dennis Jaehne shortly after he assumed that position to do the same. Stephanie Coopman graciously shared materials and ideas based on the experiences of colleagues in Communications Studies, and our current curriculum committee chair and the department chair met informally with Communications Studies faculty and colleagues in Political Science and Sociology, who are also interested in the development of 4-unit courses. The University Council of Chairs and Directors (UCCD) discussed the topic of 4-unit courses several times in 2012, with those of us interested in “pioneering” these sorts of changes encouraged by our colleagues across the University to do so. Dean Bienenfeld was similarly encouraging. The topic was raised at each department meeting beginning in Fall 2009 to ensure lecturer colleagues participated in discussions. Currently, 5 lecturers with PhDs teach upper-division and/or graduate history classes. Their insight and that of 2 others who retired recently has been helpful throughout the process. During 2011-2012, the tenured/tenure-track faculty met regularly as a curriculum committee-of-the-whole. The proposed changes gained the approval of each committee member save one. Our colleague in the minority joined the FERP in Fall 2013 and understands that he is welcome to either re-envision his upper-division courses or continue teaching 3-unit GE or lower-division courses in his areas of expertise. We’ve worked to achieve a high level of consensus in order to ensure that our new courses are more rigorous and richer in content, skills development, and historiography.

The American Historical Association (AHA) authored a white paper, published in 2008 as The History Major and Undergraduate Liberal Education: Report of the National History Center Working Group to the Teagle Foundation (see www.historians.org/pubs/Free/TheHistoryMajorandUndergraduateEducation.pdf). This is likely the most influential piece on history curricula in the past 30 years. It recommends that learning outcomes combine historical content, skills, and the “broader contributions history makes to liberal learning and civic engagement.” (15) We have included all 3 in our program, although measuring outcomes that make sense to most historians remains what the AHA calls “perhaps the most challenging problem that confronts history as an approach to liberal learning.” (10) The AHA recommends that “departments consider distribution requirements that encourage students to study at least three different periods, places, and topics.” The report asserts that history majors should “have the opportunity to ‘do’ history. History majors should have the opportunity to take some seminars in which reading primary sources and writing are important components of the course. Information literacy and familiarity with new media have become essential. . . . Collaborative work, increasingly the norm in other disciplines and in most occupations, should have a place in the major curriculum.” (16) In response, we have encouraged colleagues to create richer experiences for students in a variety of ways. Some of the 4-unit upper division courses feature
extensive research in archives or other repositories and result in significant research papers based
on an analysis of both primary and secondary sources. Other classes require groups to produce
well-researched documentary films, electronic exhibits, or PowerPoint presentations. Some
instructors have planned public history projects in which students research local landmarks and
apply for their inclusion in state or national registries of historic places. Others have incorporated
regular tutorials in order to work on skills development with individual students or small groups. As
a faculty, we seek to encourage creativity in course design and maintain the academic freedom that
has characterized our discipline while ensuring that students receive an experience that warrants 4
units of university credit.

3. ASSESSMENT OF STUDENT LEARNING

3a. Program Learning Objectives (PLO)
PLOs for the BA have not changed since the previous program review. We did not have PLOs for the
MA programs until AY 2009-2010.

Program Learning Objectives for the History BA include:
1. Students analyze critically the thesis and argument/interpretation of the following types of
historical literature in western and non-western fields in pre-modern and modern history: Narrative
history, Historiography/Intellectual history, Social/Cultural history, Political/Diplomatic history.
2. Using modern bibliographic data storage sites and systems and traditional (print) sources,
students systematically collect and appraise the historical significance and use of evidence of various
kinds of primary sources in western and non-western fields in pre-modern and modern history:
Government Documents, Histories/Historical Accounts, Literature and Poetry, Images,
Autobiographies, Diaries, Letters, Newspapers, Maps, Quantitative Data, Oral Interviews.
3. Using historical literature and primary sources of the types listed above, students write history
essays in western and non-western fields in pre-modern and modern history according to the
standards of technique, citation, essay composition (writing process), argument/interpretation, and
use of evidence that are consistent with college-level writing in the discipline.
4. Students identify and analyze the fundamental problems of historical interpretation and
recognize some of the “schools” of historical analysis in western and non-western fields across
historical time.

Evaluation of PLOs using the WASC rubric:
Comprehensive List—Developed
The list is a well-organized set of reasonable outcomes that focuses on the Specialized Knowledge
called for in the University’s Learning Goals (ULGs) and also includes institution-wide outcomes
associated with ULGs related to Broad Integrative Knowledge, Intellectual Skills, Applied knowledge,
and Social and Global Responsibilities. The PLOs are compatible with the American Historical
Association’s 2008 white paper on undergraduate liberal education and that organization’s work
since 2013 as part of the Tuning Project.
Assessable Outcomes—Developed
Each outcome describes how students can demonstrate learning.
Alignment—Developed
The curriculum is designed to provide opportunities for students to learn and to develop increasing
sophistication.
Assessment Planning—Developed
The program has a multi-year assessment schedule that identifies when each outcome will be
assessed and discusses implementation of improvements annually at a faculty meeting or retreat.
The Student Experience—Emerging
Although course learning outcomes are included on syllabi and PLOs are readily available on the department’s web site, most students are not aware of program assessment. Communication is occasional and informal, left to individual faculty or advisors.

Program-level Learning Objectives for the History MA include:
Students should be able to
1. See themselves and their society from different times and places, displaying a sense of informed perspective and a mature view of human nature.
2. Read and think critically, write and speak clearly and persuasively, and conduct research effectively.
3. Exhibit sensitivities to human values in their own and other cultural traditions.
4. Demonstrate in their written work the effects of natural and cultural environments.
5. Provide an analysis of scientific and technological developments and recognize their impact on humankind.
For the MA, Concentration in History Education, students should be able to demonstrate mastery of the learning objectives listed above and also:
6. Participate knowledgeably in the affairs of the world around them, drawing upon understanding shaped through reading, writing, and lectures concerning the past.

Evaluation of PLOs using the WASC rubric:
Comprehensive List—Emerging
The list includes relevant institution-wide learning outcomes, but PLOs 1, 3, and 6 are vague. Though based on the AHA’s influential 2008 white paper, the program’s faculty should revise or replace these PLOs.
Assessable Outcomes—Emerging
Outcome statements 1, 3, and 6 do not identify what students can do to demonstrate learning or specify how understanding can be demonstrated and assessed.
Alignment—Developed
The curriculum is designed to provide opportunities for students to learn and to develop increasing sophistication.
Assessment Planning—Developed
The program has a multi-year assessment schedule that identifies when each outcome will be assessed and discusses implementation of improvements annually at a faculty meeting or retreat.
The Student Experience—Emerging
Although course learning outcomes are included on syllabi and PLOs are readily available on the department’s web site, most students are not aware of program assessment. Communication is occasional and informal, left to individual faculty or advisors.

3b. Map of PLOs to University Learning Goals (ULG)

<table>
<thead>
<tr>
<th>ULG</th>
<th>BA PLO</th>
<th>MA PLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialized Knowledge</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Broad Integrative Knowledge</td>
<td>2</td>
<td>3 &amp; 5</td>
</tr>
<tr>
<td>Intellectual Skills</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Applied Knowledge</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Social and Global Responsibilities</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>
3c. Matrix of PLOs to Courses

<table>
<thead>
<tr>
<th>BA Program Course</th>
<th>PLOs Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hist 99 History Fundamentals</td>
<td>1-3</td>
</tr>
<tr>
<td>Hist 100W History Writers’ Workshop</td>
<td>1-3</td>
</tr>
<tr>
<td>Hist 102 Historiography</td>
<td>1-4</td>
</tr>
</tbody>
</table>

Hist 99 is a 3-unit lower-division course that history majors must pass before enrolling in Hist 100W. Students must complete 100W with a C or better before enrolling in Hist 102, a 4-unit course that is the traditional capstone for history majors. This sequence of courses is required of all majors so is used to assess our program. History majors choose from a variety of courses in four fields (Ancient & Medieval History, Modern European History, US History, and World History) and multiple time periods to complete the rest of their upper-division units.

MA Programs:
There is no class taken by all graduate students in history since they choose specialties in European, US, or World History and complete different sets of requirements. All of our graduate courses require students to demonstrate mastery of the learning outcomes listed above, but they do so within the different areas of emphasis. As a result, we have assessed student learning via the comprehensive (Plan B) examinations that serve as most students’ culminating experiences. A select few of our graduate students complete theses (Plan A). These are examined during the assessment process to determine whether or not they indicate the same sorts of things as do the comprehensive examinations.

3d. Assessment Data
During this program planning cycle, assessment data have been kept in an “archive” in the department chair’s office. For the BA program, these include samples of excellent, good, average, and below average essays written for Hist 99, Hist 100W, and Hist 102. In addition, the archive contains annual assessment reports from each year (see Appendix D). Instructors of these classes describe how they assessed that year’s PLO and indicate the results of their assessment. The assessment coordinator, who during this cycle has been the department chair, uses this information to write the annual report. For the MA program, the archive contains sample passing and failing comprehensive examinations and sample curriculum units from those who completed the MA—CHE. The graduate advisor and the assessment coordinator/department chair discuss the exams and curriculum units, and the latter writes the annual report.

3e. Assessment Results and Interpretation
As the College of Social Science’s Assessment Coordinator noted in her “CoSS Assessment Highlights (2013-14 Reporting Year)”, the department’s decision to focus BA program assessment “on the three required courses all History majors take and then to design the assessment structure in a way that, since each course is a prerequisite for the next, students’ level of knowledge and proficiency in relation to each PLO grows and develops is an effective approach. “

Summary of BA Assessment Results:
We assessed a single PLO each AY.
2009-2010 PLO1 requiring analysis of historians’ theses and arguments/interpretations
Hist 99—By the third/final essay, the two Hist 99 instructors reported that more than 90% of the students developed sound theses. One noted “the biggest problem students have is not forming the thesis but focusing the paper on the thesis.”

Hist 100W—In an atypically strong class where all students passed with a C or better, each student wrote a sound thesis statement and incorporated a variety of historical evidence to demonstrate an argument.

Hist 102—Essays in the capstone course showed that by the end of the semester most students had developed the ability to analyze how historians’ arguments are informed by their goals and worldviews. Three unacceptable papers included a simple biography instead of analysis and two essays with very little research and flimsy evidence. Several students did not submit the paper and failed the course.

2010-2011 PLO2 requiring the collection and appraisal of primary sources
Hist 99—Just over 50% of the 22 students in one section were able to pose a thesis that was specific to the primary source evidence on a post test. In another section, 50% of 24 students were able to use evidence and some insight to evaluate primary and secondary sources (25% focused on secondary sources exclusively, and 25% submitted unacceptable papers).

Hist 100W—Every student who completed the course, which was offered in two sections, wrote an acceptable final essay (several stopped attending after doing poorly on the first and second essays). Most located a variety of primary sources relevant to their theses. Many revealed a lack of sophistication when combining an analysis of primary sources and historical context, however.

Hist 102—“Almost all” of the students in the capstone class analyzed effectively the writings of an ancient historian, a Renaissance historian, and two early modern historians as primary sources on a section of the midterm exam.

2011-2012 PLO3 requiring the preparation of thesis-driven essays based on primary and secondary sources
Hist 99—In two sections taught by the same instructor, 70% of students mastered the learning objective. Another 10% took Incompletes (typically, 1/3 who do so in this class end up receiving a grade to clear the Incomplete). Students’ writing improved with the use of outlining, but vocabulary, transitions, and the use of prepositions was immature or awkward.

Hist 100W—Students completing the two sections of this course used the SJSU Special Collections to prepare research papers on topics ranging from the Christian cooption of the pagan celebration of Easter based on early church records to the experiences of Native children in US government boarding schools in the late 19th century based on diaries, memoirs, and government records to shifting wartime ideology as seen in Civil War songs to the early 20th-century American eugenics movement using court cases.

Hist 102—Each student who completed the two sections of this course wrote a research paper that warranted a C- or better demonstrating acceptable, good, or excellent mastery of the PLO.

2012-2013 PLO4 requiring analysis of problems of historical interpretation and recognition of historiographical schools of thought
Hist 102—Historiography is the topic of Hist 102, which is the logical place to assess PLO4 on the problems of historical interpretation and “schools” of historical analysis. 75% of students enrolled in
the two sections of the course demonstrated excellent or good mastery of the PLO on final examinations and on intellectual biographies (research papers that focus on the works of a particular historian).

2013-2014 PLO1 requiring analysis of historians’ theses and arguments/interpretations
Hist 99—Based on their performance on three essays, 82% of the students in two sections demonstrated acceptable, good, or excellent mastery of the PLO.
Hist 100W—After a two-day workshop during which students analyzed classmates’ theses orally, worked in groups to improve the thesis and arguments in others’ outlines, and marked papers individually for theses, topic sentences, and supporting analysis, 75% of the class was able to critique and improve thesis statements and 60% was able to critique and analyze argument and interpretation.
Hist 102—Based on the intellectual biographies (research papers on the works of a particular historian) written for the capstone course, 37% of students demonstrated excellent mastery of the PLO, 41% demonstrated good mastery, and 22% demonstrated acceptable mastery.

Interpretation of BA Assessment Results:
As the College’s Assessment Coordinator asserted, the department “provides a very detailed account of student learning in relation to the assessed PLO” in annual reports. She calls this detail “very appropriate for the discipline” and notes that “other programs might find this approach interesting as it gives very clear documentation of student performance and can be used in subsequent years to track and evaluate student learning throughout the program.” As a discipline, history is wrangling with how much to standardize assessment practices in order to generate more easily comparable data from year to year. See more on the American Historical Association’s Tuning Project at http://historians.org/teaching-and-learning/current-projects/tuning/history-discipline-core. Moves in this direction go against traditions of the field that include allowing instructors of courses taught in multiple sections the autonomy to select assignments, reading materials, and assessment instruments. During this period of review, annual reporting procedures, College and University coordinators (and their advice), and instructions as to whether or not it is acceptable to use overall student performance in a course, performance on major assignments, or performance on embedded exam questions to assess learning have changed. We have been told to convert grades into descriptors such as excellent, good, acceptable, and unacceptable. We have been told to convert grades into percentages, and we have been told not to use grades at all. As a result of our inclinations and traditions as historians and also because of ongoing University personnel changes and changes in practice, it is not surprising that we lack easily comparable data points. Still, it is clear that most undergraduate history majors whose financial means and inclinations allow them to remain at SJSU progress from Hist 99 through Hist 100W and Hist 102, mastering the department’s PLOs with increasing sophistication. Since so much writing is required in our discipline, it is not surprising that most students fail these courses because they stop attending and submitting assignments. Reading and writing workloads associated with a serious study of history have long led to a largely, self-selected group of majors. It is telling that with 8 instructors teaching multiple sections of Hist 99, Hist 100W, and Hist 102 over 5 years, the results are fairly consistent. Upwards of 70% of students who complete the core courses in history demonstrate mastery of the program learning objectives at a level that ensures their graduation.
Summary of MA Assessment Results:
We assessed a single PLO each AY.

2009-2010 PLO1 requiring that students see themselves and their society from multiple perspectives
7 of 9 students who took the Fall 2009 comprehensive exams passed. Successful essays demonstrated a sense of informed perspective by including the analyses and interpretations of a variety of historians and a mature view of human nature by recognizing that historians are products of their own times and places and by avoiding presentism in the judgments of peoples in the past.

2010-2011 PLO2 on reading and thinking critically, writing and speaking clearly and persuasively, and conducting research effectively
Typically, the graduate advisor and assessment coordinator/department chair use comprehensive exams as assessment vehicles. That was impossible in this case because reports were due on March 1, and we gave only 1 exam in Fall 2010. Instead, we assessed PLO2 using seminar papers from the 2 fall graduate seminars. These classes begin with group discussions of seminal or innovative works and culminate with a substantive research paper based on both primary and secondary sources. 21 of the 25 graduate students enrolled in seminars demonstrated either an excellent or a good mastery of the learning objective.

2011-2012 PLO3 on exhibiting sensitivity to human values in their own and other cultural traditions
For the first time in several years, every student passed the comprehensive exams (3 in early US History, 7 in recent US History, and 1 in Modern European History). Essay writers connected systems of belief with policies and actions in a variety of historical milieus.

2012-2013 PLO4 on identifying and analyzing problems of historical interpretation and recognizing schools of historical thought
The assessment coordinator/department chair was on sabbatical this AY, and the acting chair mistakenly instructed the graduate faculty to assess BA PLO4 instead of MA PLO4. Coincidentally, this PLO deals with historiography—a major focus of graduate programs in history and a required component of successful comprehensive exams. 9 of 10 students passed the exams (5 in recent US History and 4 in Modern European History).

2013-2014 PLO5 on recognizing the impact of scientific and technological developments
8 of 10 students passed the comprehensive exams. Both of those who failed to demonstrate mastery of the PLO and write successful essays were students of European History. One managed time poorly and passed the following year on his second attempt. The other student struggled throughout the program with a lack of clarity in her written work. On the advice of faculty mentors, she met with AEC counselors who diagnosed a learning disability. The student passed an oral exam this year.

PLO 6 on knowledgeable participation in the world shaped through students’ study of the past is required only of those seeking the MA—Concentration in History Education
Students in this program teach in area secondary schools and possess single subject credentials in the social sciences. They demonstrate mastery of this PLO by developing professional curriculum
units appropriate for use in California public school classrooms. These must be based on research using both primary and secondary sources. Typically suitable for publication or presentation at the annual meeting of the California Council for the Social Studies, the curriculum units demonstrate professional expertise in an applied context. Since this program is quite small, we assessed the SLO throughout the period of the program review. All 10 students who persisted through the program and submitted curriculum units demonstrated mastery of the PLO.

**Interpretation of MA Assessment Results:**
In the first 3 years of this review cycle, annual assessment reports were due in March or early May, requiring us to base graduate assessment on a small sample of comprehensive exams and seminar papers completed in the fall semester. More recently, June 1 deadlines have allowed us to include spring results as part of the annual assessment. This has been especially helpful since a 3-year quota on graduate admissions during this review period reduced numbers in our graduate programs dramatically (see Appendix A Exhibit 5 and section 4a below). Between 78 and 100% of history graduate students taking comprehensive exams (or completing seminar papers in 2010-2011) demonstrated mastery of the assessed learning objective. Some who did not failed to submit seminar papers or managed time poorly on the exam. Another was unaware of a learning disability that disrupted her ability to write cogently. Direct quotations from students’ exams excerpted in the annual reports detail a sophisticated level of mastery in most cases. Faculty graders provide feedback to students who fail to demonstrate mastery of PLOs and do not pass the exams. Some of this feedback is also highlighted in annual reports. A review of these excerpts indicates that 1) a large majority of history graduate students who persist in the program until the comprehensive examinations demonstrate mastery of program learning objectives, 2) those who do not often succeed after a second effort, and 3) most unsuccessful students fail to submit seminar papers and other assignments and are not retained in the program long enough to take comprehensive exams.

**3f. Placement of Grads**
Due to a near chronic shortage of department staff (see section 5b), we did not conduct an alumni survey. Ties between the history faculty and students run deep, however, and we remain in touch with many graduates. Appendix E provides details of the remarkable accolades received by history students and recent graduates and notes the professional positions held by many. It does not include the hundreds of secondary history teachers in the region who graduated from our programs. We compiled the list from unsolicited reports that are filed in the department chair’s office. Since 356 degrees were awarded during this period of review and 51 students reported on their awards and activities, our unsolicited “response rate” is almost 15%. In addition, Appendix E contains a widely-distributed handout from the University of Tennessee called “What Can I Do with a Major in History?” that our majors find helpful. See also [http://blog.historians.org/2015/05/entering-job-market-ba-in-history/](http://blog.historians.org/2015/05/entering-job-market-ba-in-history/) for Loren Collins’s recent article “Entering the Job Market with a BA in History,” which appeared on the American Historical Association’s blog. This is a recent example of the kind of items the department sends to those on its email lists of history majors, history graduate students, and members of Phi Alpha Theta (the history honor society). Other examples of communications to students and recent graduates include funded graduate school opportunities, job notices, internships, messages from the SJSU Career Center, and pieces on professional development from the newsletters of various historical associations.
4. PROGRAM METRICS AND REQUIRED DATA

The Required Data Elements discussed in this section are attached in Appendix A of this report.

4a. Enrollment, retention, graduation rates, and graduates

The most significant enrollment trend impacting our department has been a drop in the number of history majors—from 329 in the Fall of 2009 to 246 in the Fall of 2014. As a response to budget cuts during the recession, the COSS dean required cancellation of undergraduate classes that failed to enroll 20 students. Upper-division history classes focusing on earlier eras and parts of the world other than the US and Europe typically fall short of 20 students even in huge departments such as those at the University of Michigan and UCLA. In addition, when spring transfer admissions are limited as they were during the recession, it hurts programs like ours that attract a majority of majors from community colleges. Finally, FTES targets over the past several years have made it difficult for us to recruit new majors actively and also serve the rest of the University by offering sufficient GE sections. A mistake in the dean’s formula reduced our FTES targets further. Fortunately, the interim dean discovered the mistake this year and provided us with additional target. But damage was done. In summary, we’ve gone from eligibility to declare impaction at the beginning of this program review cycle to having significantly fewer majors without a drop in student interest. We need additional target in order to be able to offer a more comprehensive curriculum for majors without reducing GE offerings further.

As is clear from Exhibit 6, relatively few new freshmen at SJSU declare history as their major. Between 67% and 79% of history majors between Fall 2010 and Spring 2015 were juniors and seniors. This not surprising given the vocational bent of many of our students. Students find history, but it usually takes time. According to Exhibit 5, admitted new freshman show rates are less than half those of admitted new transfer students. Again, the pool of students from which we draw majors is reduced more dramatically than for many programs when transfer admissions are reduced or eliminated.

Graduate enrollments have fallen after three years of admissions quotas during the recession. As indicated by Exhibit 5, between 67% and 80% of admitted graduate students showed between Fall 2010 and Fall 2014, but especially draconian admissions quotas resulted the admission of only 33% of applicants in Fall 2010 and 52% in Fall 2011 (MA applicants must have 3.25 GPAs, so we typically admit upwards of 70% of strong applicant pools). Many of our graduate students are secondary school teachers, and word has gone out in area schools that admission to SJSU has become extremely competitive. Applications to our MA programs dropped by half after 2011. Even though admissions quotas have been removed, it will take some time before we regain an appropriate number of applicants.

According to Exhibit 9, both new freshman and new transfer retention rates increased significantly between Fall 2009 and Fall 2013 although overall they remain slightly below College averages. A comparison of syllabi leads us to believe that the reading and writing demands of the discipline play a large role in this. College 1-year retention percentages for new freshmen were between 80.2 and 90.3 while department percentages ranged from 67.9 to 95.7. The small number of freshmen
declaring history as a major makes these percentages unstable. COSS 1-year retention percentages for new transfer students were between 84.3 and 88.1 while department percentages ranged from 72.5 to 90.0. It’s important to note that the numbers at the low end of departmental ranges are from the first year covered by this review and the higher numbers come from the final 2 years in this cycle.

6-year graduation rates for first-time freshman history majors of 45.4% fell below the University’s 2016 target of 51.6%, but are based on small numbers of students, very few of whom remain history majors. For example, 50% of first-time freshmen who declared history as their major in Fall 2005 graduated by 2011. But only 12.5% received degrees in history. Since our program receives most of its majors as transfer juniors from area community colleges and most of these students work long hours to finance their educations, 5-year graduation rates for new transfer students are more telling. Among those who transferred to SJSU as history majors in Fall 2005, 62.9% graduated—57.1% with degrees in history.

Exhibit 8 details the number of history BAs and MAs awarded and reveals a decline from 92 in 2009-2010 to 64 in 2013-2014—the result of curtailed graduate admissions, section cuts, and the reduction in transfer students. Despite this, we are delighted by the increasing numbers of students of color who choose history as a major and persist to receive their degrees. 49% of history BAs went to students from URMs in 2009-2010 with 53%, 46%, 49%, and 59% in subsequent years through 2013-14. Also exciting is the increasing percentage of history BAs earned by women. Typically, between 65 and 75% of undergraduate history majors in the US are men. Our department’s pattern has been similar for decades. But in 2010-2011, 38% of our BA recipients were women and in 2013-2014, that climbed to 41%.

4b. Headcount in sections
According to Exhibit 2, fall headcounts in history classes averaged 28.6 between 2009 and 2014. Spring headcounts averaged 29.3 between 2010 and 2015. Both figures exceed College (27.7 in Fall; 26.1 in Spring) and University (25.7 in Fall; 24.3 in Spring) averages. History’s relatively large section sizes indicate that the dramatic reduction in the number of sections we offer and the resulting loss of majors and graduate students are the results of transfer and graduate admissions policies, a dean’s mandated cuts, and an FTES allocation formula containing an error that shortchanged our department rather than a lack of student interest.

4c. FTES, Induced Load Matrix
Exhibit 4 indicates that in Fall 2009, 52.5% of seats in history classes were occupied by students from outside the College of Social Sciences. By Fall 2014, that percentage dropped to 44.7, as we reduced the number of GE sections to maintain a viable major and graduate programs when sections cuts were mandated and FTES targets imposed (sections designed for history majors were reduced as well). Still, it’s clear that students throughout the University benefit from the department’s expertise and service ethic.
4d. FTEF, SFR, Percentage T/TT Faculty
The department’s instructional FTEF decreased from 26 to 10 between 2009-2010 and 2014-2015! Today, we operate at 38.4% of our former strength (during a period in which the College of Social Sciences’ FTEF increased from 258 to 290 and the University’s from 1634 to 1694). The department has shouldered more than its share of cuts mandated during the recession. Implications for faculty morale and workload can be summarized by quoting George Orwell who noted in Animal Farm that “All of the animals are equal, but some animals are more equal than others.”

In 2009-2010, a T/TT Instructional Faculty Percentage (80:20 ratio) of 85.7 meant that we would not be a College priority when recruiting tenure-track faculty. But repeated requests to replace retirees were denied even after the history department’s percentage dropped to 62.7 in 2010-2011 and then to 60.5, 60.1, 56.1, and 55 in subsequent years. This spring, we hired a tenure-track colleague for the first time since 2008! By the time Dr. Xiaojia Hou begins teaching classes in East Asian History this fall, another of our colleagues will have retired though. We anticipate eagerly the approval of our current request to hire a specialist in Early Modern World History during 2015-2016. But with another retirement planned for Fall 2016, these positions will not remedy the depletion of our faculty that has taken place over more than a decade and accelerated during the recession.

5. PROGRAM RESOURCES
5a. Faculty
CVs for tenured and FERP faculty constitute Appendix F. Currently, we have no probationary faculty, although a newly-hired colleague will join us this fall. See section 4d above for details on the impacts of the recession and College of Social Sciences/University hiring priorities. For emphasis, however, it bears to repeat two sentences here. The department’s instructional FTEF decreased from 26 to 10 between 2009-2010 and 2014-2015! Today, we operate at 38.4% of our former strength (during a period in which the College of Social Sciences’ FTEF increased from 258 to 290 and the University’s from 1634 to 1694). Despite its award-winning faculty and students, its record of service to the University, and its fundraising prowess relative to other departments in the College (see Appendices E, F, and G and section 6), the history department is in jeopardy because College and University leaders have ignored our need to replace retiring faculty while tending to the recruitment needs of others.

<table>
<thead>
<tr>
<th>Tenured Faculty Member</th>
<th>PhD Institution</th>
<th>Rank</th>
<th>Fields of Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Bernhardt</td>
<td>UCLA</td>
<td>FERP Professor</td>
<td>Medieval Europe, England</td>
</tr>
<tr>
<td>Ruma Chopra</td>
<td>UC, Davis</td>
<td>Assoc. Professor</td>
<td>US Colonial &amp; Revolutionary</td>
</tr>
<tr>
<td>Michael Conniff</td>
<td>Stanford U</td>
<td>FERP Professor</td>
<td>Modern Latin America, Brazil</td>
</tr>
<tr>
<td>Glen Gendzel</td>
<td>U Wisconsin</td>
<td>Assoc. Professor</td>
<td>US Politics, CA &amp; the West</td>
</tr>
<tr>
<td>Libra Hilde</td>
<td>Harvard U</td>
<td>Assoc. Professor</td>
<td>US Civil War &amp; Reconstruction</td>
</tr>
<tr>
<td>*Patricia Evridge Hill</td>
<td>U TX, Dallas</td>
<td>Professor</td>
<td>US Urban, Women, Social</td>
</tr>
<tr>
<td>**Steven M. Millner</td>
<td>UC, Berkeley</td>
<td>FERP Professor</td>
<td>African American, CA</td>
</tr>
<tr>
<td>Mary Pickering</td>
<td>Harvard U</td>
<td>Professor</td>
<td>Modern Europe, France</td>
</tr>
<tr>
<td>E. Bruce Reynolds</td>
<td>U Hawaii</td>
<td>FERP Professor</td>
<td>Modern East &amp; Southeast Asia</td>
</tr>
<tr>
<td>Jonathan P. Roth</td>
<td>Columbia U</td>
<td>Professor</td>
<td>Ancient World, Rome, Military</td>
</tr>
<tr>
<td>***George Vasquez</td>
<td>Columbia U</td>
<td>Professor</td>
<td>Latin America, Modern World</td>
</tr>
</tbody>
</table>
*Dr. Hill will join the FERP in Fall 2016.

**Dr. Millner has a joint appointment in Hist and AfAm, but since he joined the FERP in Fall 2014 he has taught only for AfAm and Sociology/Interdisciplinary Social Sciences.

***Dr. Vasquez will join the FERP in Fall 2015.

<table>
<thead>
<tr>
<th>Lecturers with 3-Year Contracts</th>
<th>Highest Degree</th>
<th>Fields of Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Cirivilleri .80</td>
<td>MA, SJSU</td>
<td>Western Civ., World, US</td>
</tr>
<tr>
<td>Allison Katsev .60</td>
<td>PhD, Stanford U</td>
<td>Russia, Eastern Europe</td>
</tr>
<tr>
<td>Benjamin Kline .20</td>
<td>PhD, Dublin U</td>
<td>Modern Europe, Africa</td>
</tr>
<tr>
<td>Margo McBane .80</td>
<td>PhD, UCLA</td>
<td>CA, Women, Mexican American</td>
</tr>
<tr>
<td>Eric Narveson .20</td>
<td>MA, SJSU</td>
<td>Critical Thinking, US</td>
</tr>
<tr>
<td>Mary Lynn Wilson .80</td>
<td>PhD, UCLA</td>
<td>Medieval Europe, Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecturers with 1-Year Contracts</th>
<th>Highest Degree</th>
<th>Fields of Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raymand Buyco .20</td>
<td>MA, SJSU</td>
<td>Western Civ., World, US</td>
</tr>
<tr>
<td>Katherine Chilton .20</td>
<td>PhD, Carnegie Mellon</td>
<td>African American, Urban</td>
</tr>
<tr>
<td>Laura Guardino .80</td>
<td>MA, SJSU</td>
<td>US, Writing</td>
</tr>
</tbody>
</table>

As these lists make evident, we rely heavily on a remarkable group of long-term lecturers but still have critical needs. When Dr. Bernhardt retires completely after Spring 2016, we will have no tenured/tenure-track expertise in European History between the fall of the Western Roman Empire in 476 and the French Revolution in 1789. For AY 2015-2016, we have requested authorization to recruit an Early Modern World History specialist with strong preparation in late medieval or early modern Europe and also the ability to make connections between European History and events in Asia and North Africa. In addition, Dr. Kline, who teaches our only courses on Africa, is a tenured faculty member at DeAnza College and plans to retire in the very near future. We have no one with expertise in early Asian History. And after Dr. Hill joins the FERP a year from now, it will be difficult for three permanent faculty members to sustain our US History curriculum.

Despite its diminution over the past decade plus and the acceleration of that trend over the period of this review, ours is a remarkable faculty. Tenured/tenure-track historians have produced 7 new books (Chopra [2], Don [now retired], Hilde, Pickering [2], and Roth), revised versions of 2 additional books (Conniff), 22 journal articles, 31 review essays, book reviews, or other academic articles, and 62 conference presentations or scholarly talks. Our colleagues have been awarded 7 sabbaticals since 2009 (Chopra, Gendzel, Hilde, Hill, Pickering, Reynolds, and Roth) and 3 received Salzburg fellowships (Conniff, Hill, and Vasquez). Dr. Pickering was the SJSU President’s Scholar in 2010-2011 and the College of Social Science’s Austen D. Warburton Award winner for scholarly achievement in 2010. Volumes 2 and 3 of her Auguste Comte: An Intellectual Biography were nominated for the Pulitzer Prize in History and for the History of Science Society’s Pfizer Prize. Dr. Conniff received the Pan American Medallion for career service from the Pan American Institute for Geography and History in 2009. In 2010, Dr. Gendzel won the Catholic Press Association’s Best Scholarly Article Prize and Dr. Hill was awarded a $99,000 grant from the East Side Union High School District through the US Department of Education to coordinate SJSU American historians’
work with high school history teachers. Dr. Roth produced a 48-part lecture series on “War and World History” as part of the Teaching Company’s “Great Courses” program. In 2015, he received the College’s award for meritorious service in large part for his work with SJSU’s student veterans. In addition to these publications, awards, and accolades, CVs in Appendix F detail far too many research fellowships, talks to campus and community groups, and examples of service to the University, professional associations, and Bay Area communities from Salinas to Sacramento to list here. We have maintained a high level of achievement through extraordinary times. But the lack of investment in the department has had consequences, and this level of heroic effort on the part of an overextended faculty is not sustainable. See Appendix H for a comparison of history staffing at SJSU and on other CSU campuses.

5b. Support staff
We’ve been most fortunate to work with Diana Baker, our administrative support coordinator II, throughout this period. She is extraordinary and won the College’s staff service award in 2010. The department is assigned a half-time administrative support coordinator I, but Crystal Hupp lost her position during staff layoffs in 2010. It took a year before Daan Giron was hired to replace her. During that time, Ms. Baker needed to take family medical leave for most of a semester. The department was without support in the office for an extended period, although Ms. Baker helped when she could from home and eventually we received a temporary person. In Aug. 2014, Mr. Giron accepted a position in University advancement. His replacement, JoAnn Hansen, was not hired until Feb. 2015. In sum, the department has enjoyed the services of wonderful, well-qualified people but has been short-staffed for more than 2 years out of the past 5. Ms. Baker plans to retire at the end of 2015. The College should make plans to replace her very soon afterward. In addition, HR needs to authorize positions more quickly and, if necessary, emergency staffing should be arranged in a more timely fashion.

5c. Facilities
Adverse working conditions in Dudley Moorhead Hall (DMH) noted by Dr. Loomis in her 2009 outside review and cited in section 2a have yet to be remedied. We’ve been assured for more than 20 years and through several faculty grievance procedures that the University cannot invest significantly in the building because it is scheduled to be replaced. Ours is the last building on campus without air conditioning even though it houses a large number of classrooms and faculty offices. For much of the year, the building is uncomfortable, and offices on the second and third floors are truly miserable. Because windows must be opened, classrooms fronting San Fernando St. are noisy and dusty from traffic. Computers and other equipment do not last long in this environment. In addition to the heat, furnaces still spit black soot when they work at all, restrooms still leak and smell of sewer gas, and Wifi coverage is erratic. Recent efforts to refurnish classrooms and replace blinds are appreciated, but materials were chosen without consulting the faculty resulting in desks with a lack of back support and translucent blinds that don’t block enough light when showing films/DVDs/historical photographs or using PowerPoint slides. It’s difficult to teach or study or attend classes in DMH without absorbing the message that those of us in history and the social sciences have been last on the University’s list for decades.
6. OTHER STRENGTHS

Fundraising: The history department is fortunate to maintain 14 endowed scholarship accounts, 2 endowed accounts providing funds for faculty research and travel, 1 account that supports the activities of lecturers, and 2 accounts that provide small stipends for public lectures in ancient/medieval history and Jewish Studies (see Appendix G). Typically, we are able to award between $20,000 and $25,000 each year to our best students, support research projects of 1 or 2 faculty members, and fund 2 public lectures from these endowments. We pay a $1000 stipend to the Phi Alpha Theta advisor each semester, and this year provided 6 mini-grants of between $300 and $500 to support book purchases by lecturers. During this program review period, the department chair worked closely with College development directors to increase donations in order to offset somewhat the effects of budget cuts. We were able to establish and complete 2 new endowed scholarships (the Stacy Trenary Beddeson Memorial Scholarship in Women’s History and the Axel Jerke Memorial Scholarship in European History) and strengthen significantly the Leonard J. Hall Memorial Scholarship’s endowment. In addition, the department received 2 legacy gifts that are currently valued at approximately $1.75 million. One will enhance existing endowed scholarships and the other will support faculty research and library acquisitions. Members of the history faculty have supported state and local history by joining Les Amis de Sourisseau and encouraging alumni to do so as well (SJSU’s Sourisseau Academy for State and Local History is autonomous although several historians sit on its Board of Directors). Dr. Reynolds has maintained the East Asian Regional Materials and Resources Center (EARMARC) entirely through donations since its funding from UC Berkeley was cut during the recession, providing a valuable service to area schools, community colleges, and universities. Nurturing the relationships that result in donations is time-consuming, but our efforts in this area have yielded results. According to Development Director Melissa Johnson, fully one-third of donations to the College of Social Sciences during the recent Acceleration campaign were earmarked for history.

Phi Alpha Theta: Since the retirement of its long-term adviser in 2010, Professor Cirivilleri has guided the Beta Lambda chapter of the national history honor society. It is an active group of both undergraduates and graduate students who host holiday gatherings and historical movie nights with pizza, sponsor the annual department convocation, and organize presentations on topics including how to write better essays, applying to graduate school, teaching at community colleges, and public history careers. In addition, Phi Alpha Theta members present papers at the annual northern California regional conference, and the chapter hosted the conference itself in 2010. During this program review cycle, Phi Alpha Theta organized a walking tour of San Francisco historical sites, a tour of the Victory ship Red Oak, and trips to Alcatraz, History San Jose, historical farms in San Cruz and Fremont, and a variety of area museums.

7. DEPARTMENT ACTION PLAN

Curriculum:
In Jan. 2014, the department’s tenured and FERP faculty met to discuss first experiences with 4-unit upper-division and graduate courses. Feedback was uniformly positive with Dr. Pickering declaring memorably that Fall 2013 was her best teaching semester in more than 20 years at SJSU because she had more time to work individually with students. We shared materials and found the discussion of how colleagues expanded existing courses and developed entirely new ones exciting.
Action Item 1: The history faculty should meet at least once each AY expressly for this purpose. Lecturers who teach upper-division and graduate 4-unit courses should be invited to attend.

Action item 2: The department chair and curriculum committee chair should work with new hires to ensure they develop appropriate 4-unit classes in their areas of expertise.

In Jan. 2015, Professor Guardino represented SJSU at a meeting called by the Chancellor’s Office to organize a course redesign project among CSU instructors of the US History survey course. These courses, which usually fulfill state-mandated American Institutions requirements, have been targeted because a high percentage of students receive Ds, Fs, and WUs. Because our faculty recently “disentangled” the history and political science content in our largest survey course, Professors Guardino and Cirivilleri, and Dr. Chilton applied for and received funding to attend a system-wide “boot camp” on redesigning the US History survey course this summer and follow-up events over the next AY.

Action Item 3: These faculty members should report on their efforts during Fall 2015 and Spring 2016 faculty meetings, with a focus on lessons learned that apply to other GE and American Institutions courses.

Action Item 4: One of the participants in this project should be named Hist 15A’s course coordinator and receive a stipend to develop assessment practices that ensure comparable data in this multi-section course while maintaining a degree of instructor autonomy. The Bosanko-Anderson endowed account, earmarked for support of lecturers, could be used for this purpose.

Assessment:

Action Item 5: The graduate advisor should organize the graduate faculty in a revision of PLOs during 2015-2016. This should be done in time to assess new PLO1 by June 1, 2016 so that the department does not get “off track” in the next program review cycle. New PLOs should be measurable and also in line with materials developed by the AHA’s Tuning Project.

Action Item 6: GE assessment should be re-examined to determine whether or not course coordinators should be appointed for courses taught in multiple sections. Alternatively, a new assessment coordinator might be appointed from the tenured faculty, who is neither the department chair nor one of the advisors and who would take this on as his/her principal department service.

Resources:

Action Item 7: The department will need to train a new chair and at least one new advisor by 2016-2017. Plans should be made in Spring 2016 to ensure a smooth transition.

Action Item 8: At every opportunity, the department should submit recruitment requests and voice its concerns about short staffing and workplace conditions. Talented, hard-working people who enjoy working together and do so collegially tend to either accept what should remain untenable or become too cynical to imagine the possibility of change. As difficult as it is to complain publicly on an ongoing basis, we need to continue to sound the alarm. The history department contributes too much to its students, the College of Social Sciences, the University, the discipline, and the community to allow its programs to lose viability due to chronic underinvestment and the impression that we will continue to be able to make things work on our own.

8. APPENDICES A-H (attached separately; note there is no Appendix B)