

Academic Program Review MA Public History

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APROC Recommendation to Faculty Senate

MA Public History

11/20/2020

The Academic Program Review Oversight Committee (APROC) affirms that the Department of History has completed program review as per policy, including self-study, external review, internal review, and action plan submission for the MA Public History. APROC recommends that the next program review be scheduled for six years from Faculty Senate approval; or, should the College of Arts & Letters decide to schedule a college-wide program review, the next program review will occur at that time.

APROC Chair: Jeffrey Brodd, Professor of Humanities and Religious Studies

CSU Sacramento, History Department
Program Review Self-Study, 2019-20

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I – Overview

The [History Department](#) has been a core teaching program of Sacramento State since its founding in 1947. History is an academic discipline offering breadth, depth, and focus. It examines the people, institutions, ideas, and events from the past to elucidate the present. Like other liberal arts disciplines, historical study provides a solid preparation in skills demanded by a wide range of employers: reading, writing, critical thinking, and research. It serves as excellent preparation for law school, the Foreign Service, international work, urban affairs, historical consulting, and library science, as well as for secondary and postsecondary level teaching. The study of history also promotes cultural literacy, prepares students for the responsibility of democratic citizenship, and develops critical thinking and research skills, all of which help students to understand the present and plan for the future. Historical knowledge is thus central to a society that learns from the past and seeks to improve the human condition.

Faculty members understand this fact and are actively involved in helping to educate our students and our society. The History Department is a mature program with an efficient and flexible major that corresponds to the curriculum recommended by our professional organization, the American Historical Association, as discussed in the publication [Liberal Learning and the History Major](#) (LLHM). Those recommendations include the presence of “a strong foundation course, a course expressly designed to acquaint students with the diversity of the global setting in which they live, a course in historical methods, [and] research seminars with significant writing requirements that integrate or synthesize” (LLHM, p. 7). For many years, we have integrated into our curriculum all of the five high-impact practices the Association of American Colleges and Universities has demonstrated improve student outcomes: first year seminars, learning communities, service learning (internships), undergraduate research, and capstone seminars.

The CSUS History Department offers a BA, MA, and a joint PhD in History as well as several minors, and our History BA program has seen an unusual growth in students over the past several years. Indeed, according to a recent study in the *Chronicle of Higher Education*, our department now ranks twelfth among four-year universities for the number of History BA degrees granted.¹ The History Bachelors of Arts degree has two tracks: a standard History BA and a History/Social Science Pre-Credential track for future middle and high school teachers. As of Spring 2020, according current university data, there are 471 enrolled undergraduate majors (a substantial increase from the 383 enrolled majors in Fall 2012 and a nice recovery from the decline during the recession): 333 in the standard BA track and 138 in the pre-credential program (double the 61 pre-credential students enrolled in Fall 2012). The *Chronicle of Higher Education* study corroborates this data. According to their statistics, the number of History BA graduates at Sacramento State has increased by 11% between the 2010-11 and the 2017-18 academic years, putting our department in fifth place for growth in History BAs granted by large History departments over this period. This situation stands in stark contrast to the number of History degrees earned at most of the public institutions in the country, which on average have

¹ https://www.chronicle.com/article/Where-Do-HistoryEnglish/247833?utm_source=at&utm_medium=en&cid=at&source=ams&sourceId=4902152 (accessed 1/23/2020). Interestingly, the worst losses came at the most prestigious History Department at public universities in the country, for example: UCLA (-41.5%), U. Michigan (-51.2%), UNC Chapel Hill (-53.7%), U. Wisconsin (-66.3%).

seen the number of History graduates plummet by almost a third.² We are relieved that our department has so strongly defied this national trend. The History minor, popular with a variety of social science majors, has 100 students enrolled (essentially even with the 97 in Fall 2012). The History Department also hosts three other interdisciplinary area studies minors: one in Hellenic Studies (with 1 student enrolled, down from 6), another in Middle East and Islamic Studies (with 14 students, up from 9), and a new one (as of Fall 2019) in Latin American Studies (with 3 students). At the graduate level, the History Department offers two MA degrees: a History MA and a Public History MA, both of which have had relatively stable enrollments. As of Spring 2020, there were 44 enrolled students in the History MA (a slight decrease from 47 in Fall 2012) and 29 in the Public History MA (essentially even with the 28 in Fall 2012). Our department is also home to a joint PhD in Public History with UC Santa Barbara with 1 student enrolled. We are proud to host the only PhD in the liberal arts offered by a CSU campus.

A) Undergraduate Program: History BA and Minors

The History BA is a well-articulated, straightforward, and flexible undergraduate major requiring 42 units. Four lower-division survey courses (one year of US History and one year of either World History or Western Civilization) acquaint students with global diversity. Our introductory methods keystone or “foundation” course (HIST 100, Introduction to Historical Skills) is designed for juniors, and we have two senior capstone seminars, one that focuses on the analysis of secondary sources (HIST 192, Seminar in Recent Interpretations) and another on primary source research (HIST 197, Senior Research Seminar). In addition to these core offerings, students choose seven upper-division electives from US, world, or European history. The flexibility of the major allows students to focus on topical areas such as women’s history, the history of particular geographic areas, or cultural history, for example, in a chronological span from the ancient world to the history of the modern United States. In recent years, we have continued to work to expand our offerings into topical areas such as the histories of sexuality, disability, and medicine.

Teaching credential candidates have a curriculum designed to give them the necessary training in History as well as Geography, Political Science, Economics, and other social science disciplines needed for entrance into a California teacher credential program. Our Pre-credential History BA majors complete 39 units in history, organized to meet the specific chronological periods (in pre-1900 United States history), area studies (Modern World and California history), and content (ethnic or women’s history) requirements set by the California Commission on Teacher Credentialing. The pre-credential program includes HIST 100 and two capstone seminars that are distinct from the standard BA: HIST 191 (Seminar in Historical Interpretation and Analysis) and HIST 198 (Summative Assessment for Teachers). In addition, these students complete 33 units of social science preparation, including an Education course that provides them with early classroom experience. Students who successfully complete this program earn Subject Matter Competency in Social Science and are waived from the three California Subject Examinations for Teachers (CSET) required for entrance into a credential program in California.

² Ibid. Interestingly (and alarmingly), the worst losses came at the most prestigious History Departments at public universities in the country, for example: UCLA (-41.5%), U. Michigan (-51.2%), UNC Chapel Hill (-53.7%), U. Wisconsin (-66.3%).

The History Department hosts several minors. The regular [History minor](#) is a well-articulated, straightforward, and flexible undergraduate minor that requires 24 units. Four lower-division survey courses (one year of US history and one year of either World History or Western Civilization) acquaint students with global diversity. In addition to these lower-division offerings, students choose four upper-division electives from courses in US, World, or European History. The [Hellenic Studies minor](#), associated with the [Tsakopoulos Hellenic Collection](#) in the CSUS Library, consists of 23 units of interdisciplinary coursework related to ancient and modern Greece, with at least 12 in upper division courses offered by the Departments of History, Art, Humanities and Religious Studies, Political Science, Philosophy, and Theater. The minor in [Middle East and Islamic Studies](#) (MEIS) includes 18 units of interdisciplinary coursework related to the region drawn from History, Humanities and Religious Studies, Political Science, Sociology, Women's Studies, and World Languages and Literatures. The new [Latin American Studies](#) minor encompasses 21 units drawn from History, Anthropology, Art, Ethnic Studies, Music, Political Science, Sociology, and Spanish. These area studies minors can provide interested History Majors with recommended courses outside the department that will give them a more holistic understanding of the region studied.

B) Graduate Programs: MAs and PhD

The History MA is designed to maximize students' chances to gain employment teaching at a community college, further a K-12 teaching career, or enter a PhD program. It orients students toward critical investigation of problems in historical study, provides the opportunity to apply historical methods, and improves students' ability to analyze and interpret historical material. There are two tracks, both requiring 30 units. The "[comprehensive option](#)" provides solid historiographical, theoretical, and pedagogical training to those students interested in teaching at the community college or university level, as well as to secondary-school teachers looking to enhance their knowledge of the field. As such, the comprehensive option trains students in both US and World History content and methodology and requires a specific course in the pedagogy of college teaching (HIST 400). The "[specialized option](#)" offers a more focused graduate-level training and allows students greater flexibility in configuring a program of courses geared toward any specific individual area of interest that may be necessary for entry into a given PhD program. Required courses for both options include seminars in historiography and methods, reading seminars on areas of topical interest, a seminar designed to produce an article length paper of original scholarship (HIST 209), and a culminating experience satisfied by examination or a thesis.

The [Public History MA](#), a flagship program of the department and university, offers professional training for careers in museums, archives, historic preservation, and cultural resource management in the private and public sector. The Public History program requires completion of 36 units of coursework, including 9 units of supervised professional internships at public and private institutions in the Sacramento area. Students pursue a common course of study, gain professional experience through a series of internships, and complete a master's project or thesis within their area of program specialization. The Public History program provides an integrated professional curriculum that includes specialized project and internship experience in one of several concentrations: archives and manuscripts, oral history, museum studies, historic preservation, business history, and public history research and analysis.

Our joint [PhD in Public History](#) with the Department of History at UC Santa Barbara combines faculty and resources at UCSB with the CSUS Capital Campus Public History program in a venture unique in the nation. Students in the joint PhD take courses and participate in public history research projects at both locations and from the joint faculty, no matter the location, through distance learning technology. The formal course of study for the PhD degree is further enhanced by opportunities to participate in the editing and production of *The Public Historian*, the quarterly history journal jointly published by the program and the National Council for Public History, spend research or internship quarters in residence at the UCSB Washington DC Center, with research grant and teaching assistantship support available, meet and discuss the field with prominent visiting public historians in the program’s speaker series, and undertake coursework, research, and internships in Sacramento.

C) Faculty Scholarship and Community Outreach

The History Department has a long and proud tradition of research productivity. As Dr. Cheryl Koos, the outside reviewer on our last program review, observed, “the History Department faculty should be commended for its impressive production of scholarly works – articles and monographs – the number of faculty monographs is perhaps equal to San Diego State’s History Department (which has traditionally managed a 2-2/2-3 teaching load).” The past two program reviews of the department have commented on the high level of scholarly productivity, something that has continued through the last six years.

	Peer-reviewed publications	Non-peer reviewed publications	Conference papers & invited talks presented	Book reviews	Grants (est. dollar amount)
Total	52	26	139	65	\$320,000
Per faculty (n=17)	3.06	1.53	8.18	3.82	\$18,823

Although not included in the survey, the department’s lecturers also have a distinguished scholarly record, with about half holding PhDs (16 of 29 lecturers teaching in Spring 2020) and several having published books.

Generous funding from the Shattuck family has recently enhanced the department’s scholarly reputation with the establishment of Sacramento State’s first endowed chair. The Peter H. Shattuck Endowed Chair in Colonial American History comes with significant research funding and assigned time on an ongoing basis to facilitate teaching and research in this field. On campus only a matter of months, the first incumbent of the chair, Antonio Bly, has already established a scholarship for our students to intern at Colonial Williamsburg, created a west coast symposium for colonial American history, and won a book contract for research he is conducting with one of our former graduate students. His achievements highlight the intimate links between the department’s scholarly work and student success.

Several faculty members have obtained various individual grants for teaching and research in the US and around the world. Sacramento State and the College of Arts and Letters have generously funded many of our projects, but several faculty have won outside grants. Most notably, Mona Siegel and Nikolaos Lazaridis won prestigious National Endowment for the Humanities awards for the completion of book manuscripts, while Michael Vann received two Fulbright teaching positions in Indonesia and Cambodia that have allowed him to advance his research. Another means of assessing the quality of our scholarship is to consider the universities that have invited our faculty members to give lectures. Mitchell Numark, for example, has spoken at Stanford and Oxford, while Rebecca Kluchin has given talks at Harvard and Yale.

Besides these traditional forms of scholarly production, faculty in the History Department have eagerly engaged in more innovative ways of disseminating the results of their research. For example, Jeffrey Dym has produced three award-winning [documentaries](#) and participated in over a dozen screenings of his work in the last six years. Michael Vann has produced an engaging [graphic history](#), as well as hosting and featuring as a guest on several podcasts. Anne Lindsay has led her graduate students in the completion of a National Historical Landmarks Register application, a major undertaking requiring archival research and extensive documentation, which now qualifies the participating students to complete such applications professionally.

These more publically accessible forms of scholarship point up the ways that faculty build a bridge to the community, in keeping with President Nelson's [Anchor University](#) initiative. For example, UC Berkeley's Hastings College of Law invited Brendan Lindsay, based on his work on the genocide of California's native peoples, to serve on the Hastings Legacy Review Committee investigating its namesake's culpability in massacres of Indians. Mark Ocegueda's research on Latinx baseball led to a wonderful [exhibit](#) and panel discussion on Latinx baseball teams in the Sacramento area, bringing in a large community audience. Patrick Ettinger produced a similarly absorbing [exhibit](#) on Sacramento as a site of refugee resettlement, along with a series of panel discussions on the topic. Even more broadly accessible, Katerina Lagos appeared in an episode of the genealogy series *Who Do You Think You Are?* discussing John Stamos' family history. And following Donald Trump's victory in the 2016 elections, Mona Siegel organized an extremely popular series of panel discussions titled "[Historical Perspectives on America in Crisis](#)," in which many of our faculty members have taken part and which have drawn large audiences of students from across the campus.

History faculty have collaborated with a variety of public groups to help spread historical knowledge. The department not only trains many local social science teachers, but faculty also actively contribute to furthering teacher's professional development through their participation in programs like the [UC Davis History Project](#) (directed by one of our alumnae), giving presentations to local educators on the latest interpretations of historical topics. The department's Public History program firmly links the department and university to local and regional private and public agencies and organizations. We sponsor and oversee the operation of the [North Central Information Center](#) (NCIC), located on the Sacramento State campus. The NCIC serves an important local, regional, and state function. Pursuant to state and federal law, the California State Historical Resources Commission (SHRC) mandates the State Historic Preservation Officer (SHPO) to maintain an inventory of historical resources located in Amador, El Dorado, Nevada, Placer, Sacramento, and Yuba counties. Sponsoring the NCIC enhances the

outreach goals of the Public History program and provides our students with important professional networking opportunities. Federal and state law under the National Historic Preservation Act, National Environmental Protection Act, and the California Environmental Quality Act require evaluation of historic resources before work can begin on many publicly funded projects. Therefore, the department, through its sponsorship of the NCIC and through the work of its Public History students, contributes significantly to the cause of historic preservation in the region.

While the History Department offers its talents to the community, we are delighted to report the community has also helped to support History students. Community members have established several [scholarships](#) for the support of our students' study and research, and the department now regularly awards 6-7 undergraduate scholarships and 10-12 graduate scholarships each year. In addition to these forms of support, several graduate and undergraduate students receive internships, several of them paid, to work in local institutions. Besides a means of paying their way through school, these internships allow our students to gain valuable job skills in local archives, museums, libraries, historical associations, state agencies, and private firms. These internships are exemplary of the benefits that both the public and our students gain from university outreach to the community.

II – Undergraduate Assessment: History BA

A) Program Learning Outcomes: History BA

On the recommendation of Amy Liu, Director of the Office of Academic Program Assessment, the History Department adopted the following lean, skills-based set of learning outcomes:

- 1) Students shall be able to write a clear expository essay in which they develop a coherent historical argument and marshal evidence to support an interpretation.
- 2) Students shall demonstrate adequate reading skills of primary and secondary historical sources.
- 3) Students shall use citation standards appropriate to the discipline of history (Chicago Manual of Style).

These skills do not represent the broader set of methods and practices of historians, but they do provide the Assessment Committee with discrete learning outcomes that it can evaluate in a standardized fashion.

B) Type of Assessment & Results: History BA

The History Department's Assessment Committee evaluates essays or papers written in introductory (HIST 5 and 51), intermediate (HIST 100), and capstone (HIST 197) courses in the History major. Instructors for each section of these courses provide a random sample of papers from their class. Each year, the committee collects over 100 samples and examines them for evidence of student achievement in one of the three departmental learning outcomes (assessed in a regular annual rotation). The assignments varied according to the level of the course: 1) HIST

5/51 had written assignments requiring the use and analysis of 1-6 sources, 2) HIST 100 focused on the methodology of writing research papers and required a moderate-length research paper that included anywhere between 7-12 sources, and 3) HIST 197 required a lengthy research paper of 20-25 pages that included 13 or more primary and secondary sources. The department aims to have 75% of graduating seniors reach or exceed milestone three of four on the rubric for each learning outcome.

The department is pleased to report that has largely met its assessment goals over the last several years. For the first learning outcome, relating to historical argumentation, the most recent report (2018-19) shows that at least 75% of students reached at least the third of four milestones for each of the subgoals. For some subgoals, such as the use of evidence, 75% of students attained the fourth milestone (mastery). Fewer than 50% of students, however, reached mastery level for their thesis statement and development of an argument; nevertheless, 75% met or exceeded the third milestone. The department should strive to have at least a majority of graduating seniors achieve mastery in this area.

For the second learning outcome, relating to the critical assessment of primary and secondary sources, the most recent report (2015-16) shows that 75% of students mastered all but one of the subgoals in this area. The one subgoal they missed involved to the number of sources used (which may have owed to the nature of the assignment rather than student ability), and even in this area well over 75% surpassed the third milestone. The department feels confident it is producing students who can engage critically with historical sources and the historiographical literature.

For the third learning outcome, relating to citation, the most recent report (2017-18) shows that 75% of graduating seniors achieved mastery of several, but not all, of the subgoals, particularly relating to their citations of texts and use of bibliographies. However, the study shows the quality of their footnotes was generally poor, with 55% reaching the third and fourth milestones combined and almost 40% stuck at the second milestone. This is actually a regression from the level of achievement in HIST 100, where over 70% of students reached or exceeded the third milestone. It appears students do a reasonable job writing footnotes in HIST 100, but forget those skills by the time they reach their final semester.

Overall, the department feels it is doing a good job training history majors in the core skills of the discipline: reading, writing, and the use of evidence. However, developing an argument remains a challenge for a good number of our students, so we should strive to address this problem directly. Likewise, our students lack the opportunity to practice producing accurate footnotes after the introduction of this skill in HIST 100. Since these issues became clear through the assessment process, the department has begun to encourage its majors to meet the university's Writing Intensive requirement in a History elective course (normally taken between HIST 100 and HIST 197), where the use of footnotes can be practiced and reinforced. Some of the Writing Intensive courses in other disciplines lack the rigor necessary for our majors, while also failing to provide support for our discipline's standards of citation. The department may want to consider making a Writing Intensive course in History a requirement for the major.

As an aside, it is interesting to note that over the past six years (Spring 2014 through Fall 2019), average student evaluation scores across the department have risen fairly steadily. Whereas in Spring 2014 students rated History courses at 4.33/5.0, by Fall 2019 that average stood at 4.43/5.0. The increase in evaluation scores has been quite steady, with all the scores of 4.4 or higher occurring since Spring 2017. While these evaluations alone do not signify all that much, when taken with the positive assessment data, they seem to indicate that students are not only satisfied with our courses, but also that they are learning something as they progress through the major.

C) Graduation and Retention Rates: History BA

Likely due to university and college efforts (particularly structured scheduling), History majors have moved towards taking heavier loads over the past several years. In Fall 2018, History majors exceeded the university average of students taking a full load of 15 units or more by 5 points (45% vs. 40%); this represents a significant shift from Fall 2011, when only 22% of our majors fell into this category, and 22% were taking fewer than 12 units (more than the university's average of 17%).³ This rising number of units taken in a given semester, along with first-year students arriving with more AP credit (occasionally 15 or even 30 units' worth), as well as other measures undertaken by the university, have helped to increase graduation rates, although they may also be causing a rise in the dropout rate, a concerning development.

The graduation rates for History majors have seen significant improvement since 2005. Of the first year students who began at Sac State in that year, only 3% graduated within four years, and 32% within six. That class stands out in the data as an outlier, however. Setting aside the exceptional year of 2005, the average four-year graduation rate for the classes of 2006 through 2015 has been 20.7%, with the recent incoming classes of 2012, 2014, and 2015 all exceeding the average. The most recent incoming class in the data set (2015, who graduated in Fall 2018) saw the four-year rate hit a full 50%. The six-year graduation rate averaged 53.6% for the classes of 2006 through 2013, and one imagines this will continue to rise.

Transfer students have seen similar improvements. The average two-year graduation rate for the classes of 2005 through 2017 is 25.9%; as with the first year students, the classes exceeding that average are all in the recent past: 2011, 2014, 2015, 2016, and 2017 (with 2017 seeing the highest total, 39%). Likewise, the four-year graduation rate has also increased in recent years, with the classes of 2011 through 2015 all exceeding the average of 65.4% (and with 2015 seeing the highest total, 76%).⁴

While the increase in graduation rates has been a welcome development, data on our dropout rate do suggest clouds on the horizon. While a trend is not yet clear, it may be that the increased unit loads that allow some students to graduate in a timely fashion are also driving others to drop out

³ "Who Are My Students," <https://csusuccess.dashboards.calstate.edu/public/faculty-dashboard/who-are-my-students> (accessed 12/13/19).

⁴ "How Quickly Do They Progress?" <https://csusuccess.dashboards.calstate.edu/public/faculty-dashboard/student-progress-units> (accessed 12/13/19).

entirely. The average dropout rate for the classes of 2006 through 2015 was 39.9%, with the years above the rate being 2006, 2008, 2010, 2013-15. We find it particularly worrying that while 50% of the class of 2015 graduated within four years, 45% also dropped out. This will mean, at least for this class, that although there has been marked improvement in the four-year graduation rate, the six-year rate will at most reach 55%, not much above the 53.6% average rate for the classes of 2006 through 2013. It also means almost half the incoming class of 2015 History majors have abandoned their college careers. Since we do not yet have a full set of data for the classes starting after 2015, it is difficult to discern a clear trend. However, the dropout rate for the class of 2016 already stands at 38%; if another three majors from this class drop out this academic year, we will again see a 45% dropout rate, an alarming development.

Besides potentially suffering from higher dropout rates, anecdotal evidence suggests students bearing higher student loads are also earning lower grades. This will have concerning consequences for our graduate programs. Our Public History MA program has already had to turn away an otherwise strong applicant—a woman working in the Public History field who needs an MA to advance in her profession—because of a low GPA. The applicant reported that as an undergraduate she had enrolled in a heavier load than she would have otherwise taken because of the incentives offered by the university (another CSU campus). Churning out students faster appears to be undermining their opportunities for career advancement.

D) Alumni Survey Results: History BA

The survey of History alumni conducted by the university produced some impressive results (see 2019 History Alumni Survey), testifying our students' increased satisfaction with the major. Comparing the results of the 2019 survey with the last one, conducted in 2012, shows just how much students' opinion of the History major has improved over time. In all measures of department quality, alumni in 2019 indicated significant increases in their responses over the previous survey (compare with 2012 History Alumni Survey). Ranked from the highest to lowest, large percentages of alumni responded with "very satisfied" to questions about the:

intellectual challenge of the major (54 to 73%) – 19 point increase
overall experience (60 to 73%) – 13 point increase
faculty instruction (62 to 71%) – 9 point increase
quality of courses (53 to 68%) – 15 point increase
class scheduling (46 to 63%) – 17 point increase
preparation for world after college (30 to 39%) – 9 point increase

The History Department is proud that large (and increasing) majorities of its recent alumni feel very satisfied with their overall experience, including the intellectual challenge of the major, as well as the quality of courses and faculty instruction. As department chair, I am particularly pleased to see the very large increase in satisfaction with class scheduling, something to which I devote a good deal of time and energy. We are also happy to see the increase in alumni satisfaction with their preparation for the world after college, although this is clearly an area for improvement. Making a more explicit link between the skills we teach in the classroom and the skills demanded in the workplace would help to address this issue. Employers value the reading, writing, critical thinking, and research skills we develop in our students; we should be more

forthright in letting our students know this on a regular basis. Nevertheless, even in this category, our alumni did give us an improved number, with a large majority (74%) being somewhat or very satisfied with their preparation for the world after college, up from 65% in 2012.

The disconnect between how well students feel prepared for the world after college and how confident they feel in the value of their education is also evinced by the decline in the number of students feeling “exceptionally well” prepared in discipline-specific skills (from 35 to 26%). Ironically, alumni in 2019 expressed increased confidence in all the specific skills identified in the survey over those in 2012, often by large margins. History faculty could be clearer about what skills are specific to our discipline and help cultivate students’ identities as historians to ameliorate this gap. That said, alumni reported being “considerably” prepared (the highest ranking) in the following (ranked from highest to lowest):

critical thinking (69 to 81%) – 12 point increase
effective writing (74 to 79%) – 5 point increase
research skills (77 to 78%) – 1 point increase
careful reading (63 to 77%) – 14 point increase
integrative learning (63 to 77%) – 14 point increase
intercultural knowledge (51 to 73%) – 22 point increase
application of knowledge to new problems (52 to 67%) – 15 point increase
ethical reasoning (41 to 65%) – 24 point increase
foundations for lifelong learning (62 to 64%) – 2 point increase
civic knowledge and engagement (33 to 58%) – 25 point increase
creative thinking (38 to 48%) – 10 point increase
understanding quantitative information (27 to 47%) – 20 point increase
historical methods and practices (32 to 36%) – 4 point increase
teamwork (12 to 30%) – 18 point increase

Impressively, alumni felt considerably well prepared in the fields most closely associated with the discipline of History (critical thinking, effective writing, research skills, careful reading, integrative learning, and intercultural knowledge). The department is delighted to see double-digit increases in some of these areas over the 2012 survey, particularly intercultural knowledge. We are also very pleased with the very strong increases in civic knowledge and engagement, ethical reasoning, understanding quantitative information, and teamwork, areas not always immediately associated with the discipline.

Ironically, alumni did not have high confidence in their knowledge of historical methods and practices (only 36%), mirroring the responses to the question about “discipline-specific skills.” Again, more explicit discussion of what makes our discipline distinct from others would be helpful, as well as a more clearly articulated set of learning objectives for the major. The department is currently considering adopting the American Historical Association’s [Core Competencies and Learning Outcomes](#), which would help reinforce our disciplinary identity for our students. Faculty referring to these learning outcomes in HIST 10, 21, 100, 192, and 197 should aid in giving students a greater sense of disciplinary identity.

Moving forward, the department should also devote energy to increasing students' comfort with teamwork (30%) and creative thinking (48%). A number of faculty are experimenting with the use of Reacting to the Past simulations in their classrooms, which emphasize these two skills, along with others (particularly public speaking). Likewise, our new concentration in Public History will likely increase students' understanding of historical methods and practices (since they do not appear to include research skills in this category, which they rate at a very high 79% confidence), as well as to creative thinking and teamwork.

E) Recommendations for Improved Learning: History BA

As mentioned in previous sections, the department might consider the following to improve student learning outcomes:

- 1) encouraging or even requiring History majors to satisfy the Writing Intensive requirement in a History elective course;
- 2) adopting American Historical Association's Core Competencies and Learning Outcomes as a department and using them in our core courses (HIST 100, 192, and 197) and elsewhere to identify the skills specific of our discipline;
- 3) clearly linking these skills with those demanded by employers;
- 4) increasing students' comfort with teamwork and creative thinking through the adoption of innovative methods (such as Reacting to the Past simulations) and expanding opportunities for public history work.

In addition to these measures, the department is also developing experimental 1-unit discussion sections that would be attached to large lecture courses, in particular the two halves of the US History survey, HIST 17A & B. These courses, which incoming students normally take in their first year, have a high DFW rate (21% and 15%, respectively).⁵ The discussion sections could help provide support for students enrolled in the lecture course in a more intimate setting. Currently, the Peer Academic Resource Center offers Supplemental Instruction sections tied to large courses (including HIST 17A & B), focused on teaching basic study skills. The discussion sections might combine this project with deepened engagement in the course material. If the instructor for the course also teaches these discussion sections, they would provide students an opportunity to work more closely with faculty in their lower-division courses.

Another History course with a high DFW rate is HIST 100. HIST 100 plays a key role in our department's curriculum, introducing students to historical methods and research skills. Unfortunately, it has been a bottleneck in the major, with a 23% DFW rate (average of Fall 2011 through Spring 2019 semesters).⁶ Instructors have historically approached this course with a wide variety of expectations of students, with some in the past assigning as little as an annotated bibliography for the culminating assignment, while others have required a large scale research paper. In 2013, the faculty sought to harmonize expectations for the course, aiming at the

⁵ "In Which Courses Do They Struggle?" <https://csusuccess.dashboards.calstate.edu/public/faculty-dashboard/where-do-they-struggle> (accessed 1/14/2020).

⁶ "In Which Courses Do They Struggle?" <https://csusuccess.dashboards.calstate.edu/public/faculty-dashboard/where-do-they-struggle> (accessed 1/14/2020).

production of a final paper falling between these two extremes. Nevertheless, the DFW rate remains high and the faculty continue to disagree about the function of this course.

Transfer students in particular appear to struggle in HIST 100. One of our faculty has conducted a survey of her HIST 100 students every semester in recent years, and has found that while just about all of them are taking at least four courses, and 60% of them at least five, 90% of them are working at least 20 hours a week and 60% between 20 and 30. Students seeking to drop HIST 100 often report that they are having difficulty managing the balance between their coursework and their jobs, as well as being overwhelmed by the difference in expectations between Sac State courses and those they took at community college. In light of these results, the department will change its advice to transfer students, recommending in general that they wait a semester before enrolling in HIST 100. Interestingly, a statistical survey of students enrolled in our online section of HIST 17A also reveals that transfer students struggle with that course as well, reinforcing the notion that Sac State courses tend to make higher demands on students than the community college courses.

In Spring 2019, the History Department introduced a new course, HIST 10, in an effort to address some of the challenges students appeared to be facing in HIST 100. Students in HIST 100 sometimes struggle to understand that history is not simply the narration of the past, but is rather an interpretation of it. Since all of the lower-division requirements for the major (and most high school History classes) are survey courses in which instructors must cover broad swaths of history in a coherent manner, students generally experience history as narrative, rather than as interpretation. The History Department therefore sought to introduce a course in which students could focus on narrower topics, such as a specific event, and look at it from multiple angles. Such a course would emphasize the interpretive skills necessary for historians to ply their craft and ease students into the historical thinking required in HIST 100. Based on the experience of the faculty member who has conducted surveys of her HIST 100 students mentioned above, those transfer students who took HIST 10 in Spring 2019 did much better in HIST 100 in Fall 2019 than those who had not. While this is admittedly a limited sample, it does suggest HIST 10 provides a strategy for addressing the problems HIST 100 has faced. Although HIST 10 is not a requirement for the major (and would be difficult to require because it would violate the Associate's Degree for Transfer agreements with community colleges), we are able to channel incoming first-year majors into the course through the college's structured scheduling program (Jump Start). We will also be encouraging transfer students and those switching into the major to take HIST 10 before taking HIST 100.

The History Department has also discussed the possibility of creating a 1-unit supplemental course to accompany HIST 100. This course would aim to help students with their writing, a common source of complaint among HIST 100 instructors, and an issue that continually appears in the assessment data for our capstone course, HIST 197. This 1-unit course would focus its attention on developing student's argumentative writing, in support of assignments in the HIST 100 sections offered that semester. This could help mitigate the DFW problem faced by students taking the course.

F) Recommendations for Improved Admissions, Retention, and Graduation: History BA

As university data show, the History major has grown over the last six years, as have graduation rates. However, as noted above, the retention rate remains a serious concern. We hope that the measures listed in the previous section, if adopted, will help to improve the retention rate. It might also be wise to consider students' off-campus responsibilities when advising them on the number of units to take.

While the History major has grown in size since the last program review, it could do more to retain incoming students not just in the university, but also in the major. Of 57 first-year students who entered as History majors and graduated in 2017, 2018, and 2019, only 25 (44%) earned a History degree; most of the remainder migrated to other social sciences (Communications, Political Science, Criminal Justice, Social Work, Social Science, and Psychology). The History Department should consider ways of retaining these incoming first-year students more effectively. It may be that the large size and general nature of our introductory survey courses may be alienating to many students. Encouraging more students to take the HIST 21 First-Year Seminar and HIST 10 in their first year might help give students a broader perspective on History and a sense of community, helping to anchor them in the department. The faculty should also consider other ways of fostering greater community among its incoming majors in an effort to retain them.

While the department loses most of the students arriving as History majors, it more than makes up for the losses with gains from other fields. Of the 68 students who graduated as History majors in 2017, 2018, and 2019, only 37% began as History majors (the same 25 students mentioned above), while a good number of students migrated into the major from other fields, mainly in STEM disciplines (Pre-Nursing, Civil Engineering, Computer Science, Chemistry, Mathematics, and Biology), although a few students came to us from social sciences like Criminal Justice and Political Science and from the pool of undeclared students.⁷ The History Department could do more to recruit majors from among the undeclared students. The Public History concentration—focused as it will be on making direct connections between the History degree and specific occupations—may attract more majors, as may a more concerted effort to promote the distinctiveness of our discipline and its relevance to a wide variety of non-history careers.

III – Graduate Assessment: History MA

A) Program Learning Outcomes: History MA

On the recommendation of Amy Liu, Director of the Office of Academic Program Assessment, the History Department adopted the following lean, skills-based set of Program Learning Outcomes (PLOs):

- 1) Formulate a scholarly thesis in response to major historical and/or historiographical questions.
- 2) Effectively reference primary and/or secondary source material to substantiate a historical argument and appropriately document historical sources following disciplinary standards.

⁷ “What Paths Do They Follow,” <https://csusuccess.dashboards.calstate.edu/public/faculty-dashboard/what-paths-do-they-follow> (accessed 12/13/19).

- 3) Use historical or relevant theoretical approaches effectively to synthesize and analyze source material in a clear and engaging manner.
- 4) Effectively document and cite all primary and secondary sources in accordance with the Chicago Manual of Style.

These skills do not represent the broader set of methods and practices of historians, but they do provide the Graduate Committee with discrete learning outcomes that it can evaluate in a standardized fashion. The History Department aims to have all students achieve competence or mastery in all four PLOs.

B) Type of Assessment & Results: History MA

Our most recent assessment of students in the History MA concluded that the majority of students (5 of the 7 studied) demonstrated competence or mastery in all four PLOs. One student fell just below expectations only on PLO 1, while the other missed on all the PLOs. This assessment indicates that we should to strengthen our training earlier in the program and in HIST 209 related to the development of historical arguments and expression of disciplinary knowledge.

C) Graduation and Retention Rates: History MA

Over the past six years (Fall 2014 through Fall 2019), the History MA program has admitted 90 students (an average of 15 per year). Of these, 37 have completed their degrees (41%), taking on average 5.6 semesters. Another 35 are continuing to pursue their degrees (39%); of these, 11 started the program before Fall 2017 and will therefore take more than the minimum 4 semesters to complete the degree. It appears 18 students have left the program (20%).

D) Suggestions for Improved Learning: History MA

On the initiative of graduate students, the History Department created an annual Graduate Student Research Symposium in 2017. This symposium features panel of graduate students presenting their research along with a prominent historian giving an academic talk. Student presentations have been of high quality and the symposium has given them an opportunity to share their work, contributing to their professional development. The symposium has also hosted outstanding scholars in its three years of existence (Tyler Stoval in 2017, Vicki Ruiz in 2018, and Kelly Lytle Hernandez in 2019), giving students a sense of the world of academia beyond Sacramento State. Continuing this event is a means of highlighting our History MA students' work and building a sense of community among the students.

In an effort to better prepare its MA students for teaching careers, the Graduate Committee has sought to expand the variety of historical fields taught in our graduate seminars. In the coming academic year, the department will be offering graduate seminars in US Colonial History and African History. We believe with the exposure of students to a broader range of historical knowledge, they will have more opportunities to teach in the community colleges.

In addition, in the last few years the Graduate Committee has also expanded their workshop offerings in an attempt to help students preparing to enter the job market, as well as to improve our current students' experience in the program and facilitate their timely graduation. The Graduate Director has improved the graduate student orientation, and now provides a more rigorous workshop for students embarking on graderships in the department, as well as a workshop on applying for PhD programs.

The History MA program can further improve its students' experience by fostering their participation in the Phi Alpha Theta honors society, which allows them to organize events that suit their interests. In Spring 2019, our reinvigorated Phi Alpha Theta chapter hosted the northern California regional Phi Alpha Theta Conference, in which many of our students had the opportunity not only to present their work, but also to help with the organization and logistics of running a conference. The club has continued its work under new leadership in Fall 2019, sponsoring film screenings and tutoring sessions for undergraduate majors, and are planning on sending representatives to the regional conference in Chico this spring. The department would like to support more community-building efforts among the graduate students.

Phi Alpha Theta students also play a leading role in the production of our in-house journal of student History Writing, *Clio*. On the recommendation of the external reviewer on our last program review, Dr. Cheryl Koos, the department created HIST 190/290, a paired course for undergraduate and graduate students to lead the production of *Clio*. In the course, students fill the various roles of an editorial staff, soliciting articles, vetting submissions, raising revenue, etc. Since the establishment of this course, the department's students have been very successful in turning out a high-quality journal. The 2018 edition won first prize in Phi Alpha Theta's Gerald D. Nash History Graduate Print Journal Competition and in 2019 the second prize. The department is very proud of its students' writing and editorial work, and look forward to their continued success.

E) Suggestions for Improved Admissions, Retention, and Graduation: History MA

In terms of admissions, the Graduate Committee now pays greater attention to applicants' goals to ensure they are in line with what our program can offer to them. Therefore, the committee gives preference to applicants who want to teach after graduation or who have other plans for practically implementing the knowledge and experience they acquire in the course of their MA degree. The Graduate Committee is planning to recruit specific pools of potential applicants, such as schoolteachers, by reaching out to their principals, so that we capitalize further on one of the primary strengths of our MA program: training students to become effective pedagogues.

The Graduate Committee made a few suggestions for improving the program in the future. Graduate students have been working as supplemental instructors through the Peer Academic Resource Center for several years, teaching their own small sections of a learning skills course to our diverse undergraduates. This opportunity has done a great deal to enhance their success on the job market. It would be useful to help expand our students' access to teaching opportunities, whether as instructors for the newly-proposed 1-unit discussion sections, or through invitations to give guest lectures on specific topics at our local schools, thus building a bridge between our Program and local primary or secondary education. This is community outreach at its best, and it

constitutes a meaningful means for our students to explore the ways their research and acquired specialized knowledge can serve the wider public.

IV – Graduate Assessment: Public History MA & PhD

A) Program Learning Outcomes: Public History MA & PhD

With the elevation of the Public History concentration to a separate MA degree in 2019, the Public History Committee adopted the following learning outcomes.

Students graduating from the MA Public History program in History should be able to:

- 1) Identify and explain major issues and problems in the practice of public history, with special emphasis on the student's area of specialization (museum studies, archives and manuscripts, oral history, cultural resource management/historic preservation).
- 2) Conduct independent research and analyze and interpret primary and secondary historical materials in the context of professional public history practices and produce professional quality reports and analyses relating to cultural resource management.
- 3) Demonstrate competence in the range of professional skills necessary to work in at least two different specialized fields of public history.
- 4) Successfully apply their acquired knowledge and skills in a professional setting.

B) Type of Assessment & Results: Public History MA & PhD

Until 2019, the Public History graduate program was a concentration in the larger History MA, and therefore was not subject to a separate form of assessment. Given that the PhD students only spend a small part of their time on our campus (usually only a year), and their small number, we have not designed a separate system for assessing that program. The new Public History MA admitted its first cohort of students in Fall 2019 and assessment for the program will begin in Spring 2020.

C) Graduation and Retention Rates: Public History MA & PhD

Over the past six years (Fall 2014 through Fall 2019), the Public History MA program has admitted 65 students (an average of 11 per year). Of these, 14 have completed their degrees (22%), taking on average 4.8 semesters. Another 29 are continuing to pursue their degrees (45%); of these, only 1 started the program before Fall 2017 and will therefore take more than the minimum 4 semesters to complete the degree. It appears 22 students have left the program (33.8%). Unlike the History MA students, who have the option of taking an exam or writing a thesis, Public History MA students must write a thesis; this contributes to the lower completion rate. Several Public History MA students have also received full-time positions in the field as a result of their internships, leading them not to complete their degrees (as happened to one of our students now working for the National Archives in Washington, DC). At the same time, however, despite the thesis requirement, Public History MA students completing the program progress through the degree in a timely fashion.

Over the past six years, two students completed the Public History PhD. One of our PhD alumni is now the head of the California State Railroad Museum and teaches courses in our Public History program. One student is currently enrolled in the program and due to complete her degree in Fall 2020.

D) Suggestions for Improved Learning: Public History MA& PhD

The Public History program needs new hires to meet the needs of our students. Most urgently, the program needs faculty capable of advising theses in the field, as well as to teach public history theory and methods courses at the graduate (HIST 203 and the HIST 282 series) and undergraduate levels (HIST 193, 194, 197C). At the moment, there are only four faculty reading Public History theses, one of whom is on leave for the year. This has meant the current faculty are overwhelmed with thesis projects, and that our lone PhD student has had to put off her exams for a semester to await the return of the faculty member on leave. This situation is unsustainable. Moreover, students have strong interest in subfields currently not addressed by our existing faculty (neither tenure-line nor part-time), especially Digital History, an important and growing subfield. The program would also like to hire a specialist in the crucial subfield of Museum and Curatorial Studies, another lacuna in our program. As the program grows, we also envision the hiring of a specialist in Archival Studies. Moreover, the Public History program needs at least one specialist in the Public History of underrepresented groups in at least one of these subfields to help diversify the profession. History, especially for the general public, has often been narrated from a perspective of privilege; the hire of candidates who have an interest in the experience of the marginalized would be most welcome. An enhanced Public History faculty would aid in the negotiation of a new, more manageable agreement with UCSB related to the PhD with a clearer roadmap for students and more defined examination fields.

The Public History program could also improve learning with the addition of a workspace for students. Most of the current Public History courses require that students do collaborative projects. The History Department does not currently have a space for students to do this work or resources for them such as equipment or technology. This puts a burden on students, who need to compete for other campus spaces, such as library study rooms or space at the University Union, neither of which contain the tools needed. Ultimately, it would be beneficial to relocate the Public History program to the downtown center. Sacramento's downtown is an excellent learning laboratory for public history. Several courses are already taught in this building. The space is also easier to access for our students who are interning or working downtown, which would allow them better access to faculty for mentoring and advising.

Providing students with better exposure to the profession would also improve learning in the Public History program. First, the department should obtain an institutional membership to American Association for State and Local History and National Council on Public History, to give students access to discounted conference rates, webinars, and other professional development opportunities. Second, the creation of a fund to pay stipends for unfunded internships would allow students to select internships based on their particular educational needs rather than financial need. Likewise, the negotiation of more federal internship partnerships would give students greater access to career opportunities across the region and the country.

Finally, the planned Public History Fieldwork class will introduce graduate students to contract historical work, a major area of employment in the Sacramento region, but one not well represented in our current program.

E) Suggestions for Improved Admissions, Retention, and Graduation: Public History MA & PhD

The Public History program would like to expand its recruitment strategy. The department currently sends brochures and posters targeted undergraduate programs, but running information sessions, even at local schools like University of the Pacific and UC Davis, would do a great deal to attract students. The program should also undergo a branding process to make its work in the community more visible and recognizable. Unfortunately, the Public History faculty in the department lack the time to devote to recruitment. The program director needs the budget and time for recruiting to make campaigns successful. Faculty hiring, as well as the hiring of dedicated administrative support, will be essential to recruiting efforts. Overall, the Public History MA program must improve its recruiting efforts to increase its diversity. The field of Public History is in great need of practitioners from underrepresented and minoritized groups, particularly in this region. Sacramento State is well placed to meet this need. An annual ask of program alumni to contribute to a fund for new scholarships and stipends for underrepresented students may help in this area, but demands time and resources.

With the anticipated launch of the new Public History concentration in the History BA in Spring 2021, the Public History program anticipates increases in applications and admissions. The expansion of Public History offerings at the BA level within the study period has already increased the number of Sacramento State students applying to the Public History MA program. The development of a Public History blended program, essentially a five-year program where a student would complete a BA and MA in Public History concurrently, is one avenue to increase future enrollments. Creation of pipeline programs into the Public History MA with other CSU campuses that have undergraduate Public History programs such as Chico State, Fresno State, CSU San Bernardino, and CSU Fullerton, would also likely yield an increase in admissions.

In terms of retention, the three primary reasons that students do not complete the Public History MA are 1) that they obtain a job in the field based on their coursework and internships, obviating the immediate need to complete the degree, or 2) they complete a culminating project but struggle to write the accompanying thesis, or 3) financial difficulties. Better support programs are necessary to improve retention, including mental health and academic support. Newly instituted thesis workshops and culminating experience accountability measures may help, but are in their first year of implementation. Encouraging students who struggle with anxiety, depression, and food and housing insecurity to seek assistance through campus programs on a more consistent basis would also improve retention. As in the History MA program, our graduate students increasingly face challenges meeting the expectations for graduate-level writing; the History Department should strategize about means to support writing in both of its graduate programs. The Public History MA program in particular could provide workshops on technical and professional writing, writing resumes, job letters, searching for work, and applying skills in a range of professions. Such programming would necessarily require more Public History faculty in the department to share the burden.

Greater efforts to create community among the Public History students would also aid retention. A Public History workspace in the department could double as community space for the students. Public History depends on collaboration and building community relationships. The students need those relationships to keep motivated, feel they are part of a shared experience, and discuss their struggles and find solutions among peers. The addition of that space alone would likely improve retention rates significantly.

The History Department could also help retain its graduate students by finding ways to celebrate their achievements. In the case of the Public History program, this would involve highlighting the value and impact of their work on the regional community. Our annual Hooding Ceremony, a joint event between the two programs, perhaps could do more to showcase the achievements of students in both programs. Perhaps providing a slideshow of student successes could help in this regard.

Issues surrounding employment, motivation, and accountability constitute the largest barriers to students completing the Public History MA. Students who have completed coursework struggle to maintain focus into the thesis phase. Many are already employed in the field on account of their internships and lose academic focus as the challenges of new jobs take hold. Creating a better community among the thesis students is essential to improving graduation rates. A Public History workspace—where they could write, collaborate on project tasks, and remain connected to their peers—would assist in this. Other initiatives such as creating a thesis writing group, gathering at happy hours, or FAQ sessions tailored to their needs and schedule should keep them on track and accountable over time. The new thesis orientation program, launched in Fall 2019, aims at preparing them for expectations, but once they actually begin writing they need additional support and encouragement. The new requirement for Public History MA students enrolled in HIST 500 to submit a full written thesis chapter to receive credit assists in this area.

Faculty workload currently constitutes an obstacle to Public History MA students' timely graduation. The History Department currently has three available readers for Public History theses. One covers museum projects, one archives, and one preservation and cultural resource management projects. Students who complete projects that cross these lines (as Public History is rarely so easily defined) work with the faculty member most comfortable with the material. There are not enough readers to cover demand. There is currently no compensation for thesis supervision, which falls on top of regular faculty workload. There is therefore intense pressure on Public History faculty, who are nine month, to work twelve months to complete this work, thereby donating a significant amount of their personal time. The workload issue slows response times to queries, reviews of chapters, makes extra mentoring and writing work challenging, and can end up losing some students who do not have the patience to wait several weeks for chapter comments. They may also not have the financial resources to revise over multiple semesters. In some semesters, a single faculty reader may be working on an average of 3 – 6 theses concurrently, sometimes more. Graduation rates will not improve until available Public History faculty, and more with a research field in Public History, are added to the department.

V – Vision for the Future

A) Securing Enrollments

The History Department has relied heavily on two GE/GR categories for about 75% of its enrollments: the U.S. History Graduation Requirement and the World Civilization area in General Education. However, both of these areas have seen declining enrollments. Whereas in Fall 2012, 2,719 students enrolled in American Institutions courses, by Fall 2018, that number had fallen to 2,538, a fall of about 7%. This decline owes in part to the introduction of a competing U.S. History course offered by the Anthropology Department, as well as to the expanding number of students arriving on campus with credit for the AP US History exam. More significant has been the decline of the World Civilizations courses; while in Fall 2012 1,907 students enrolled in these courses, by Fall 2018 that number had fallen to 1,294, representing a fall of 32%. This drop resulted from the merging of the World Civilizations category, in which History offered several courses, into the broader Humanities category. The changes to the GE pattern are regrettable on intellectual grounds. The reinterpretation of the U.S. History Graduation Requirement to include courses not taught by historians—or even faculty trained in the study of the United States in any field (the Anthropology course that now meets the U.S. History Graduation Requirement was introduced by a specialist in South Asian tourism)—is highly troubling. Moreover, the elimination of the World Civilizations GE category now means students can pass through their college education without being troubled to learn anything about the world beyond our borders. Efforts to create a Global Awareness graduation requirement have failed. This development is especially embarrassing for a university claiming to provide a 21st century education.

To address these declining enrollments, especially in our non-U.S. classes, we have begun to expand our representation in other GE areas. In 2019, the History Department introduced a new course, HIST 10 (History's Mysteries) to the Critical Thinking category. In Fall 2019, we enrolled 283 students in sections of this course, making up for some of our losses in the World Civilizations courses. In light of Executive Order 1100, which requires students take an upper-division course in the sciences, the History Department created HIST 104A (Ancient Science) and has plans for additional courses in this area (including Global Environmental History and the History of Epidemic Disease). EO 1100 also eliminated upper-division Personal Development courses, requiring all students to complete the requirement at the lower-division level. We will therefore be moving our HIST 166 (Popular Culture) to the lower-division level to comply with the new guidelines, and anticipate even greater demand for the course. At the same time, it is imperative for us to rethink our World Civilizations courses, which faculty designed to meet the requirements of the old GE category. While our World History sequence does need to provide comprehensive coverage for the purpose of training future teachers, the broad regional surveys (Western, Asian, Islamic, African) need at least to be retitled, if not completely reimagined, potentially around thematic foci. Currently, a proposal to transform the Islamic Civilizations course into a new course entitled Islam and the West is moving forward. With the department encouraging its majors to complete the Writing Intensive Graduation Requirement in a History course, faculty need to consider refreshing and expanding our offerings in this area. The department has introduced three new courses in this area (Latin American History through Film,

Latin American Revolutions, and The Gold Rush) with plans for more (including Indonesia 1965 and American Popular Culture).

The History Department anticipates the need for curricular innovation will continue. With the U.S. History Graduation Requirement now open essentially to all comers (with another South Asianist proposing to teach a course on the History of American Feminism), the department will need to develop more attractive courses than the standard U.S. History survey to draw enrollments. We have a U.S. History of Science and Medicine course and a Mexican-American History course already on the books that we hope will satisfy the U.S. History Graduation Requirement, and are in the process of creating another course on Immigrants in U.S. History that we hope will do the same.

B) Building New Programs

Beyond shoring up our position in the General Education curriculum, the History Department is committed to attracting students to the department through new curricula. The department recently inaugurated an interdisciplinary Latin American Studies minor to appeal to students with an interest in this part of the world, complementing our existing interdisciplinary minors in Hellenic Studies and Middle East and Islamic Studies. The department will also consider the possibility of introducing a new minor in Disability Studies, building from the recently introduced HIST 174A (History of Disability) and a proposal for HIST 174B (History of Madness). At the same time, we are on the cusp of establishing a new concentration in Public History, training students for the wealth of opportunities available here in the state capital, and as a pipeline for our Public History MA and PhD programs. In an effort to appeal to STEM majors, the department will be proposing a GE pathway with courses intended to put STEM studies into a historical context. The new HIST 18 (U.S. History of Science and Medicine) and the proposed HIST 139A (History of Epidemic Disease) courses mentioned earlier are part of this project, as well as the recently approved HIST 175B (Health, Death, and Disease in America).

C) Elevating Pre-Credential Program

The current History BA with Social Science Subject Matter (pre-credential) Program has been a major subplan option for History majors since the fall 2006 semester. Many of the graduates of our pre-credential track succeed in attaining the credential and securing full-time professional employment as teachers throughout the Sacramento region. Based on the enrollment in HIST 198 (the capstone seminar for the pre-credential program), the number of students graduating with Subject Matter Competency Verification in Social Science along with the History BA has rebounded from a low of 5 per semester in 2015-2016 to between 15 and 20 this current academic year. This increase results in part from the department's efforts to "grow" the pre-credential track through collaboration with the Office of Admissions and Outreach, as well as with Sierra College, the source of which the largest contingent of transfer History majors arrive.

Categorized as a subplan (rather than as a concentration) within the History BA, our pre-credential program lacks visibility. This undermines the program in several ways. First, although the program is significantly different from the standard History major, the university does not disaggregate data on the program. It is therefore more challenging to determine

whether pre-credential students take longer to graduate or have a higher dropout rate. Second, without a distinct identity, the pre-credential track is not subject to program assessment. This makes it difficult for us to ascertain how the pre-credential students are progressing towards their learning goals. Third, incoming students are generally unaware of the program on entering the university, and on many occasions university academic advisors have directed students interested in teaching History to the Social Science program; some of these students have subsequently indicated they would have enrolled in the History pre-credential program had they known about it. The History Department will therefore explore the elevation of the pre-credential program to a concentration within the major (or into a new BA degree, if necessary) to grant it a higher level of visibility.

In addition to elevating the pre-credential track to a concentration, the department will also investigate options and best practices for complying with innovations in California's public school curriculum, including Common Core State Standards, content mandated by SB 48 (FAIR Act), and the model curriculum for Ethnic Studies currently being developed by the California Department of Education. At the same time, the California Commission on Teacher Credentialing revised the standards for Social Science subject matter programs in 2010 to encourage more early classroom experience. The department will identify options for students to gain contact hours with youth in secondary-level history classrooms, whether through an internship (HIST 195T), adding service learning to the senior capstone research seminar (HIST 198), or by promoting volunteer or employment opportunities. In an effort to increase collaboration with the College of Education's Department of Teaching Credentials, the History Department will also explore an early start option for the teaching credential program, as well as the possibility of a 4-year Integrated Teacher Education Program (ITEP).

The elevation of the program to a concentration, along with the responsibilities of recruitment, retention, assessment, and curricular reform, among the other elements identified above, will demand a good deal of time. When the department created the pre-credential program, the coordinator received a course release every year to serve as first-contact advisor and to promote and develop the program. Unfortunately, the budget cutbacks of the Great Recession swallowed that support. The current program coordinator has sustained an advising load of more than 100 students for the past few years, and the department would like to compensate her for her work.

D) Increasing Diversity, Equity, and Inclusion

History majors at CSU Sacramento are disproportionately white and male compared to the university as a whole. White students make up 43% of majors, but only 26% of students at the university. Latinx students are slightly underrepresented among History majors (30% vs. 34%), while Asian Americans and African Americans are significantly underrepresented (9% vs. 20% and 3% vs. 6% respectively). Students identifying as "other" made up the same proportion of the major as of the university as a whole (15%). Males comprise 63% of History majors, but only 44% of students across the university. The department would like to attract a more diverse mix of students to the major.

The racial, ethnic, and gender composition of the faculty likely plays a role in the underrepresentation of specific groups. The majority of department faculty in Fall 2019

identified themselves as white (76%) and male (63%), far out of proportion to the student body at the university as a whole as well as in the major.⁸ For the last several years, the department has committed itself to hiring a more diverse faculty; none of the last five tenure-line faculty (representing almost a quarter of the department) hired have been white males, and we expect to continue to hire in specialties where we will have increased chances of continuing this trend. We are currently in the process of hiring a new faculty member in African American History and we hope to hire specialists in Mexican History and the Public History of underrepresented groups next year. The department could make greater effort to recruit a more diverse lecturer pool, which is whiter and more male than the tenure-line faculty. This is particularly important, as lecturers currently teach the majority of our classes (see section G on Hiring below).

Having a more diverse faculty will not be enough to attract students, however. While we have similar percentages of faculty identifying as Hispanic and African American (8% and 6% respectively), the percentages of students from these groups differs dramatically (30% vs. 3% respectively). And while we have no faculty identifying as Asian American, we have more Asian American students among our majors than African Americans (9% vs. 3% respectively). Clearly, students do not choose their major strictly based on the identity of the faculty.

The department could probably attract more non-white and female students through curricular innovation. The department hopes the new Latin American Studies minor will draw Latinx students into classes associated with that program and potentially into the major. New classes included in the minor, HIST 137A (Latin American Revolutions in the Twentieth Century) and 137B (Latin American History in Film), provide topical approaches to the region, which may prove more attractive than the national and regional surveys currently on offer. The department has also recently introduced two new courses, in collaboration with the new LGBTQ Studies minor launched by Women's Studies, that it hopes will draw strong student interest: HIST 131 (History of Sexuality) and HIST 172 (LGBTQ Histories). The department hopes to expand its collaboration with Women's Studies to draw more women into the minor and potentially recruit them as double majors. At the same time, we are planning to propose a joint hire in Chinese History with the Department of Humanities and Religious Studies, which would allow us to offer our two upper-division courses in Chinese History for the first time in years, as well as adding to the curriculum in this region. Curricular innovation has its limits, however. The department has long offered courses in women's history and African American history, yet seen underrepresentation of these groups in the major.

Likely more important than introducing new classes will be to more effectively inculcate values of equity and inclusion across the curriculum, especially in HIST 17A & B, one of which most students across the university take. In Spring 2020, those faculty teaching these courses will form a working group to consider how to implement the newly-proposed learning objectives for the university's Race & Ethnicity requirement, which these classes meet.

While inclusion is critical, it is also important to consider the primary concern of many of our students: will the History major lead to a career? For many of our students, an education in History is synonymous with preparation for high school teaching. Assurances that the skills

⁸ <https://www.csus.edu/president/institutional-research-effectiveness-planning/dashboards/faculty-staff-hr.html> (accessed 12/20/19).

learned in a liberal arts degree are widely applicable in the economy do little for parents and students from disadvantaged backgrounds determined to secure steady, well-paying jobs. We hope the new Public History concentration, focused on training students in skills for particular history-related positions, will help convince a broader cross-section of students of the virtues of a History education.

E) Addressing Workload

Workload has been a major concern of History Department faculty for many years. Per the university contract, each semester Sacramento State faculty carry a 12-unit (four course equivalent) teaching load with a three-unit (or one course equivalent) service expectation, a contractual obligation that has remained unchanged and unchallenged for decades. When that workload was established, the university mandated significantly smaller class sizes than it does today. Undergraduate lecture classes averaged 25-30, while upper division and graduate seminars averaged 8-15 students. Indeed, our classrooms were built to accommodate these smaller class sizes. Since the 1980s, especially during economic downturns, the university administration has steadily raised caps with no serious discussion of returning to the smaller class sizes with the return to a healthy economy. To meet the efficiency target set by the College of Arts and Letters, the History Department now caps single section courses at 40-45 students. Only Writing Intensive courses, our methods class (HIST 100) and the freshman seminar remain at 25-30 students. Graduate classes and a few senior capstone classes run 15-20 students. This represents a significant increase in faculty workload.

The History Department has the highest workload in the College of Arts and Letters, and probably in the university as a whole. The college has mandated that the department achieve a 1.41 efficiency target, which translates into an average of 42.3 students enrolled per 3-unit course, which in turn translates into a 169.2 student load per tenure-line faculty member each semester (teaching a full four courses per term). This is more than double the number of students per faculty member that the department with the lowest efficiency target in the college enjoys, and significantly higher than the 123.6 student average target in our college and the 120-student target mandated by the College of Social Science.

We have had a great deal of difficulty meeting this workload expectation, even with the many double sections of 120 students (see below) our faculty teach, because of the large number of undergraduate and graduate seminars offered by the department. To achieve it, we would need to do one or more of the following: 1) offer more double sections, 2) reduce the number of majors, 3) reduce the number of seminars required in the major, and/or 4) reduce the size of our graduate program. None of these is a practical or acceptable solution. Fortunately, the College of Arts and Letters has acknowledged the high bar set for the department and has discussed lowering the target.

Faculty have tried to be creative in managing their workload by teaching 120-person double sections, effectively creating a three course per semester workload. Courses with high demand (the introductory surveys HIST 4, 5, 6, 7, 8, 17A & B, 50 & 51, plus upper-division lecture courses HIST 111, 112, and 166), have lent themselves to these large class sizes. Until about 2016, this arrangement was available to all tenure-line faculty who wanted it. However, due to

the abolition of the World Civilizations GE requirement, demand in our non-US courses plummeted. Whereas in Fall 2013 we enrolled 1,146 students in lower-division World Civilizations courses (six of them double sections) and offered another two upper-division double sections in this field, by Fall 2019 we enrolled only 316 in the lower-division sections (none of them doubles) and offered no upper-division double sections in this area, either. This means that while eight non-US faculty taught double sections in Fall 2013, none were able to do so in Fall 2019, and were forced to contend with the four-four teaching load in various ways. While some have been able to avail themselves of assigned time opportunities provided by the college and university, these tend to dissipate in economic downturns, unlike the double sections. This has created an imbalance in the department. US historians usually teach three courses (including a double section of HIST 17A or B) and have the opportunity to reduce their load to just two with assigned time or by teaching a triple section (180 students). Non-US faculty generally contend with teaching four separate courses, with the possibility of reducing the load to three with assigned time. While this has not occasioned acrimony within the department, it is cause for concern.

At the same time, the entire model of the double sections—along with the growth of class size more generally—raises serious questions about the quality of the education we provide. Faculty in our Writing Intensive and seminar courses regularly complain about weak student writing skills. This is in large part due to a declining emphasis on writing at both the secondary and postsecondary educational levels, a direct result of growing class sizes. While the university pushes for such “efficiencies,” students suffer. A large body of literature documents the harm done by large class sizes in the name of efficiency. Not only do students receive on average lower grades, they feel disconnected from the university community and are less likely to remain at the university. A 2018 study by Stanford University concluded, “an increase in collegiate class size leads to an increase in dropout rates and a reduction in on-time degree completion.”⁹

History is a writing intensive discipline; regardless of whether faculty are teaching designated “Writing Intensive” courses, all history instruction should be writing intensive and thus all of our courses should be capped at 30. A study by the University of Texas, Austin concluded that the average writing instructor spends 40 minutes per paper per student. A 30-person class thus means a minimum of 20 hours of grading per assignment. If we are teaching four sections of 30 (or a double section of 120 students) our grading workload alone is 120 hours per assignment. If we assign two essays a semester that is 240 hours merely of grading. At our class size of 40-45 students, we ought to spend 25-30 hours per assignment (or 120 hours per semester per assignment for a load of 180 students). For years, the National Council of English Teachers has recommended writing instructors should limit their students to 60 total per semester for effective teaching.¹⁰ Our double sections double that number. In the Spring 2020 semester, tenure-line faculty teaching a full load of classes have an average of 167 students enrolled in their courses, almost triple this recommendation.

The university has adopted the [AAC&U VALUE rubrics](#) and recommendations to establish its baccalaureate learning goals. It has also encouraged departments to embrace High-Impact

⁹ https://www.mitpressjournals.org/doi/abs/10.1162/edfp_a_00221 (accessed 1/31/2020).

¹⁰ <https://cccc.ncte.org/cccc/resources/positions/postsecondarywriting> (accessed 1/31/2020).

Practices (HIPs) that “have been shown to be beneficial for college students from many backgrounds, especially historically underserved students, who often do not have equitable access to high-impact learning.” HIPs include: First-Year Experiences, Common Intellectual Experiences, Learning Communities, Writing-Intensive Courses, Collaborative Assignments and Projects, Undergraduate Research, Diversity/Global Learning, ePortfolios, Service Learning, Community-Based Learning, Internships, Capstone Courses and Projects.¹¹ All of these practices require a significant time commitment on the part of faculty that extends beyond the hours in the classroom. They require the time to get to know students, work individually with students to address individual learning issues, develop networks with community partners for internships and service learning, and develop innovative projects. The History Department is well suited to offer HIP courses. A commitment to reducing class size would substantially improve the odds of integrating HIPs into our pedagogy.

The heavy faculty workload also undermines student advising. While the standard History major is a straightforward degree with a great deal of flexibility, students—especially in the more complex pre-credential major—do need the help of advisors. The department once had assigned time for two undergraduate advisors in the department: one for the standard History BA, and one for the pre-credential track. That assigned time disappeared with the recession in 2008, resulting in increased workload for the department chair and the pre-credential coordinator. The department chair has since assumed responsibility for first-contact advising for both standard and pre-credential majors. The first advising session is often the most extensive and time-consuming, and is sometimes the only advising session a student seeks out. Students switching into the major late sometimes have complicated circumstances, require course substitutions, and in general need greater attention. Consequently, it has simply been easier for the chair to assign the student to himself than to assign them to other faculty members. Furthermore, with the advent of structured scheduling, the chair has taken on responsibility for the standard History majors enrolled in the Four Year Promise program, which requires a higher level of vigilance to ensure the department meets its obligation to graduate the students within four years. Due to these developments, the department chair is now the designated advisor for about 150 students, about a third of the department’s majors, on top of being the advisor for the History minor’s 124 students. In an even worse position is the pre-credential coordinator, who now advises 116 pre-credential students—who have a more complicated major than the standard students—without any compensation. The College of Arts and Letters has recently provided the department with the support of one course release for a Faculty Advising Fellow, which our pre-credential advisor took advantage of in its first year, but as this position rotates through the department, she is again doing this work uncompensated. With the impending addition of a third track in the major (the Public History concentration), as well as new minors, our advising situation will become more complicated.

Another component of History Department workload revolves around the uneven distribution of faculty working with graduate students, especially those who complete traditional theses or Public History thesis projects. In the 2000s, the department compensated faculty with the heaviest load of thesis students with a course release. That support has dried up during the Great Recession while demand, especially in Public History, has remained high. The high quality of

¹¹ <https://www.aacu.org/resources/high-impact-practices> (accessed 1/31/2020).

our graduate training is at serious risk as faculty increasingly opt out of adding additional work to their already heavy loads. Compensation, especially in the form of assigned time would quickly improve the situation.

F) Supporting Public History

The History Department has been actively working to strengthen and expand the Public History program over the last six years, and it has become increasingly apparent that the program will need increased resources from the college to succeed. Originally, the department funded the Public History Director's responsibilities for recruiting and advising Public History students, as well as scheduling and assessing the program's courses—along with supervising internships—with one course release generated by students enrolled in the internship courses at the undergraduate and graduate level. However, the responsibility for internships has mushroomed enormously under the university's recently expanded and overzealous enforcement of CSU Executive Order 1064, which requires the negotiation of legal agreements with each of our internship partners (an ongoing task given the number and diversity of the program's internship partners). The department recently negotiated with the college for an additional course release to support the Public History Director's recruiting, advising, assessing and scheduling responsibilities (in parallel to the assigned time given to the Director of the History MA program for these same tasks). However, in addition to the routine work of administering the Public History MA and PhD programs, the director also has a great deal of responsibility for curricular work. After discovering that the Public History MA program had never been officially recognized by the Chancellor's Office as a distinct degree from the History MA and was out of compliance with CSU Executive Order 1071—much to our surprise, given that a Public History MA degree had been listed in our catalog for decades—the work of creating the new MA degree fell to the Director of Public History. She has also had the responsibility for developing new courses for the Public History MA program, along with creating the soon-to-be-approved Public History concentration within the History BA. On top of this work, the PhD agreement with UC Santa Barbara needs a major overhaul to make the program clearer and more workable for students. In addition to this, the director also takes a greater role in scheduling the program's classes, given that unlike the History MA program, the Public History program employs working professionals on a part-time basis for several of its courses. Likewise, the Public History program also naturally contributes the majority of the departments' community engagement projects (in fulfillment of President Nelson's Anchor University initiative), requiring the cultivation and maintenance of relations with community partners, both with the purpose of expanding our internship opportunities, as well as providing students with thesis projects. The nature of Public History projects, which frequently involve the creation of physical infrastructure (exhibits, signage, etc.) and student travel for research, also necessitates the director to undertake fundraising and grant applications. Moreover, given the lack of Public History faculty, the lion's share of mentoring Public History students also falls on the director's shoulders, whereas this responsibility is distributed more widely across the faculty for the History MA students.

In addition to hiring more Public History faculty to assist with these responsibilities, it would be helpful for the department to hire a dedicated staff member to support the Public History program specifically. This staff member could help with the large responsibilities of maintaining the program's web and social media presence, essential to recruitment, as well as community

relations and assisting with student advising at both the undergraduate and graduate level. Without these investments in the program, the program will decline significantly in the next five years and cease to be viable.

G) Hiring New Faculty

The History Department has 22 tenure-line faculty and 2 full time lecturers (12 of them specialists in US History, 6 in Asian and African History, and 6 in European History), complemented by roughly 25 part-time lecturers. Although the university's tenure density formula indicates the History Department is well staffed with tenure-line faculty, we disagree. Lecturers regularly teach the majority of our students. In Spring 2020, for example, lecturers are teaching 57% of the sections offered by the department and 56% of students; in Fall 2019, those numbers were 61% and 60% respectively. The tenure density formula fails to account, among other things, for the administrative activities and scholarly productivity of our faculty, and thereby underestimates the number of tenure-line faculty not teaching in any given semester. In the current academic year, for example, we have five tenure-line faculty out for the entire year: one on sabbatical, one on a postdoc, one on medical leave, one heading the Honors program, and one serving as department chair (a full-time responsibility). Another faculty member took a semester sabbatical, our new endowed chair teaches a 2/2 load, and the remaining faculty received 23 course releases for a variety of scholarly or curricular projects. Altogether, this is the equivalent of almost 9 of our 22 tenure-line faculty being absent for the year. The department needs additional hires so that tenure-line faculty can teach at least a majority of the students in any given semester. Dr. Cheryl Koos, outside reviewer for our last program review, cited this as posing serious problems for student success, impacting as it does faculty ability to mentor and advise students.

We have four areas of critical need:

Public History

We have an urgent need for Public History faculty. While the department has long operated its Public History program with faculty who had limited training in the field, with our ambition to maintain and increase the profile of the program and sustain the PhD, we must prioritize hires in this area. Hiring a specialist in the Public History of Underrepresented Groups would distinguish the department, attract new types of students to the History major, and serve the Anchor University agenda. In keeping with trends in the field, the department also desperately needs specialist in digital history, a rapidly growing specialty within Public History, as well as in the museums and archives fields. Dr. Koos specifically identified the Public History program as a critical area of need.

Teacher Preparation

Given the large number of our majors interested in teaching, the department needs to hire an additional faculty member dedicated to supporting our students. The current director of our pre-credential major advises a large number of students in the more complicated major, negotiates with faculty in other departments over the social science portion of the curriculum, and complies with the demands of state accreditation. The hire in this field would help to teach the program's capstone seminars (HIST 191 and 198), as well as

other courses in their own field of specialty. Dr. Koos specifically identified the pre-credential program as a critical area of need.

Latin American Studies

Given our leadership in establishing the Latin American Studies minor, our department needs to invest in hiring specialists in Latin American History. For several years, the department has relied on part-time faculty to cover this critical area. Given our designation as a Hispanic Serving Institution, we owe our students greater engagement with the histories of Mexico and Latin America. We would therefore like to hire specialists in both of these fields in the near future.

History of STEM

In an effort to develop a History of STEM pathway that will provide meaningful GE courses for STEM majors, the History Department needs to hire a specialist in the History of Science and Technology. The department already has a tenure-line specialist in the History of Medicine, but needs a tenure-line faculty member to develop new curriculum on science and especially technology.

In addition to these four priorities, the department would also like to hire specialists in the following fields: Chinese History (the lack of specialists in this area in our lecturer pool means we have not been able to offer courses in this important field), Legal History (to rebuild our department's reputation as a pre-law major), Agricultural History (with special attention to California History to connect with the region), and African History (to replace our current Africa specialist, who will soon retire).

H) Improving Facilities

The History Department suffers from a lack of adequate space, undermining department culture. Like many departments on campus, we do not have enough office space to house our current faculty adequately and in one location. While each tenure-line faculty member has a small office, the department's lecturers are crammed into insufficient space. In Fall 2019, for example, most of the department's lecturers—teaching the equivalent load of 13.8 full-time faculty members—occupied 11 faculty workspaces. This does not include another three lecturers who did not have department office space allotted to them at all, and another two who shared offices with tenure-line faculty members. This arrangement is not just inconvenient for the lecturers, but makes arranging office hours difficult. This problem will only become more acute with time; we expect a new tenure-line faculty member to join us in Fall 2020, taking one of those faculty workspaces away from the lecturers. The department hopes to convert a department storage room into another office, although it will take time to sort through the contents of the room, scan records that need to be preserved, dispose of obsolete paperwork and equipment, and refurbish the space appropriately.

Besides the shortage of office space, the distance between our offices and our classrooms poses problems. Unlike other departments in our college that have classroom and office space in the same building, the department office and most of the faculty are located in Tahoe Hall, while most of our classroom space is a several-minute walk away in Brighton Hall. In addition to

being a problem for faculty experiencing difficulties with mobility, it also hampers department culture. With our offices at a significant distance from our classrooms, students infrequently visit office hours and rarely congregate in the department. The lack of any social spaces in our department compounds this problem. Whereas students in other departments have access to student lounges and workspaces, our department has none. Nor do we have suitable meeting space for faculty. We share a small conference room with Political Science that is suitable for committee meetings and graduate student exams, but is too small even for graduate seminars, much less department meetings. This lack of space undermines the department's ability to arrange events at short notice, keeps most of the faculty confined to their offices, and limits the number of students who visit the department, all of which undermine a sense of community within the department. And as outlined in the discussion of the Public History program, the lack of a dedicated work space for Public History students is undermining those students' ability to complete their projects.

Our new endowed chair has proposed creating a Shattuck Room in the library to house the Shattuck book collection and to serve as a dedicated meeting and seminar space for the department. Such a room would go a long way towards addressing some of the pressing concerns identified above.

2012 History Alumni Survey Results

603 Surveys Distributed - 142 Surveys Completed - Response Rate = 23.5%

		Frequency	%
Q2. Among the following factors which ONE was the MOST important in selecting your major?	I enjoyed a course I had related to the major.	26	18.57%
	I thought it would prepare me for a career in the field.	27	19.29%
	I had always been interested in studying the major.	68	48.57%
	I heard good things from peers about the major.	1	0.71%
	My coursework at a community college led me to the major.	14	10.00%
	I was impressed with the faculty in the major at Sacramento State.	4	2.86%
	Total	140	100.00%

		Frequency	%
Q3. Please indicate your level of satisfaction with the following: - The quality of faculty instruction you received in your major courses	Very dissatisfied	2	1.42%
	Somewhat dissatisfied	1	0.71%
	Neutral	5	3.55%
	Somewhat satisfied	45	31.91%
	Very satisfied	88	62.41%
	Total	141	100.00%
Q4. Please indicate your level of satisfaction with the following: - The quality of the courses you took in your major	Very dissatisfied	1	0.71%
	Somewhat dissatisfied	6	4.26%
	Neutral	3	2.13%
	Somewhat satisfied	56	39.72%
	Very satisfied	75	53.19%
	Total	141	100.00%
Q5. Please indicate your level of satisfaction with the following: - The intellectual challenge you received in the major	Very dissatisfied	1	0.71%
	Somewhat dissatisfied	7	5.00%
	Neutral	8	5.71%
	Somewhat satisfied	49	35.00%
	Very satisfied	75	53.57%
	Total	140	100.00%
Q6. Please indicate your level of satisfaction with the following: - The ability of the department to schedule classes that would allow you to graduate within a reasonable period of time	Very dissatisfied	5	3.55%
	Somewhat dissatisfied	12	8.51%
	Neutral	20	14.18%
	Somewhat satisfied	39	27.66%
	Very satisfied	65	46.10%
	Total	141	100.00%

Q7. Please indicate your level of satisfaction with the following: - Your overall experience in the major	Very dissatisfied	1	0.71%
	Somewhat dissatisfied	3	2.13%
	Neutral	3	2.13%
	Somewhat satisfied	49	34.75%
	Very satisfied	85	60.28%
	Total	141	100.00%
Q8. Please indicate your level of satisfaction with the following: - The level of preparation you received from the major in relation to succeeding in the world after college	Very dissatisfied	10	7.09%
	Somewhat dissatisfied	12	8.51%
	Neutral	27	19.15%
	Somewhat satisfied	50	35.46%
	Very satisfied	42	29.79%
	Total	141	100.00%

		Frequency	%
Q9. Please indicate how well the curriculum in your program provided you with the following: - The discipline-specific skills needed to succeed in your chosen field	Not applicable	2	1.42%
	Not at all	3	2.13%
	Less than adequately	6	4.26%
	Adequately	35	24.82%
	More than adequately	46	32.62%
	Exceptionally well	49	34.75%
	Total	141	100.00%
Q10. Please indicate how well the curriculum in your program provided you with the following: - Understanding of the methods and practices of the profession	Not applicable	3	2.14%
	Not at all	2	1.43%
	Less than adequately	7	5.00%
	Adequately	42	30.00%
	More than adequately	40	28.57%
	Exceptionally well	46	32.86%
	Total	140	100.00%

		Frequency	%
Q11. To what extent did your major help you develop the following types of knowledge and proficiencies? - Careful reading (Reading is 'the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.')	Very little	1	0.73%
	Somewhat	4	2.92%
	Sufficiently	46	33.58%
	Considerably	86	62.77%
	Total	137	100.00%
Q12. To what extent did your major help you develop the following types of knowledge and proficiencies? - Critical thinking (Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.)	Very little	0	0.00%
	Somewhat	3	2.19%
	Sufficiently	40	29.20%
	Considerably	94	68.61%
	Total	137	100.00%

Q13. To what extent did your major help you develop the following types of knowledge and proficiencies? - Creative thinking (Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.)	Very little	6	4.41%
	Somewhat	20	14.71%
	Sufficiently	59	43.38%
	Considerably	51	37.50%
	Total	136	100.00%
Q14. To what extent did your major help you develop the following types of knowledge and proficiencies? - Understanding and using quantitative information (Quantitative Literacy or Quantitative Reasoning is a competency and comfort in working with numerical data. Individuals with strong quantitative skills possess the ability to reason and solve quantitative problems from a wide array of contexts and situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats [using words, tables, graphs, mathematical equations, etc.]	Very little	19	13.97%
	Somewhat	35	25.74%
	Sufficiently	45	33.09%
	Considerably	37	27.21%
	Total	136	100.00%
Q15. To what extent did your major help you develop the following types of knowledge and proficiencies? - Information literacy and research skills (Information literacy is a set of abilities requiring individuals to 'recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.')	Very little	2	1.48%
	Somewhat	3	2.22%
	Sufficiently	25	18.52%
	Considerably	105	77.78%
	Total	135	100.00%
Q16. To what extent did your major help you develop the following types of knowledge and proficiencies? - Effective writing (Effective written communication is the development and expression of ideas in writing.)	Very little	0	0.00%
	Somewhat	6	4.41%
	Sufficiently	30	22.06%
	Considerably	100	73.53%
	Total	136	100.00%
Q17. To what extent did your major help you develop the following types of knowledge and proficiencies? - Effective oral communication (Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.)	Very little	10	7.35%
	Somewhat	32	23.53%
	Sufficiently	53	38.97%
	Considerably	41	30.15%
	Total	136	100.00%
Q18. To what extent did your major help you develop the following types of knowledge and proficiencies? - Teamwork (Teamwork is behaviors under the control of individual team members [effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions].)	Very little	26	19.12%
	Somewhat	45	33.09%
	Sufficiently	49	36.03%
	Considerably	16	11.76%
	Total	136	100.00%

Q19. To what extent did your major help you develop the following types of knowledge and proficiencies? - Problem-solving (Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.)	Very little	6	4.44%
	Somewhat	26	19.26%
	Sufficiently	62	45.93%
	Considerably	41	30.37%
	Total	135	100.00%
Q20. To what extent did your major help you develop the following types of knowledge and proficiencies? - Ethical reasoning and action (Ethical reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.)	Very little	12	8.82%
	Somewhat	23	16.91%
	Sufficiently	45	33.09%
	Considerably	56	41.18%
	Total	136	100.00%
Q21. To what extent did your major help you develop the following types of knowledge and proficiencies? - Civic knowledge and engagement (Civic engagement is 'working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.' In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.)	Very little	16	11.68%
	Somewhat	22	16.06%
	Sufficiently	54	39.42%
	Considerably	45	32.85%
	Total	137	100.00%
Q22. To what extent did your major help you develop the following types of knowledge and proficiencies? - Intercultural knowledge and competence (Intercultural knowledge and competence is 'a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.')	Very little	1	0.75%
	Somewhat	18	13.43%
	Sufficiently	47	35.07%
	Considerably	68	50.75%
	Total	134	100.00%
Q23. To what extent did your major help you develop the following types of knowledge and proficiencies? - Foundations and skills for lifelong learning (Lifelong learning is 'all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.')	Very little	4	2.94%
	Somewhat	8	5.88%
	Sufficiently	40	29.41%
	Considerably	84	61.76%
	Total	136	100.00%
Q24. To what extent did your major help you develop the following types of knowledge and proficiencies? - The ability to integrate or connect ideas or information (Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.)	Very little	0	0.00%
	Somewhat	8	5.88%
	Sufficiently	42	30.88%
	Considerably	86	63.24%
	Total	136	100.00%

Q25. To what extent did your major help you develop the following types of knowledge and proficiencies? - The ability to apply your knowledge to new situations or problems	Very little	2	1.61%
	Somewhat	12	9.68%
	Sufficiently	45	36.29%
	Considerably	65	52.42%
	Total	124	100.00%

		Frequency	%
Q26. Which of the following best describes your current primary activity?	Employed full time	70	51.47%
	Employed part time	16	11.76%
	Graduate/professional school full time	20	14.71%
	Graduate/professional school part time	7	5.15%
	Military service	1	0.74%
	Not employed, seeking employment, admission to graduate school, or other opportunity	16	11.76%
	Not employed by choice (homemaker, volunteer, traveling, etc.)	6	4.41%
	Total	136	100.00%

		Frequency	%
Q27 Which of the following best describes your career path since graduation? (Check all that apply)	Work in private sector	50	26.88%
	Work in not-for-profit sector	21	11.29%
	Work in public sector "local, state, or federal government"	54	29.03%
	Graduate school	47	25.27%
	Career training or other instruction (non-graduate school)	7	3.76%
	None of the above	7	3.76%
	Total	186	100.00%

		Frequency	%
Q28. How important to your current employer is your undergraduate degree?	Not applicable	12	10.62%
	Not important at all	17	15.04%
	Only slightly important	22	19.47%
	Somewhat important	23	20.35%
	Very important	39	34.51%
	Total	113	100.00%

		Frequency	%
Q29 My current job: (Check all that apply)	Is related to my undergraduate major	39	9.11%
	Uses important skills I gained during college	66	15.42%
	Is related to my desired career path	42	9.81%
	Is work I find meaningful	56	13.08%
	Allows me to continue to grow and learn	55	12.85%
	Pays enough to support my desired lifestyle	44	10.28%
	Pays health insurance benefits	55	12.85%
	Is likely to continue until I wish to leave	59	13.79%
	Not applicable	12	2.80%
	Total	428	100.00%

		Frequency	%
Q30. What is your gender?	Prefer not to say	1	0.74%
	Female	67	49.26%
	Male	68	50.00%
	Total	136	100.00%

		Frequency	%
Q31. What is your age?	Prefer not to say	2	1.47%
	20-24	16	11.76%
	25-29	62	45.59%
	30-34	17	12.50%
	35-39	14	10.29%
	40-44	8	5.88%
	45-49	6	4.41%
	50 or above	11	8.09%
	Total	136	100.00%

		Frequency	%
Q32. What is your racial/ethnic identity?	Prefer not to say	14	10.29%
	African American/Black, non-Hispanic	4	2.94%
	Native American or Alaska Native	0	0.00%
	Caucasian/White	91	66.91%
	Mexican/Hispanic/Latino	15	11.03%
	Asian	4	2.94%
	Pacific Islander/Native Hawaiian	2	1.47%
	Foreign/Nonresident Alien	0	0.00%
	Other/multiracial	6	4.41%
	Total	136	100.00%

		Frequency	%
Q33. Which of the following best describes you in relation to the degree(s) you received from Sacramento State?	I received a Bachelor's degree only	96	71.11%
	I received a Master's degree only	25	18.52%
	I received both a Bachelor's and Master's degree	14	10.37%
	I do not have a degree from Sacramento State	0	0.00%
	Total	135	100.00%

		Frequency	%
Q34. In what year did you receive your Bachelor's degree?	2007	16	15.53%
	2008	27	26.21%
	2009	24	23.30%
	2010	21	20.39%
	2011	15	14.56%
	Total	103	100.00%

		Frequency	%
Q35. In what year did you receive your Master's degree?	2007	5	12.82%
	2008	4	10.26%
	2009	5	12.82%
	2010	14	35.90%
	2011	11	28.21%
	Total	39	100.00%

		Frequency	%
Q36. How would you describe the value of your graduate-level training in history at CSUS?	Not applicable	1	2.63%
	Not valuable	0	0.00%
	Less than valuable	1	2.63%
	Neutral	1	2.63%
	Somewhat valuable	8	21.05%
	Very valuable	27	71.05%
	Total	38	100.00%

		Frequency	%
Q37. What was your culminating requirement:	Thesis	21	53.85%
	Project	6	15.38%
	Exam	12	30.77%
	Total	39	100.00%

	Frequency	%	
Q38. Did your culminating requirement allow you to effectively demonstrate the knowledge and skills you acquired during your graduate program?	Not applicable	0	0.00%
	Not at all	0	0.00%
	Less than adequately	2	5.13%
	Adequately	6	15.38%
	More than adequately	21	53.85%
	Exceptionally well	10	25.64%
	Total	39	100.00%

College of History Alumni


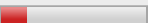



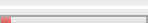
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Total Respondents: 102

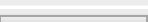
Q1. Among the following factors which ONE was the MOST important in selecting your major?

Count	Percent		
17	16.67%		I enjoyed a course I had related to the major.
18	17.65%		I thought it would prepare me for a career in the field.
50	49.02%		I had always been interested in studying the major.
0	0.00%		I heard good things from peers about the major.
10	9.80%		My coursework at a community college led me to the major.
7	6.86%		I was impressed with the faculty in the major at Sacramento State.
102	Respondents		

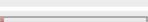
Q2. Did you switch to History from another major?

Count	Percent		
48	47.06%		Yes
54	52.94%		No
102	Respondents		

Q3. Please indicate your level of satisfaction with the following: - The quality of faculty instruction you received in your major courses

Count	Percent		
72	70.59%		Very satisfied
25	24.51%		Somewhat satisfied
3	2.94%		Neutral
2	1.96%		Somewhat dissatisfied
0	0.00%		Very dissatisfied
102	Respondents		

Q4. Please indicate your level of satisfaction with the following: - The quality of the courses you took in your major

Count	Percent		
69	68.32%		Very satisfied
27	26.73%		Somewhat satisfied
3	2.97%		Neutral
2	1.98%		Somewhat dissatisfied
0	0.00%		Very dissatisfied
101	Respondents		

Q5. Please indicate your level of satisfaction with the following: - The intellectual challenge you received in the major

Count	Percent		
73	74.49%		Very satisfied
17	17.35%		Somewhat satisfied
3	3.06%		Neutral
4	4.08%		Somewhat dissatisfied
1	1.02%		Very dissatisfied
98	Respondents		

Q6. Please indicate your level of satisfaction with the following: - The ability of the department to schedule classes that would allow you to graduate within a reasonable period of time

Count	Percent		
63	62.38%		Very satisfied
21	20.79%		Somewhat satisfied
11	10.89%		Neutral
3	2.97%		Somewhat dissatisfied
3	2.97%		Very dissatisfied
101	Respondents		

Q7. Please indicate your level of satisfaction with the following: - Your overall experience in the major

Count	Percent		
72	72.73%		Very satisfied
21	21.21%		Somewhat satisfied
3	3.03%		Neutral
3	3.03%		Somewhat dissatisfied
0	0.00%		Very dissatisfied
99	Respondents		

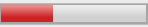
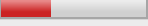
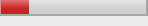
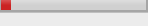
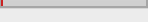
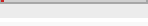
Q8. How satisfied are you with the level of preparation you received from the major in relation to succeeding in the world after college?

Count	Percent		
40	39.22%		Very satisfied
36	35.29%		Somewhat satisfied
12	11.76%		Mixed feelings
12	11.76%		Somewhat dissatisfied
2	1.96%		Very dissatisfied
102	Respondents		

Q9. How well did the curriculum in your program provide you with the discipline-specific skills needed to succeed in your chosen field?

Count	Percent		
27	26.47%		Exceptionally well
41	40.20%		More than adequately
23	22.55%		Adequately
5	4.90%		Less than adequately
0	0.00%		Not at all
6	5.88%		Not applicable
102	Respondents		

Q10. How well did the curriculum in your program provide you with understanding of the methods and practices of the profession?

Count	Percent		
37	36.27%		Exceptionally well
35	34.31%		More than adequately
20	19.61%		Adequately
7	6.86%		Less than adequately
1	0.98%		Not at all
2	1.96%		Not applicable
102	Respondents		

Q11. To what extent did your major help you develop the following types of knowledge and proficiencies? - Careful reading (Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.")

Count	Percent		
71	77.17%		Considerably
19	20.65%		Sufficiently
2	2.17%		Somewhat
0	0.00%		Very little
92	Respondents		

Q12. To what extent did your major help you develop the following types of knowledge and proficiencies? - Critical thinking (Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.)

Count	Percent		
71	80.68%		Considerably
12	13.64%		Sufficiently
4	4.55%		Somewhat
1	1.14%		Very little
88	Respondents		

Q13. To what extent did your major help you develop the following types of knowledge and proficiencies? - Creative thinking (Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.)

Count	Percent		
44	48.35%		Considerably
29	31.87%		Sufficiently
16	17.58%		Somewhat
2	2.20%		Very little
91	Respondents		

Q14. To what extent did your major help you develop the following types of knowledge and proficiencies? - Understanding and using quantitative information (Quantitative Literacy or Quantitative Reasoning is a competency and comfort in working with numerical data. Individuals with strong quantitative skills possess the ability to reason and solve quantitative problems from a wide array of contexts and situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats [using words, tables, graphs, mathematical equations, etc.]

Count	Percent		
42	46.67%		Considerably
30	33.33%		Sufficiently
10	11.11%		Somewhat
8	8.89%		Very little
90	Respondents		

Q15. To what extent did your major help you develop the following types of knowledge and proficiencies? - Information literacy and research skills (Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.")

Count	Percent		
70	77.78%		Considerably
18	20.00%		Sufficiently
1	1.11%		Somewhat
1	1.11%		Very little
90	Respondents		

Q16. To what extent did your major help you develop the following types of knowledge and proficiencies? - Effective writing (Effective written communication is the development and expression of ideas in writing.)

Count	Percent		
73	79.35%		Considerably
16	17.39%		Sufficiently
2	2.17%		Somewhat
1	1.09%		Very little
92	Respondents		

Q17. To what extent did your major help you develop the following types of knowledge and proficiencies? - Effective oral communication (Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.)

Count	Percent		
37	41.57%		Considerably
36	40.45%		Sufficiently
16	17.98%		Somewhat
0	0.00%		Very little
89	Respondents		

Q18. To what extent did your major help you develop the following types of knowledge and proficiencies? - Teamwork (Teamwork is behaviors under the control of individual team members [effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions].)

Count	Percent		
27	29.67%		Considerably
33	36.26%		Sufficiently
23	25.27%		Somewhat
8	8.79%		Very little
91	Respondents		

Q19. To what extent did your major help you develop the following types of knowledge and proficiencies? - Problem-solving (Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.)

Count	Percent		
41	44.57%		Considerably
37	40.22%		Sufficiently
13	14.13%		Somewhat
1	1.09%		Very little
92	Respondents		

Q20. To what extent did your major help you develop the following types of knowledge and proficiencies? - Ethical reasoning and action (Ethical reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.)

Count	Percent		
59	64.84%		Considerably
23	25.27%		Sufficiently
7	7.69%		Somewhat
2	2.20%		Very little
91	Respondents		

Q21. To what extent did your major help you develop the following types of knowledge and proficiencies? - Civic knowledge and engagement (Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.)

Count	Percent		
53	57.61%		Considerably
24	26.09%		Sufficiently
10	10.87%		Somewhat
5	5.43%		Very little
92	Respondents		

Q22. To what extent did your major help you develop the following types of knowledge and proficiencies? - Intercultural knowledge and competence (Intercultural knowledge and competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.")

Count	Percent		
67	72.83%		Considerably
16	17.39%		Sufficiently
7	7.61%		Somewhat
2	2.17%		Very little
92	Respondents		

Q23. To what extent did your major help you develop the following types of knowledge and proficiencies? - Foundations and skills for lifelong learning (Lifelong learning is "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.")

Count	Percent		
58	64.44%		Considerably
26	28.89%		Sufficiently
5	5.56%		Somewhat
1	1.11%		Very little
90	Respondents		


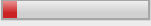
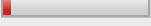
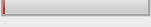
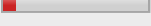
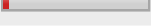
Q24. To what extent did your major help you develop the following types of knowledge and proficiencies? - The ability to integrate or connect ideas or information (Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.)

Count	Percent		
70	76.92%		Considerably
15	16.48%		Sufficiently
5	5.49%		Somewhat
1	1.10%		Very little
91	Respondents		

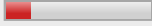
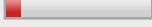
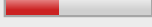
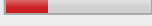
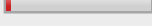
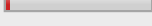
Q25. To what extent did your major help you develop the following types of knowledge and proficiencies? - The ability to apply your knowledge to new situations or problems

Count	Percent		
54	66.67%		Considerably
21	25.93%		Sufficiently
5	6.17%		Somewhat
1	1.23%		Very little
81	Respondents		

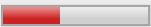
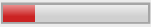
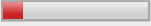
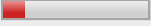
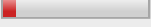
Q26. Which of the following best describes your current primary activity?

Count	Percent		
48	52.17%		Employed full time
9	9.78%		Employed part time
17	18.48%		Graduate/professional school full time
5	5.43%		Graduate/professional school part time
1	1.09%		Military service
8	8.70%		Not employed, seeking employment, admission to graduate school, or other opportunity
4	4.35%		Not employed by choice (homemaker, volunteer, traveling, etc.)
92	Respondents		

Q27. Which of the following best describes your career path since graduation? (Check all that apply)

Count	Respondent %	Response %		
20	25.32%	17.54%		Work in private sector
12	15.19%	10.53%		Work in not-for-profit sector
42	53.16%	36.84%		Work in public sector "local, state, or federal government"
33	41.77%	28.95%		Graduate school
4	5.06%	3.51%		Career training or other instruction (non-graduate school)
3	3.80%	2.63%		None of the above
79	Respondents			
114	Responses			

Q28. How important to your current employer is your undergraduate degree?

Count	Percent		
31	39.74%		Very important
17	21.79%		Somewhat important
11	14.10%		Only slightly important
12	15.38%		Not important at all
7	8.97%		Not applicable
78	Respondents		

Q29. My current job: (Check all that apply)

Count	Respondent %	Response %		
32	41.03%	9.44%		Is related to my undergraduate major
54	69.23%	15.93%		Uses important skills I gained during college
40	51.28%	11.80%		Is related to my desired career path
54	69.23%	15.93%		Is work I find meaningful
47	60.26%	13.86%		Allows me to continue to grow and learn
31	39.74%	9.14%		Pays enough to support my desired lifestyle
33	42.31%	9.73%		Pays health insurance benefits
41	52.56%	12.09%		Is likely to continue until I wish to leave
7	8.97%	2.06%		Not applicable
78	Respondents			
339	Responses			

Q30. What is your gender?

Count	Percent		
42	47.19%		Female
43	48.31%		Male
0	0.00%		Transgender Man
0	0.00%		Transgender Woman
2	2.25%		Genderqueer/Gender Non-Conforming
2	2.25%		Prefer not to say
89	Respondents		

Q31. What is your age?

Count	Percent		
17	19.10%		20 - 24
29	32.58%		25 - 29
22	24.72%		30 - 34
4	4.49%		35 - 39
3	3.37%		40 - 44
4	4.49%		45 - 49
10	11.24%		50 or above
0	0.00%		Prefer not to say
89	Respondents		

Q32. What is your racial/ethnic identity?

Count	Percent		
1	1.11%		African American/Black, non-Hispanic
2	2.22%		Native American or Alaska Native
52	57.78%		Caucasian/White
14	15.56%		Mexican/Hispanic/Latino
6	6.67%		Asian
0	0.00%		Pacific Islander/Native Hawaiian
0	0.00%		Foreign/Nonresident Alien
4	4.44%		Other/multiracial
11	12.22%		Prefer not to say
90	Respondents		

Q33. Which of the following best describes you in relation to the degree(s) you received from Sacramento State?

Count	Percent		
72	80.00%		I received a Bachelor's degree only.
10	11.11%		I received a Master's degree only.
8	8.89%		I received both a Bachelor's and Master's degree.
0	0.00%		I do not have a degree from Sacramento State.
90	Respondents		

Q34. In what year did you receive your Bachelor's degree?

Count	Percent		
18	24.66%		2014
9	12.33%		2015
14	19.18%		2016
9	12.33%		2017
23	31.51%		2018
73	Respondents		



Q35. Did you complete the History precedential BA program?

Count	Percent		
25	31.25%		Yes
55	68.75%		No
80	Respondents		

Q36. In what year did you receive your Master's degree?

Count	Percent		
4	23.53%		2014
5	29.41%		2015
2	11.76%		2016
3	17.65%		2017
3	17.65%		2018
17	Respondents		

Q37. Did you complete the Public History MA program?

Count	Percent		
9	50.00%		Yes
9	50.00%		No
18	Respondents		

External Review Report
Department of History
Sacramento State University
March 5-6, 2020

Dr. Trevor R. Getz
Professor of History
San Francisco State University

Dr. Philip V. Scarpino
Professor of History
Director Graduate Program in Public History
Director of Oral History Tobias Center for Leadership Excellence
Indiana University/Purdue University, Indianapolis

To: Jeffrey K. Wilson, Chair, Department of History:

This report is based on substantive review of the department through in-person meetings with administrators, faculty, and students during a site visit that took place on March 5 and 6, 2020, as well as documents including the department's self-study and report of the Graduate Task Force. As directed, the focus of the review is firmly on assisting the department faculty and the college in achieving their goals for themselves and their students. Nevertheless, it behooves us as reviewers to begin with a brief assessment of the state of the department and its programs.

It is clear from our review that the History Department is an effective, student-focused program that is well run by its leadership and well served by its faculty. Enrollment in History programs is declining across the country, as is overall FTES in History courses. Sacramento State University's history department suffers from many of the same problems afflicting other programs, including a de-emphasis of History in the General Education program. Despite these challenges, overall enrollment in History programs and courses at Sacramento State has remained steady overall and has grown in some cases. This is startling and a clear indication of the dedication and attention of the department and its Chair. Most of all, the History Department has implemented and runs several programs that graduate students who are on direct career paths. These include the Pre-Credential undergraduate program and the Public History MA. The department is to be congratulated for this work and exhorted to continue it.

That said, there are clearly several challenges facing the department. One is workload. It is inconceivable that the department can do the kind of work necessary to improve and expand its programs on a 4/4 teaching load with relatively little reassigned time. And, there is some work to be done. The department itself notes that not all students in its traditional BA/Major course achieve all of the learning outcomes of the program. Even in the Pre-Credential program, students are desirous of additional, early advising. Moreover, there are some additional potential areas of expansion for the department, including serving in-service

teachers at the MA level. The department is working hard to address diversity and equity issues but has a difficult time retaining diverse faculty and, hence, attracting and retaining under-represented minority students. Six-year graduation rates are not increasing, perhaps due to higher unit loads for students. History 100 has a high DFWI rate and may also be lengthening time-to-graduation for some students. The department's student success efforts are hampered by a lack of space to provide students with community, as well as for faculty to meet and collaborate. Some students in the excellent Public History MA program have had to undertake unpaid internships. Finally, the department is in serious need of additional faculty overall.

Despite these challenges, the department is rapidly innovating. The History 10 program to assist students who enter as Freshmen (certified as a Critical Thinking course) is a particularly useful addition to the major and GE program. The department has also led the development of several Area Studies minors. A new minor in Disability Studies may also yield more degree students, and a STEM-focused pathway may increase FTES.

Indeed, none of the challenges listed above are insurmountable, provided the department has the resources (including faculty time) to do the work that is needed. In meeting with graduate and undergraduate students, we heard time and again about the dedication and effort the faculty puts into student success. In meeting with faculty, we encountered a number of plans and ideas that generally map to the items in the self-study. In order to assist the department in reaching its goals, we can make a number of recommendations.

Faculty workload, hiring, retention:

1. The current 4/4 basic teaching load for History Department faculty constitutes a significant obstacle to many of the department's objectives: whether these be hiring and retention of faculty of color, sufficient time to focus on pedagogical and curricular innovations, or early advising. We advise that the College give this issue serious attention and explore possibilities for transforming this situation.
2. We support the department's request for additional faculty. In particular, we believe the department has demonstrated *immediate* needs for a faculty member with expertise in digital history to serve both public history and other students, and a Mexican-American History instructor who can serve an important field for Californian students and a growing Latino/a/x student population. Digital history is an important developmental trend among government and non-profit, history-related organizations. Lack of preparedness in digital history will put graduates of Sacramento State's public history program at an increasing, competitive disadvantage on the job market.
3. The College and the University should commit to hiring/incentive packages (e.g., salary, released time, summer support) that will facilitate attracting and retaining faculty of color in the History department. Recruiting a diverse student population and assisting them to graduation requires a diverse workforce. Once hired, faculty of color are called upon to do a great deal of additional labor supporting students and in university-facing service. This extra labor is often uncompensated. In a job market for historians that is generally "flat," or even stagnant, faculty of color represent an exception. As

departments around the nation seek to diversity their faculty, Sacramento State has lost colleagues from faculty of color (and underrepresented groups) to universities who lure them away with better offers and working conditions. Attracting and retaining faculty of color (and faculty from under-represented groups) will not only require a commitment from the department but also from administrators at the College and University levels.

4. The pre-credential program in particular is highly structured, and students wishing to enter a credential program face a great many obstacles. Additional reassigned time would assist the director of the pre-credential program to advise students.

Undergraduate curriculum and student success:

5. History 100 appears to constitute an obstacle to student progress and graduation rates. This is a problem that is reproduced at many other institutions, and largely has to do with student preparation, especially for newly-arrived transfer students. That said, students did reveal that the course contents for History 100 vary dramatically in some cases. Generally (and appropriately) a methods course, it is sometimes taught as a historiography course. We recommend the department discuss ways to standardize the course and study possibilities for lowering DWFI rates and supporting students in innovative ways.
6. Once students complete History 100, in many cases they do not undertake research-based skills practice until their culminating experience. As a result, many students have indicated they are unprepared, and department statistics reveal that some students do not achieve program learning outcomes upon departure. We recommend the department discuss ways to scaffold skills practice into upper division courses.
7. We are wary of the advantages of pursuing an undergraduate concentration in public history, considering how stretched faculty labor already is and the fact that most careers in this area require an MA degree. While we think that it is advantageous to introduce undergraduate history majors to public history both as a career possibility and as an important way of thinking about the value of history and the connections between past and present, we are dubious that it warrants a full, separate undergraduate concentration.

Graduate curriculum and student success:

8. Graduate students generally receive little or no funding support. Grading positions are not well paid, and students are not given sufficient hours to actually attend the classes for which they are grading. Again, we recognize that this is a problem across the CSU, but we do see it as an obstacle to student success.
9. The Public History MA includes both a thesis and a project thesis. We do not see the advantage of having both requirements, and in combination they raise the workload on public history faculty. We recommend a discussion about the possibility of dropping the thesis. The project thesis or capstone project will provide students with sufficient and appropriate opportunity to conduct research in primary and secondary sources; analyze

and interpret those sources; and communicate the results in a form appropriate for public historians in training.

- 10.** Internships are at the heart of educating and training students the field of public history. With this in mind, we view unpaid internships as a problem. Unpaid, professionally developmental, graduate-level internships exploit the student interns and devalue the intern experience. They also tend to serve as a barrier to students from diverse racial, ethnic, and lower income backgrounds who may not be financially able to accept unpaid internships. We talked to graduate students in the public history program who told us that they were juggling classes and class work, unpaid internships, and additional jobs that allowed them to earn money.

Professional organizations in field of public history have taken stands against unpaid internships. For many years, the National Council on Public History (NCPH), the professional organization that represents public historians who work inside and outside of the academy, has recommended against unpaid internships. In 2008, an important policy document said the following: “Recognizing the value of public history work and the skills possessed by students, every effort should be made to see that interns receive compensation for their work commensurate with the qualifications required for a position.” (See: <https://ncph.org/wp-content/uploads/2010/08/Internship-Best-Practice.pdf>) In December 2017, NCPH announced in its monthly newsletter, “History at Work,” that while it did not yet have an a policy on the practice of unpaid internships, the organization would no longer accept announcements for unpaid internships for posting to its jobs page, which in November 2017 garnered about 20,000 views. The article in “History at Work” stated the following: “We do not accept postings for uncompensated internships, and the NCPH Executive Office reserves the right to determine if an internship meets our standards of ethical compensation.” (See: <https://ncph.org/history-at-work/on-unpaid-internships-professional-ethical-standards-and-the-ncph-jobs-page/>). The American Association for State and Local History (AASLH) is the organization that represents professionals in history-related jobs who work for museums and historical organizations and government agencies nationwide. AASLH is in the process of studying the issue of uncompensated internships and stated the following in its blog on December 14, 2017: “In recent days, several people have newly expressed concerns about the presence of unpaid internships in the history field and about the inclusion of these internship opportunities in the AASLH Career Center. AASLH recognizes the challenges facing individuals embarking on a career in history and that unpaid internships can impede diversity, inclusiveness, and equity and close off pathways into the field. . . . AASLH is in the process of developing a clearer, stronger policy regarding our approach to internship listings in the AASLH Career Center.” (See: <https://aaslh.org/unpaid-internships-field/>).

It is worth noting that there are various models for funding internships practiced around the country. At Indiana University/Purdue University, Indianapolis, we cost-share, paid internships with our community partners.

11. The public history MA serves an industry that is year-round, and students do work (including internships) during the summer. The public history director's position should be a 12-month appointment, and if that is not possible, the public history director should be paid for summer work. Because she is conscientious and cares about the program and her students and relationships with off-campus partners, the director puts in considerable uncompensated time in the summer. Telling her not to work in the summer would be harmful to the program and a refusal to recognize what it actually requires, and what it actually costs, to run a healthy and productive public history program.
12. Attracting in-service teachers to an MA course can be difficult, but shorter programs can address their professional development needs and serve as a gateway to the MA. We recommend the department consider a 12-unit graduate certificate in history education to attract in-service teachers.

Space and other resources:

13. The department needs meeting and collaboration space. This is both a work environment and student success program. We strongly recommend that the college identify a multi-use space for department meetings, student club and socialization, and possibly workspace for graduate students.
14. We agree that the department should hold institutional memberships to the American Association for State and Local History (AASLH) and the National Council Public History (NCPH).

Internal Review Report: History Program, Department of History
Degrees: BA History, MA History, MA Public History, PhD Public History
College: Arts and Letters
Internal Reviewers: Dr. Kimberly A. Gordon Biddle, Child Development Program & Dr. Thomas Krabacher, Geography Program

I. Self-Study

The History Self-Study was submitted in December 2019. It covers the period (AY) 2012-13 through 2019-20 and consists of 30 pages of text plus an additional 18 pages of alumni survey data. Its stated purposes were to (1) review the Program's response to recommendations made by the previous program review and (2) review Program performance in the areas of student learning, student success, and operations; since the previous program review was never completed there were no prior recommendations to which respond to this time around and, as a result, the Self-Study focuses primarily on student learning and success for each of its degree-granting programs. Additional information on faculty scholarship and community outreach is provided, along with an assessment of Program operational needs, and its vision of the future.

The History Program offers a curriculum that aligns with that recommended by American Historical Association. In addition, it incorporates the high-impact practices developed by the Association of American Colleges and Universities designed to enhance student learning outcomes. The Department offers four degree programs, the History BA, History MA, the Public History MA, and a PhD in Public History offered jointly with the History Program at UC, Santa Barbara. Overall enrollment in the Program is strong, particularly for the BA, where the number of majors increased from 383 in Fall 2012 to 471 in Fall 2019. This is notable in that it runs counter to national trends in recent years, where the number of history graduates has decreased by a third. Enrollments in the MA programs have remained stable over the same period, and the Department currently hosts one student in the joint PhD program.

Student Learning: The History Department assesses student learning by means of student performance on program- Program Learning Outcomes [PLOs] developed for each degree program:

History BA: Learning is assessed based on three skills-based PLOs developed in collaboration with the Office of Academic Program Assessment. Results indicate that students pursuing

the undergraduate BA in recent years have satisfactorily met expectations for two of the three outcomes. The Department nonetheless acknowledges that students have scored less than satisfactorily in the areas of thesis work and argument development. This is targeted for future improvement.

History MA: The Program uses four skills-based PLOs to assess student learning. Although the number of students surveyed (seven) was small, results [five out of seven] indicated that a majority of students have demonstrated competence in the four PLOs. Based on the cases of the two students whose performance did not meet expectations, the Program has proposed strengthening training in its earlier stages, especially in HIST 209.

Public History MA: Until 2019, the Public History MA was a concentration in the general History MA program and has yet to be assessed separately. As part of that process program learning were created, but assessment of student performance using these outcomes had not yet taken place.

Public History PhD (joint with History program, UC, Santa Barbara): Because the PhD Program has a very small number of students currently on campus [at the time of the Self-Study only one] and students spend only a small part of their time in residence at Sacramento State, the Department has not designed a separate assessment process for the program.

Student Success: The History Program has defined student success primarily in terms of graduation rates, which is also the principal criterion used by both the legislature and the Board of Trustees. Retention and dropout rates, given their impact on graduation rates, were also examined.

History BA: Graduation rates for undergraduate majors have improved significantly over the past 15 years, with four-year and six-year graduation rates currently at 50% and 53.6% respectively. Dropout rates, however, have risen somewhat, making this is an area of concern. Although the data are unclear, there are hints that higher unit loads may be driving some students to leave the program.

History MA: For the six year period preceding the program review (2014-19), 41% of the 90 enrolled students completed their degree in 4.6 semesters, on average. During the same period 18 students (20%) left the program. The Self-Study did not provide data for prior time periods, preventing the identification of possible trends.

Public History MA : In the case of the MA, for the six years preceding the program review (2014-2019) 23% of students admitted completed their degrees, taking on average of 4.8 semesters to do so. During same period 33.8% left the program. The Program attributes the high drop-out rate in part to the program's thesis requirement, but also to the fact that many students accept full-time employment in public history positions, frequently resulting from internship work, before completing the degree.

Public History PhD (joint with UC, Santa Barbara): The joint PhD Program, to date has had too few students Participating in the Program -- two who have completed their degree and one currently enrolled -- to provide a basis for analysis.

For both performance areas, Student Learning and Student Success, the Self-Study acknowledges that room for improvement exists, and suggests strategies by which this might be achieved.

Operations: In its vision for the future, the History Program targets eight areas for improvement or expansion. Three of these – diversity & inclusion, faculty hiring (esp. public history, Latin America), improving facilities (particularly faculty office space) – are also tied to questions of program operations.

II. External Consultant Report:

Dr. Trevor Getz, (Professor of History, San Francisco State University) and Dr. Philip Scarpino (Professor of History, Indiana University/Purdue University) provide a thorough and wide-ranging review of the History Program, focusing, as directed, on assisting the program faculty in achieving their goals for themselves and their students. Following a brief summary emphasizing the Program's strengths – it is an effective, well-run student centered program – The authors then spend the bulk of their report identifying the challenges facing the program and make fourteen recommendations for improvement.

III. Internal Feedback:

The internal input takes into account both the Self-Study and External Consultants' Report. As part of the program review the History Department will be expected to develop an Action Plan for the next six years to address current challenges facing its programs and to implement its vision for the future. To this end, in addition to those of the external reviewers, the subcommittee offers the following suggestions:

Develop 5-year faculty hiring plan addressing prioritized needs.

Develop a strategy for improving Department climate and atmosphere (e.g., preventing implicit bias, micro-aggressions) by working with the Division of Inclusive Excellence, VP Office of Student Affairs, and Office of Faculty Advancement to more effectively recruit, support, and retain faculty and students from underrepresented ethnic minorities and other diverse groups.

Work across the College and University to develop a strategy for alleviating the Department's space needs.

In regard to specific degree programs the subcommittee suggests:

BA History

The Action Plan consider the many recommendations to improve student learning, student success, and operations: (1) revisit History 100 in light of the external consultant comments; (2) have a couple of signature assignments for History 100; (3) consult with Sac State CTL for some pedagogical innovations for History 100; (4) given the positive impact on student performance it has shown so far, prioritize articulation of History 10 with local community colleges; (5) given the Department's resources constraints, make Public History a pathway instead of a concentration; and (6) continue to look at ways of improving faculty advising.

MA History

Have faculty develop a 6-year action plan that engages stakeholders to systematically consider the many recommendations to improve student learning, student success, and operations, among these: (1) support graduate students with more opportunities to build skills needed for future roles (Can the Shattuck Foundation support some student internships?); (2) Seriously consider the external reviewers' suggestion to establish a 12-unit graduate certificate in History Education; (3) explore ways to provide faculty with WTU credit for sponsoring graduate students.

MA Public History

Consider elimination of the thesis requirement to reduce student withdrawals and improve program success (completion) rates. Second, regarding the tendency for students withdraw before completing their degree to take up full-time positions in public history. The Department should acknowledge – and argue -- that even though such actions do not contribute to toward degree higher completion statistics, they are not necessarily evidence of a lack of success. If success is defined more broadly as enabling students to achieve their goals, then the

preparation students acquire during their time in the program that helped them acquire those positions is simply success by a different measure. The Program should consider making a case to this effect.

Nonetheless, the Program should investigate whether there are options, such as more flexible course scheduling that would allow students to complete the MA even while working full-time.

PhD Public History (joint with UC Santa Barbara)

Work more closely with the History Program at UC Santa Barbara (UCSB) to better articulate the student experience between the two campuses. In addition, work collaboratively with the UCSB History program and the Sacramento State Office of Graduate Studies and the Office of Student Affairs to develop a workable plan for program assessment.

* * * *

The Internal Review team also acknowledges the workload issue but notes that this is not specific to the History Department but exists both campus and system-wide, and, as such, will only be fully resolved when this issue is addressed at these levels.

Public History Action Plan

1. Eliminate the MA Thesis (internal & external reviewers): In the next five years the committee will work on making substantive changes to the thesis project requirement. This includes exploring multiple pathways to complete a culminating experience. Rather than eliminate the thesis project, it is more likely that it will be one possibility among several, tied strongly to the student's future career and academic goals. All revision to Culminating Experience will progress with attention to the results of NCPH and AHA surveys on employer expectations for Public History MA graduates including strong performance in written and oral communication.
2. Unpaid Internships problematic (external reviewers): The public history program acknowledges that unpaid internships are highly problematic, an equity issue, and out of step with the state of the field. However, our typical internship numbers, pre-covid, indicated that the vast majority of our students were in paid internship opportunities. In some semesters we reached 90% or higher of interns in paid positions. We often have more internships available than interns to fill them, which means that students gravitate to the paid offerings. Unpaid internships, while offered, are often not filled. Students have the opportunity to complete their program entirely in paid internships when economic conditions are good. In the next five years, we will continue to emphasize to community partners the benefit and necessity of providing compensated internship opportunities. It is not possible at this time to eliminate unpaid opportunities as long as student demand them in areas like non-profit or small local museums, who do not have the ability to pay. Rather, we propose working with the college development office to see if we can create a donor supported internship fund to provide stipends for those students in unpaid opportunities.
3. Make the program more flexible for working students (internal reviewers): It is unclear how the program could be more flexible for working students as most of our students work, a number of them in full time jobs, many of them in the field. All of our courses are after 6pm with exception of paired courses, M-F. In order to be more transparent for our students working in the field, we will create a more formal policy to address how some internship units might be satisfied through on-the-job experience. The upcoming policies from the Faculty Senate and the Chancellor's Office on credit for prior learning will also be consulted as we craft this new policy.
4. Institutional Memberships (external reviewers): We have obtained and will maintain AASLH and NCPH memberships.
5. Celebrate putting students in jobs even if they don't complete degree (internal reviewers): We can add portions to our newly re-launched website that celebrate our Hornets in the field.
6. Work more closely with UCSB on PhD (internal and external reviewers): This is an ongoing process that will need to be addressed with a revision to our joint agreement with UCSB. Both campuses are open to this revision. Along with the revision, new program guidelines will be formalized through our Curriculum Workflow procedure in order to increase transparency for students and clarify procedures for the Office of Graduate Studies.
7. Develop an assessment program for the PhD (internal reviewers): See above. The PhD program currently does not operate within curriculum workflow. It has not been updated for a long time, and does not have clear and measurable learning outcomes or formalized processes needed for assessment on the Sacramento side. This is likely to take at least three years to accomplish as it must start with revising the agreement with UCSB.
8. Hire more faculty (self-study): To build a successful Public History graduate program, the department will need to hire at least three specialists in the field—in particular, a digital historian.

From: [Meyer, Sheree L](#)
To: [Wilson, Jeffrey K](#); [Wallace, Amy](#)
Subject: Re: History Department Action Plans
Date: Thursday, November 5, 2020 3:07:17 PM

Hi Amy,

Thank you again for your patience, as our departments responded to their program reviews and created their action plans.

I have reviewed all three documents from the Department of History and concur with the scope of the action plans. The College will continue to work with the Department of History to achieve its goals and objectives.

Best,
Sheree

Sheree Meyer, Ph.D.
Dean, College of Arts & Letters
Sacramento State
Preferred Pronouns: she/her/hers

From: "Wilson, Jeffrey K" <jkwilson@csus.edu>
Date: Thursday, November 5, 2020 at 2:56 PM
To: "Wallace, Amy" <amy.wallace@csus.edu>, "Meyer, Sheree L" <meyers@csus.edu>
Subject: History Department Action Plans

Hi Amy,

I hope you're doing relatively well under these anxious circumstances.

Please find attached my department's action plans. Sheree has reviewed them and I am now submitting them to you.

Best,

Jeff

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Pronouns: he, him, his