The Program Planning Committee (PPC) acknowledges that the History Department has gone through several leadership changes since its last program review, which was a factor in the delayed submission of the self-study. The History Department offers three degrees: B.A. in History, M.A. in History, M.A. in History with a Concentration in Teacher Education. The M.A. in History with a Concentration in Education is a new program developed since the last program review.

The PPC commends the department for making the following positive changes since the last program review which can be used as models for other departments if found to be successful: 1) use of paid writing tutors; 2) introduction of History 99 as a curricular solution to the writing preparation dilemma and as a structural place to establish a baseline diagnostic to ground program assessment; 3) move towards centralized advising by a single individual for each program; 4) surveying of curricular materials. The department has also been successful with fundraising, endowment activities and was awarded the Teaching American History Grant for one million dollars.

Since completing the self-study, the department has made some important progress toward program assessment. The department has developed an extensive list of student learning objectives for the undergraduate program and graduate program. However, having reviewed reports for spring and fall 2006, the PPC has some concerns about the department’s methods for assessing student achievement on these objectives. The PPC recommends that the department meet with the College Assessment Facilitator, Bob Cooper or the University Director of Assessment, Jackie Snell. Assessment recommendations made by AVP Robert Cooper and the Board of General Studies for GE courses would be good guidelines to follow for the department majors’ courses as well.

The final step in the program planning process is a meeting with Provost Sigler (or her designee), Vice Provost for Academic Budgets and Planning Nance, AVP of Undergraduate Studies Cooper, AVP of Graduate Studies and Research Stacks, Dean Hegstrom, and Department Chair Hill. The department should contact Svetla Ilieva in the Office of Undergraduate Studies to schedule the final meeting. The following topics for discussion are summarized from the reports:

- Curricular recommendations of the external reviewer.
- Recommendations for a more systematic and evidence-based approach for assessment.
- Investigation of a more active exchange program between the SJSU and SFSU History Departments.
- Need for improved facilities in Dudley Moorhead Hall.

If the Department would like to propose other issues for the meeting, please discuss the appropriateness of the topics with your Dean.
Although the self-study did not follow the program planning guidelines, the Program Planning Committee recommends acceptance of the self-study. The PPC would like to remind the History Department to format its next self-study to be consistent with the guidelines developed by the University. The self-study should also include a discussion of all the required data elements provided by the Office of Institutional Research and involve participation of all faculty in the Department in the self-study process. The next program review for all programs in the History Department is scheduled for AY 2012-2013.

2008 - 2009 members:
  Debra Caires
  Mary Calegari
  Elaine Collins
  Bob Cooper
  Beverly Grindstaff
  Mohamed Fayad
  Xiaolu Hu
  Thuy Le
  Quynh Lu
  Berkeley Miller
  Bill Nance
  Dan Perales
  Annabel Prins
  Lori Rodriguez
  Jackie Snell
  Pam Stacks
  Gary Stebbins
  Patricia Stroh
  Sutee Sujitparapitaya
  Shailaja Venkatsubramanyan
  Ashwini Wagle

CC: Patricia Hill, Chair, History Department
    Tim Hegstrom, Dean, College of Social Sciences
    George Vasquez, Associate Dean, College of Social Sciences
    Beth Von Till, Chair, Curriculum and Research
    Bob Cooper, AVP Undergraduate Studies
    Pam Stacks, AVP Graduate Studies and Research
    Bill Nance, Vice-Provost
Appendix: Summary of Program Planning Report for the History Department

Self-Study -- Academic Years 2000-2008 (Submitted April 15, 2008)

Overview
- The History Department has gone through several leadership changes in the past three years, therefore delaying the submission of the self-study.
- Since the past review, the Department has gone through the following changes: substantial reorganization of the major; programs involving teacher education at the undergraduate and graduate levels; several new academic initiatives.
- Department morale appears to be improving.
- After a long period of decline, the number of majors is increasing.
- The Department offers the following degrees: BA in History; MA in History; MA in History: Concentration in Teacher Education.

Curriculum
- The BA requires 120 units, of which 39 units are required (shortly to be raised to 42 units), which are divided into 3 groups: required courses, categorical courses, and elective courses.
- The Department has been experimenting with Saturday courses since many of their students work full-time. This seems to be successful.
- The Department has an honors program.
- After the passage of the No Child Left Behind (NCLB) Act in 2001, the Department developed a Teacher Education Program, which recommended courses that students should take in order to pass the California Subject Examination for Teachers (CSET). This appears to be successful.
- The History Department offers minors in the following fields: Ancient-Medieval History; Asian History; Modern European History; Latin American History; Military History; General History. Interdisciplinary minors: Area Studies; Jewish Studies. The minors require 15 units.
- The Department offers Core General Education and SJSU Studies courses.
- The Department has a joint program with Political Science.
- Changes in BA degree
  - New BA: divides courses into 3 fields, (1) premodern, (2) modern, and (3) United States, with students required to take at least six units non-Western history in fields 1 and 2, and at least three units pre-1900 history in field 3
  - The old BA had a primary field, secondary field, and 2 other fields.
  - Major fields of the new BA corresponds to the subjects of the 3 parts of the CSET test.
  - Department developed its Teacher Education Program (TEP) which is a recommended course of study intended to give students the history content he/she needs to pass the CSET.
  - The Department expended time and resources to develop a team taught Multi-Subject program intended to train elementary school teachers but was unsuccessful.
- Changes in MA degree
  - New MA with a Concentration in History Education
Revamped and expanded offerings in World History
Raised GPA admission to 3.25 or above.
For American History and European History, all students must now complete a comprehensive examination to earn the MA degree. This was implemented to reduce the workload of the faculty in reading masters theses.

- The Department made curricular changes that eliminated and added courses.
- Department currently in the process of negotiating a double major with a Subject Matter Program (SMP) in the Department of Social Science. This would allow students to become California Commission of Teaching Credentialing (CCTC) certified. Department anticipates receiving CCTC approval by AY2009-2010.
- Jewish Studies minor currently has only one student. Dr. Victoria Harrison is working towards building up the minor and the program. She has raised $10,000.
- Fewer students have been selecting a major concentration in either Ancient Medieval or Modern European History. If this trend continues, Department may be forced to abandon them in the MA program.
- Department is developing the following areas: Gender History; Public History; Race and Ethnicity

Assessment

- Department wants to use the passing rate for the CSET to assess the achievement of their majors who intend to become teachers. The Department needs to obtain this data from the College of Education.
- Department created an Assessment Subcommittee to address assessment requirements. The following has been done:
  - Development of Learning Goals of the History Department
  - Development of Learning Objectives of the History Department
  - Development of an Assessment Plan and Timeline
- Curricular changes have been made due to the assessment process.
- Department began collecting exit survey data from graduating seniors in AY2005-2006.
- Department wants to use students’ written products in the assessment process but is hampered by the fact that students’ prior experience with reading and writing in the higher critical thinking mode is very sparse.
- Department in the process of first two-year assessment regime. History 99 professors are collecting diagnostic data on students, including specific examples with rubric analysis. History 100W professors are collecting either the in-class writing assignment or an early paper to establish the baseline data for future analysis.
  - Analysis of baseline data: 25% of students have sufficient skills to build on and refine at the level of upper division college writing; 25% of students do not meet exit standards of English 1A; 50% of students remediable at the upper division level.
  - Department responded to poor writing by instituting two writing tutors. Serious problem is lack of space for a Learning Lab or Success Center.
- Completed 2 inventories of the types and amounts of reading and writing assignments professors include in their syllabi.

Students
• Department has an honor society and history club, Phi Alpha Theta, which serves both undergraduate and graduate students.
• Department has an annual publication which features outstanding research papers produced by undergraduates and graduates.
• FTES has declined from 376 to 309.
• Majors have increased from 251 to 300.
• Department feels that enrollment will increase in the future, particularly due to the increase in the number of teacher candidates in the department.

Faculty
• In AY 2005-2006, Dr. Jonathan Roth named SJSU Outstanding Professor; Dr. Stanley Underdal named SJSU Outstanding Lecturer. Also, College’s outstanding graduate thesis written by a History MA candidate.
• Faculty continues to produce nationally and internationally recognized research.
• Faculty involved in professional services.
• Department involved in outreach to community.
• Faculty has a four course teaching load which the Department feels is barely tolerable considering the research requirements. Department would like at least a reduction to a three course load per semester.
• Department feels the SOTE system is unreliable and invalid.
• The Department instituted an exit survey of graduating students in May 2006 in the capstone course to facilitate in the evaluation of the performance of the Department and the instructor. Received 18 responses. Department will continue the surveys in the future.
• Shortage in European History faculty.
• 12 Tenured and Probationary Faculty
• 16 Part-Time Temporary Faculty, many of whom have doctorates and do top level research.
• Based on resignations, retirements and new hires, the Department is still down 7 tenure/tenure-track positions.
• Department hopes that the following fields can be covered by future hires: US 20th Century Science and Technology; Africa/Islam (World); Modern Europe (Eastern Europe).
• Department has 7 endowments for CPF, Operating, and other special purposes.
• Department has 12 endowments for student scholarships
• Teaching American History Grant for $999,994 – Primary goals: 1) train 35 secondary school teachers with an intensive graduate course sequence of colloquia and seminars focusing on historical understanding of American History; 2) prepare these individuals to share this knowledge and skill set with up to 140 fellow Santa Clara County teachers in professional development seminars; 3) provide a sustainable support network on US History for all of the country’s history teachers.
• Charles Burdick Military History Project – supports military history courses offered by Department.

Resources
• Poor working conditions in Dudley Moorhead Hall. Very hot in late spring and early fall.
  Lack of air conditioning in classrooms and offices.
• Basic maintenance neglected: halls and offices left unscrubbed; restrooms dirty; drinking water of poor quality. Janitors misplacing material, including very important personnel files, while cleaning offices.
• Technology support meager. No dedicated IT support for Department.
• Department has problems with the CMS/PeopleSoft system.
• Department has 2 advisors: one for undergraduates and one for graduates.
• Department encountered serious problems arising from poor and/or misleading advising from Student Services, especially in American Institutions. The Department recommends better training and control over the advising for American Institutions for non-majors and more attention to the state mandates on this issue.

Summary of External Reviewer’s Report dated January 20, 2009
The external review was conducted by Barbara Loomis, Chair, Department of History, San Francisco State University. The following are direct excerpts from the external reviewer’s letter.

General Observations
• I observed a department with extraordinary energy, dedication, and loyalty among its faculty. Strikingly, a significant number of the long-term lecturers and even the tenure-track faculty members of the department have returned to the setting where they first began their own education; their roots at San Jose State University run deep.
• Recent tenure-track hires have brought fresh ideas and energy. Notably, recent additions to the department have led the way in the development of new classes, such as the history of India, which is crucial for understanding the contemporary world and for relating to the large community of Indian immigrants in Silicon Valley. Newcomers have collaborated with senior faculty in undertaking significant revisions in the M.A. exam reading lists, updating them and guaranteeing that graduate education reflects the most current paradigms in the field.
• The expectation that history professors be production scholars is very hard to bring to fruition under a 4-4 course load. It is a tribute to the discipline and determination of the members of the SJSU faculty that so many of them have remained active in their specialties, publishing five books, ten peer-reviewed articles, seventeen book chapters, eleven encyclopedia entries, and thirty-six book reviews since the last evaluation of the department. But, junior faculty in particular are finding it to be nearly impossible to develop new courses, participate fully in the life of the department and surrounding academic community, and to complete publishable work under the current demands upon their time.
• The pressures are compounded by the knowledge that other history departments in the CSU are working under different conditions. At San Francisco State, the history department has been working under a 3-3 load since the early 1990’s. Administrators at San Diego State University recently (September 24, 2008) pledged themselves to work toward a 2-2 load for all history faculty who were actively engaged in research and publishing.
• With many new top administrators at SJSU and with a new history department chair, times could be propitious for approaching the issue cooperatively and imaginatively—
thinking “outside the box,” as the cliché goes—tackling the matter with a “can-do” spirit and a reinvigorated sense of initiative.

**Recommendations and Accomplishments from the Previous Report**

- The external reviewer from the department’s prior self study noted a department that was “in crisis” because of heavy workload, poor working conditions, sinking enrollments, and depressed morale. Fortunately, that grim sense of crisis no longer grips the department.
- **Recommendation:** The two part Western Civilization course should be retained, but at a reduced number, and the number of World History surveys should be increased. Department should move forward with the process of getting the World History surveys approved as G.E. courses. Creation of double sections of the survey courses, allowing for faculty who taught those courses to reduce their preparations elsewhere, while still serving the same number of students. This would be one way of moving toward a 3-3 load.
- **Recommendation:** The department might want to think of ways to enlarge its U.S. and non-European world offerings, especially in areas that would be of particular interest to the student body it serves (Korea, Vietnam, S.E. Asia, Central America, Middle East, etc.), and classes that are more comparative or transnational in their focus.
- **Recommendation:** The department should add a capstone course, a senior research seminar (currently available to students in the honors concentration, but not to the average history major). This class would allow students to pull together everything that they had learned in their history major; it would be a fitting culmination of their undergraduate degree. Ideally, the department would offer at least three sections every semester, one in each of the major fields within the department (U.S., pre-modern world, and modern world), and more if the number of graduating seniors warranted it. Furthermore, such a course provides a ready made vehicle for assessment. In acknowledgement of the extra effort required of both students and faculty, this capstone course should earn four units. (A second route to a 3-3 load, currently being utilized by a number of campuses within the CSU, is to transform all writing-intensive, upper-division courses into 4-unit courses. This avenue should be explored at SJSU.)
- **Recommendation:** Publicize the department’s offerings in Military History more extensively. There are a number of students who live in the vicinity served by both SJSU and SFSU who long for greater training in Military History and are frustrated by its absence at SFSU; a more active exchange program between the two departments would allow them to enjoy one of the strengths of SJSU’s department while retaining SFSU as their home campus.
- **Recommendation:** The History Minor be rounded out by the addition of History 99 and History 100W to its requirements.
- **Recommendation:** The current organization of History 15A/15B, taught jointly with the Political Science Department, which satisfies the statutory American History and Institutions requirement for graduation, should be reconfigured to disentangle the two components of the course. The History segment should be separated from the Political Science segment and then create sections of American History that are larger than average and count for two classes. This is another method of attaining a 3-3 load while serving the same number of students.
• **Recommendation:** Create a new tenure-track line for a specialist in the History of Recent U.S. Science and Technology. This may be an excellent opportunity for the campus Development Directors to work at the creation of an endowed chair—matching a teaching position to the history and interests of the surrounding community.

• **Recommendation:** The field of Public History/Local History might be an area where the department could make a joint hire—for example, with Mexican-American Studies, in a way that would strengthen ties between the department and other departments and to the community.

• **Suggestions for the M.A. program:**
  - For undergraduates, the U.S. field is broken into pre-1990 and post-1990. For graduate students, the break appears to be at 1865. These two fields should be made more parallel by sharing the same dividing line.
  - The M.A. concentration in History Education offers a specialty in World History and the regular M.A. does not. It would draw on the growing strengths of the department to add a World History field to the regular M.A. (along with the U.S. Ancient and Medieval, and Modern Europe).
  - The Ancient/Medieval field should be folded into a concentration on the Pre-Modern World.
  - Add a course at the beginning of the M.A. experience that introduces graduate students to advanced historiography and theory.
  - “Plan B” exams should be the final exercise of a class, and supervisory credit for that class should rotate among the faculty who most often read M.A. exams. As an alternative strategy, a formula should be created that gives each faculty the equivalent credit of a class (.2WTUs) for reading a stated number of exams, for example nine.
  - Is it really a good idea to waive the language requirement for specialists in U.S. History?

• **Recommendation:** More generous distribution of assigned time—providing more awards for junior faculty who have the talent and inclination to work at department and university governance, development, advising, and paperwork (such as making more history classes part of campus G.E. requirements).

• **Other observations:**
  - The self study complains repeatedly about the poor working conditions in Dudley Moorhead Hall. I definitely encountered unpleasant and hazardous conditions during my visit. The women’s restroom on the third floor was permeated by the smell of leaking sewer gas; the restroom on the ground floor was completely broken and barricaded off by yellow warning tape. Temperatures in the third floor offices topped 90 degrees on the second day of my visit. The current budget crisis does not permit a massive renovation of the building, however, there must be some smaller improvements that could be undertaken—such as installation of small, in-window air conditioning units in faculty offices on the upper floors that would render the building a healthier place in which to work and learn.
  - Encourage that one of the classrooms alongside the busy street be set aside for a History Resource Room—a place for history students to congregate, engage in group study, have lunch together.

• **Recommendation:** Need for more tenure-track faculty.
Summary of College Committee Report dated March 3, 3009 (Signed by Dean, March 29, 2009)

Introductory Comments

- The use of paid writing tutors addresses an important problem that all departments in the college share. The committee would like the History department to track and evaluate the success of the program.
- The committee liked the introduction of Hist99 as a curricular solution to the writing preparation dilemma and as a structural place to establish a baseline diagnostic to ground program assessment. The committee would like the department to monitor and evaluate the success of this effort with a view to serving as a model for other departments.
- The department has been successful with fundraising and endowment activity.
- The committee appreciated the innovation of surveying curricular materials (syllabi) to get a quick sense of what’s happening in multi section courses. It would be useful to develop a template and database for these data.
- The committee appreciates the move to centralized advising by a single individual for each of the programs. The committee would like to see some assessment of effectiveness of this model for use by other departments.
- A major change during the review period was the introduction of new programs involving teacher education and training at the undergraduate and graduate levels. Also the award of the TAH grant.

Program of Study

- The department provides meticulous detail about the program of study. Unfortunately, the lack of analysis makes the program difficult to evaluate.

Assessment

- The discussion of assessment stands out for its lack of clarity, focus, and planning. The committee urges the department to consider a more systematic and data driven approach rather than the anecdotal “hit or miss” process they seem to have used during the period covered in the self study.

Comparison with other CSU History Departments

- The committee was particularly struck by the low number of the department’s tenure track faculty in comparison with both CPEC schools and with the other CSU campuses. However, without more information, the committee cannot determine whether the staffing comparisons indicate inattention by the administration, or whether they are the consequences of decisions made by the department itself. It would be more useful in future reviews to include information about comparison departments’ curricula in addition to information about the number of their faculty.

Substandard Facilities

- The committee fully supports the department’s need for improved facilities; Dudley Moorhead Hall undermines faculty, staff, and student morale and sends a message of lack of respect.

External Reviewer’s Comments
• The committee concurs with the external reviewer on why the department has chosen to waive the language requirement for MA candidates, especially those in teacher preparation tracks, and especially given the diverse linguistic realities in California schools.
• The committee recommends that the department investigate Dr. Loomis’s suggestions for ways to begin to move faculty to 3-3 teaching loads, especially with reduced FTES targets driven by budget cuts.
• The committee agrees that the following two recommendations made by the external reviewer are worthy of consideration: 1) introducing a capstone course; 2) offering an introductory graduate course.

**Recommendations by the Committee**

For future program plans, the committee recommends that the department:

• Follow the program planning format posted on the website;
• Provide an executive summary, table of contents and more professional formatting to guide the reader;
• Provide the list of courses cross-listed with other departments as well as letters from those departments including how well the department’s courses (staffing, scheduling, curriculum, etc.) serve the needs of the other programs;
• Develop a more robust treatment of career options for majors, as well as some tracking data (perhaps in conjunction with the Career Center) if available;
• Take the identified curricular problems and summarize them in tabular form with indications of plans to address in the coming review period;
• Provide sample “road maps” that students follow.
• It is critically important that future reviews include genuine assessment of the major and not merely a list of curricular changes, or, absent data, to support and evaluate changes.