

HSU Academic Program Criteria

Academic Program in History

I. The Vision for Humboldt State University (Limit: 2 pages) [15%]

1. Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.
2. We will be the premier center for the interdisciplinary study of the environment and its natural resources.

The HSU Vision is based upon the study of the discipline of history. The study of history is a critical building block to any understanding of the human condition and the current state of the environment. HSU graduates working in the environment and natural resources will have the historical context in which to approach their work. For example, they should know the history of their subject and will be familiar with the work of pioneering activists like John Muir in conservation and Rachel Carson and her seminal work *Silent Spring*. All History faculty bring this perspective into their classroom, and students taking Institutions courses, teacher preparation courses, and upper-division History courses benefit from this perspective. Currently the department is actively working on restoring our teaching position in environmental history and American Western history. A historian specializing in environmental history will go a long way in supporting the university's mission to become a "premier center for the interdisciplinary study of environment and its natural resources."

3. We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
4. We will be stewards of learning to make a positive difference.

Individual citizens who engage in "informed" action must base their actions upon a strong understanding of the historical context in which they are operating. Fortunately all HSU graduates are required to meet the CSU's Institutions requirements. Most students elect to meet this requirement though taking one of the two halves of the American History survey courses. These courses, consisting of approximately one-hundred years of U.S. history, introduce students to the complex web of history that has created modern American society. This introduction to Americans as a diverse nation is a key element to the education of future leaders. In addition, the History major and the History/Social Science Education major both have a track record of producing graduates who have gone on to make creative changes in society. The History

Department and the Secondary Education Credential Program have had a long tradition of educating student activists. The educational bedrock of an informed citizen who acts to make a “positive difference” in his or her community is the understanding and practical use of the study of history.

5. We will commit to increasing our diversity of people and perspectives.

The Department of History continues to expand course offerings focused upon “increasing our diversity of people and perspectives.” During the last five years the department has hired specialists in the history of China and Asia, Germany and Europe, Mexico and South/Central America. These new faculty members have dramatically increased the width and breadth of History’s course offerings in the diversity of the world’s peoples and perspectives. The History faculty also offers key courses in multidisciplinary cross-cultural fields including International Studies, Francophone Studies, German Studies, Women’s Studies, and Ethnic Studies. In the future we hope to bring in specialists in the Ancient world, Africa and the Middle East. By continuing to expand our offerings and expertise, the History Department continues to show a strong commitment to increasing our diversity of people and perspectives. In addition, a demographic breakdown of the students that the department serves clearly demonstrates that this one of the most attractive majors on campus for students of diverse backgrounds. The department’s demographic breakdown is far more diverse than that of the university as a whole.

II. Demand (Limit: 1.5 pages per option, not including tables) [20%]

A. Internal demand for the degree program and courses in the degree program

1. Headcount Data

Major Academic Year (Fall/Spring) Average Headcount Summary									
Majors_overview_HIST report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
HIST	History	118	109	117	123	146	153	148	142
Total		118	109	117	123	146	153	148	142

Second Majors by Academic Year (exclusive of primary majors)									
Majors_overview_HIST report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
HIST	History	8	11	10	11	11	11	9	6
Total		8	11	10	11	11	11	9	6

Minors enrolled AY Average in History								
minors_enrolled_HIST report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Frosh	1	2	1	2	1	1	0	1
Soph	2	1	2	3	3	2	1	2
Jr	4	5	5	5	5	5	4	2
Sr	8	11	9	19	18	12	6	12
	14	18	16	28	27	19	11	16

Majors by Sex and Ethnicity									
Majors_overview_HIST report generated: 16-APR-08									
SEX	Ethnicity	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Female	Asian	0	1	2	1	1	0	0	1
	Black	1	1	1	1	0	0	0	2
	Hispanic	7	6	6	8	9	10	9	8
	Native Amer	0	1	3	3	3	5	3	2
	White	20	22	28	27	41	36	32	27
	Other	0	0	1	1	1	3	4	6
	Unknown	8	7	11	10	6	9	10	7
sum		35	37	50	49	61	62	57	51
Male	Asian	2	2	3	2	2	0	1	3
	Black	2	0	1	1	3	3	2	2
	Hispanic	5	4	5	5	8	7	6	9
	Native Amer	1	2	3	3	2	3	3	4
	Pacific Is	1	1	1	1	0	0	0	0
	White	54	48	42	48	56	66	62	54
	Other	1	2	3	4	5	3	8	12
	Unknown	20	14	10	12	11	10	11	9
sum		83	72	67	74	86	91	92	91

History (with options) Degrees Awarded (incl. primary and second majors)								
degrees_awarded_B_HIST report generated: 25-JUN-08								
MAJOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
History	38	31	33	38	33	21	38	46
Sum	38	31	33	38	33	21	38	46

History Degrees Awarded by Sex and Ethnicity (incl. primary and second majors)									
degrees_awarded_B_HIST report generated: 25-JUN-08									
SEX	Ethnicity	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Female	Asian	1	0	0	0	0	0	1	0
	Black	0	0	0	0	0	1	0	0
	Hispanic	1	0	2	2	3	1	2	1
	Native Amer	0	0	0	0	0	0	1	2

	White	9	4	5	7	11	5	11	9
	Other	0	0	1	3	1	0	0	1
	Unknown	0	4	0	4	4	3	1	5
sum		11	8	8	16	19	10	16	18
Male	Asian	0	0	1	0	1	0	0	0
	Black	2	0	1	1	0	0	2	0
	Hispanic	1	0	1	1	0	1	2	1
	Native Amer	0	1	0	0	0	2	0	1
	White	21	18	14	16	8	6	17	22
	Other	0	0	1	1	1	0	0	1
	Unknown	3	4	7	3	4	2	1	3
sum		27	23	25	22	14	11	22	28

Minors Awarded by Year in History minors_awarded_HIST report generated: 25-JUN-08								
MINOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
History	4	2	4	0	10	11	9	5

CERTST Certificates of Study Awarded Summary By Year degs_certs_ay report generated: 02-NOV-07									
COLL	CERTIFICATION	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
HS	Museum Studies & Media Disp	0	0	4	1	0	0	1	0
sum		30	19	23	24	37	35	42	24

2. FTES by Course Code

FTES taken in History classes by Majors (AY 02/03 - AY 07/08) course_ftes_smry_HIST report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
HIST	Lower-div	History	15.0	15.6	16.0	19.7	20.7	16.2
		Undeclared	11.5	14.1	11.2	9.7	10.8	11.7
		Biology	5.4	8.0	7.4	7.1	7.5	7.5
		Art	7.7	8.3	9.1	8.0	5.6	5.8
		Psychology	4.7	5.7	5.3	5.3	5.5	5.4
		Business Administration	4.3	3.5	3.3	3.1	4.9	5.2

		Kinesiology	2.6	2.7	2.4	3.1	3.6	4.5
		Wildlife	3.5	3.8	3.2	2.9	3.5	4.2
		English	3.6	4.7	3.8	4.4	5.0	3.7
		Journalism	2.7	3.8	4.4	3.3	3.7	3.7
	Sub-total		108.5	119.8	116.5	117.2	120.9	120.9

HIST	Upper-div	History	31.0	33.3	38.9	42.0	41.0	36.9
		Social Science (Education)-DefunctF08	4.3	4.4	6.1	4.9	5.0	5.6
		Liberal Studies-Elementary Ed	9.7	13.3	10.0	5.5	5.4	5.2
		IS-INTL- International Studies	1.8	1.5	.3	.8	2.2	2.1
		Liberal Studies	3.5	2.6	.8	.2	1.1	1.1
	Sub-total		83.3	81.4	73.9	71.5	71.2	63.1

FTES taken in History classes by Majors (AY 02/03 - AY 07/08)								
course_ftes_smry_HIST report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
HIST	All Levels	History	46.1	48.9	54.9	61.7	61.7	53.0
		Undeclared	17.2	23.7	14.7	10.9	12.4	12.8
		Biology	7.3	8.8	7.6	7.3	7.8	7.8
		Liberal Studies-Elementary Ed	14.2	16.8	13.5	9.9	8.5	7.6
		Social Science (Education)-DefunctF08	5.6	5.6	7.9	6.2	7.4	7.5
Total			206.5	221.9	214.0	197.5	192.2	185.1

3. Service to other HSU program/options

Document other HSU programs/options (including, GE) with required coursework from your program

Other HSU program/option name	Courses required List course number and units	Restricted elective courses List number and units
University Institutions	HIST 110 or HIST 111, 3	
GE Lower Area D		HIST 104, 3 HIST 105, 3 HIST 107, 3 HIST 108, 3 HIST 109A, 3 HIST 109B, 3 HIST 110 HIST 111

GE Upper Area D		HIST 300, 3-4 HIST 301, 3-4 HIST 305, 3-4
DCG		HIST 372, 3-4,—domestic HIST 377,4,—non-domestic
Social Work	HIST 110 or HIST 111, 3	
Peace and Conflict Studies	HIST 105, 3 HIST 350,4 or HIST 375A, 4	
Liberal Studies Elementary Ed	HIST 311, 3	
International Studies		HIST 107, 3 HIST 108, 3 HIST 300, 3-4 HIST 301, 3-4 HIST 309, 3 HIST 311, 3 HIST 312, 3 HIST 344, 4 HIST 348, 4 HIST 350, 4 HIST 375B, 4 HIST 391, 3
Pacific Basin Studies		HIST 107, 3 HIST 108, 3 HIST 338, 4 HIST 339, 4 HIST 383, 3-4 HIST 384, 4
California Studies		HIST 305, 3-4 HIST 383, 3-4 HIST 384, 4
Ethnic Studies		HIST 305, 3-4 HIST 383, 3-4
Women's Studies		HIST 309, 3 HIST 389, 4

4. Comment on the internal demand **FOR EACH OPTION** of the Major. Explain any significant changes in internal program demand over past 7 years. Provide any additional relevant information of internal demand.

History

A quick glance of the numbers makes it clear that there has been a constant increase in demand for the History major at HSU. Seven years ago there were 118 majors and during the AY 07/08 year that number had risen to 142 making History one of the largest and least expensive majors in the college. The numbers reached a high in 05/06 with 153 majors and have since gone to 142. One reason for the change is in the limited number of upper level courses the department has been permitted to offer since then. In the fall of 2005 the department was able to offer eleven upper-level 3-4 unit service and major courses. In the fall of 2007 that number had been reduced to nine, by the spring of 2009 it will be reduced by the college to 5. The fall off makes it hard for those who wish to declare the major to find the classes they need to graduate and many simply hold off until the department can offer the courses they want. For example, in fall 2005, 33 students enrolled in HIST 314, Ancient Greek Civilization and History, a course we will not be able to offer again on a regular rotation until we are permitted to fill our position for an Ancient historian.

History (Education)

The History/Social Science Education degree is a new option at HSU that replaces the old Social Science Secondary Education major. Recently the History department revised this major for several reasons. The old major had no longer met state standards in secondary education and was in danger of losing accreditation by the state. The old major also posed problems for the students. As a multidisciplinary major the students seemed to fall between the cracks and when it came to advising and support and clearly needed a department to call home. This new major offers students a single subject major in History while simultaneously preparing them with essential course work in Economics, Geography, Government & Politics, and Sociology that they need for teaching in Social Science in California. By taking full ownership of the major the department hopes to increase the numbers of students applying to the HSU 5th year credential program and supporting the university's original mission to provide the state with highly qualified educators.

Over the last five years student demand for this program has been so great that the Secondary Education Credential Program has had problems finding classroom placements for all of our applicants. In fact, the Social Science Credential program has grown to be the largest

secondary education credential program at HSU. In 2004 fourteen students applied for this program and the numbers have grown to well over twenty students applying for it each year since 2005.

History Minor

The demand for the minor varies from year to year. For those who love history but do not foresee it as their major career focus, a history minor can be a rewarding option. Because of its flexibility, the history minor may also be shaped to augment a variety of majors.

B. External demand for “graduates” from the program

History

Only a small percentage of history majors go on to be historians; most go on, instead, to become lawyers, librarians, businesspersons, writers, archivists, researchers, teachers, politicians, and even entertainers. Leaders in every industry, from business to the arts, can point to their training as history majors as the starting point for their success. History is one of the finest liberal arts degrees that train graduates to be skilled critical thinkers and communicators. Students who graduate from HSU regularly meet the admission requirements of the best graduate and professional schools in the country. History graduates also find careers in the health sciences, journalism, the law, the ministry, and public service, including politics and philanthropic foundations. While only a small number of history majors become history professors themselves, many become history teachers in elementary and secondary schools. In fact, undergraduate majors can complete the requirements for a credential in California by applying to the Secondary Education Credential Program. Because history students acquire generically useful skills like close reading, the interpretation of evidence, and clear expository writing, and because they learn how to make persuasive arguments, history graduates are always in demand by commercial, financial, educational, and governmental employers.

History (Education)

HSU has built a state-wide reputation for producing outstanding credentialed educators. The demand is exceptionally high and graduates have little problem finding work outside of Humboldt County. This is a major that there is a real demand for in the state of California (if not

in Humboldt County.) By revising this program and giving it a permanent home, the department will recruit many potential educators.

III. Program Quality (Limit: 6 pages, not including tables) [30%]

A. Students

1. For undergraduate programs

History (with options) Mean GWPE Scores (incl. primary and second majors) degrees_awarded_B_HIST report generated: 25-JUN-08								
MAJOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
History	16.9	17.1	16.8	17.1	17.3	17.6	17.0	17.0
Overall	16.9	17.1	16.8	17.1	17.3	17.6	17.0	17.0

Provide evidence indicative of program quality related to student learning (e.g., patterns of student achievements in discipline-specific contexts such as special honors or awards, publications, presentations; passing rates on professional examinations; proportion of students who are admitted to graduate school and/or employed in a disciplinary field; and so on – as appropriate for your discipline).

The department has not had the resources in the past to track graduates, but anecdotal evidence suggests a high rate of acceptance to Masters and PhD programs. In recent years graduates have been accepted at such prestigious institutions as George Washington University, University of Connecticut, and the University of Utah as well as into law schools and credentialing agencies. Jessica Rose-Pedro received the Robert M. Utley Fellowship, a prestigious national scholarship for promising graduate students the Western History Program at the University of Utah. In 2008, Maria Espinoza-Schrock, received a full scholarship to study Latin American and Latino/a history at New Mexico State University. Several have won university and regional awards for scholarship. In the last five years the department has had two graduates named “Man of the Year” at HSU. Since 1956 the department has hosted the Charles R. Barnum History Award to recognize unique and substantial research papers by students into local history. Several of these papers have been revised and published. The department continues to recognize individual students as well. For example, last year the department established the James Hennessey award to recognize outstanding graduates in the field. Faculty have done much to support student

scholarship and in 2004, 2006 and 2008 History students participated in the CSU Conference on Empire with presentations by graduate students and faculty from around the world. In 2006 and 2008, a student from HSU presented a paper at the conference. They are the only undergraduates to ever present at the conference.

B. Faculty

1. Provide evidence of teaching effectiveness and commitment to continuous improvement of teaching. Include, for example, engagement in professional development for teaching (including around campus themes on learning outcomes and diversity, and on accessibility training), program approaches to ensure quality, and/or recognitions, honors, and awards for excellence in the classroom as appropriate for your program.

In the past few years History faculty have not only attended professional development workshops, they have sponsored and promoted them. For example, in February 2008 Professor Pasztor secured the services of noted anthropologist, Bruce LaBrack of the University of Pacific. He gave a workshop to the HSU community entitled “How to Recognize and Respond Appropriately to all the Cultures in Your Classrooms and Offices.” Several have also attended recent workshops on HSU Faculty Technology Accessibility. Faculty have also been active on the university Faculty Learning Community, a regular workshop in which faculty from different departments compare syllabi, techniques and effectiveness. One faculty member has been selected to represent the university state wide as a delegate to the CFA Disabilities Caucus. Another faculty member pioneered the use of student response technology on campus and has served as a resource for other instructors as they adopted it. Additionally, a faculty member was one of the main participants in an exploratory grant from the Chancellor’s office for High Enrollment Low Success courses and is working with other departments in the CSU to expand on this for the future.

The History faculty contribute to the university and department in many unique ways. From appearing on the History Chanel to supporting local school systems, History faculty are engaged in their fields. Two members collaborated with teachers in the community to bring a prestigious Teaching American History (TAH) grant to the university. This funding contributed to continuing education of many northern California teachers. Another faculty member is

running the CSU Council of History Chairs and is the LDTP Coordinator for History for the CSU, and was invited to SFSU to do a program review of their Social Science Education Program.

Since the 1990s the History Department has pioneered self assessment on campus with HIST 493, Portfolio Assessment for Majors. Here students critically assess their progress and skills acquisitions in the history major. In addition, several faculty teaching the Introduction to History course utilize the Humboldt Room and Government Documents section of the HSU Library to engage students in original research. Some of this research has been “published” online at the Humboldt Room website. Finally, the Department hosts a History mini-conference each spring, at which advanced majors present their research to an audience of faculty, students, and community members.

2. Evidence of faculty engagement in scholarship/creative activities and service. (Express as a percentage of full-time or FERP faculty members **affiliated with the program**. For example, if 9 of 10 faculty affiliated with your program gave a paper at a professional meeting in 04/05, then enter 9/10 = 90%.) This table is to be completed by the department.

Scholarship/Creative Activities/Service	05/06	06/07	07/08
At least one peer-reviewed publication or creative product	80%	83%	83%
At least one funded grant or contract related to scholarship	60%	66%	83%
Invited participant or leader of workshops, expert panels, or task forces	60%	66%	66%
At least one presentation (paper, poster, exhibition, etc.) given at a professional society meeting	60%	33%	83%
Professional service activities at a regional or national level	60%	66%	66%
Service on at least one university or college-level committee (at least 1 hour/wk avg.)	100%	66%	83%

3. Provide explanations of the data above and/or descriptions of the patterns of faculty engagement in scholarly and/or creative activities and service as appropriate for your program.

At first glance, the table above looks like an effective tool to quantify the scholarship of departments on campus. For a small department, that might work, but for an average or large sized department, it may be impossible to quantify anything. In History for example since 05/06 four faculty members completed FERP or retired and two others moved on and their scholarship is no longer on record with the department. In addition four probationary faculty have been hired at different points during that period and have been focused primarily on the preparation of new courses. The numbers given here are from the present faculty in the department. In general the department has clear guidelines in its handbook over scholarship for tenure and promotion and the production of the current members of the department is exceptional given the meager resources of the university. Faculty members are expected to be active and productive scholars in their fields and to provide service to the university, their profession and the community.

4. Provide evidence for faculty mentoring of students. Include, for example, approaches to advising, directed study or research, and/or clubs or student professional chapters that involve faculty mentorship.

History faculty maintain close and professional relationships with their students. The department hosts a very healthy History Club that sponsors speakers, historical movie nights and research and conference trips. Faculty have taken students to the annual meeting of the American Historical Association in 2002, 2005, 2007. In 2002 one faculty member took two students to the Library of Congress and the National Archives to do research; on a separate trip they went to the Bancroft Library at Berkeley. The students and faculty have just established a classical history club as well. The department is currently working to establish a chapter of Phi Alpha Theta (national history scholarship fraternity) on campus. Members themselves reach out to the campus to support a great diversity of students. For example Professor Cliver is a mentor for two international students from Xi'an, China. Faculty also help students with special research problems with in-depth independent study. Finally, the department has established a public history internship with Fort Humboldt State Historical site. So far several students have taken part in this.

5. Other evidence of quality indicators related to faculty that may not be listed elsewhere, including, for example, faculty diversity within the program.

The department is dedicated to the university's mission to "increasing our diversity of people and perspectives." Members of the department come from many different backgrounds and perspectives. For example, in at least two families of faculty members English is a second language in their households. The background of the department is also varied and is 50% female and includes veterans as well as those with disabilities. The faculty bring diverse perspectives to the field as well. One faculty member is a socialist, one teaches from a political progressive activist point and another has published widely in military history. Students in the program are not "indoctrinated" into any pre-set political viewpoint; instead they are challenged to carefully examine their own values.

C. Curriculum (differentiate by option, if appropriate)

1. Writing and oral communication learning outcomes
Describe how written and oral communication skills are included in your program.

Writing and oral communication skills are key components to the department's learning outcomes. Several courses focus exclusively on these skills and they are key elements to assessment of the major. For example all majors are required to take HIST 210, Introduction to History. This course is based upon teaching the skills of research, writhing and presentation at an introductory level. Then all majors are required to take at least one advanced four unit history course that includes a ten to fifteen page research paper. In HIST 490, Senior Seminar, the students prepare a twenty-five page primary source research paper as a capstone to their experience. All are also encouraged to take a one unit History Conference course that builds upon their communication skills in an academic environment.

2. Assessment
[Data on program progress with assessment tasks will be provided from the Faculty Associate for Assessment]
Provide 2 examples of how you have used results of assessment of your program's student learning outcomes to adapt, enhance, or affirm your program's curriculum.

Spring 2008 assessment of Writing skills: mechanics, citations, and argumentation

In the spring of 2008 three faculty members reviewed the research papers of students in HIST 210 and HIST. 490. History 210 is a sophomore-level historiography, methodology, research, and writing seminar for History majors and students write research papers. History 490 is the senior-level capstone research seminar for History majors, and students write 25-page papers. In both courses students write multiple drafts/revisions of their papers. All the final papers from each course were assessed. There were fifteen papers from each course. Papers were "scored" on a five-point scale in each category. Each paper underwent a "first reading" by one faculty member and its scores were then confirmed or adjusted by the other faculty member, who did a "second reading." Based upon the results the faculty have opened a discussion on how we can better emphasize citations and writing skills in History 210. The students in the lower division course struggled with basic writing and citation skills while those in the capstone History 490 course were far more competent.

In HIST 493, Portfolio Assessment for History Majors , students critically assess their progress and skills acquisitions in the history major. Each semester the faculty member who aids the students in self-assessment, prepares an evaluative document that is presented to the department. At this point the faculty align outcomes that have been assessed for the year with the HIST 493 observations and make adjustments to the curriculum accordingly. This assessment loop is a key tool that the department uses in decisions to revise course content and curriculum.

3. Accreditation (if applicable)

If the program is accredited, describe the need for this accreditation and its impact on the quality and composition of the curriculum of the program.

The History/Social Science Education path is currently in the final steps of revision for the California Commission on Teacher Credentialing, (CCTC). By completing this major candidates may apply to a 5th year credentialing program and be exempt from taking the state CSET examination. During the last three years several members of the department have teamed to completely revise this major and bring it in line with current state standards for History/Social Science secondary educators.

4. Relevance and innovation

Provide evidence through examples that demonstrate a curriculum that is relevant, innovative, forward looking, responsive to changing trends, and equips students to function in a diverse, global context.

Students of history at HSU find their curriculum relevant to the changing world they live in. One could not begin to understand the magnitude of today's current world events without a firm grounding in history. For example, during this year faculty have had enlightening discussions with students on historical issues that are essential to understanding current events. Students are discussing the last little known Illinois politician who ran for president and ended up drafting the Emancipation Proclamation. It would be impossible to understand the complexity of our economy without looking at economic downturns of the past, up to and including the Great Depression. In addition, how could one even begin to understand America's role in military intervention overseas without knowing the long standing traditions behind it. In short, this field gives students the foundation to work in a diverse and global context.

5. Interactions between graduate and undergraduate programs (if applicable)

If this is a graduate program, what opportunities for undergraduates result (or are lost) by virtue of the graduate program.

N/A

6. Program uniqueness

If your program provides unique educational opportunities or course content that is found at few or no other CSU institutions, please describe this uniqueness.

History

The small teacher/student ratio makes it possible for close working relationships with faculty, something that is missing in all but the best small liberal arts schools. The major is designed not to simply introduce students to the concepts of history, but to make them active, researching and writing historians. This is a "hands on" history major. Not only do students get a chance to work with local, national and international primary sources, they also get opportunities to learn public history through the Fort Humboldt internship.

7. Opportunities for undergraduate scholarship/creative activities/service

HSU History students have been active in undergraduate scholarship and many become involved in professionally related service including internships, publications and research. Since 2002 several undergraduate students have participated in the CSU Conference on Empire with presentations by graduate students and faculty from around the world. Recently two HSU students presented papers at the conference becoming the first undergraduates to do so. Since 1956 the department has hosted the Charles R. Barnum History Award to recognize unique and substantial research papers by students into local history. Several of these papers have been revised and published. Each year the department hosts the annual History Day competition where secondary and high school students from across northern California come to HSU to compete with papers, web sites, posters and other mediums. HSU History students provide the core group of judges and hosts and receive credit for their work. In addition, several faculty teaching the Introduction to History course utilize the Humboldt Room and Government Documents section of the HSU Library to engage students in original research. Some of this research has been “published” online at the Humboldt Room website. The Ericsson photo website is the product of student work in a summer web design class. Finally, the Department hosts a History mini-conference each spring, at which advanced majors present their research to an audience of faculty, students, and community members.

D. Affiliations/Equipment/Facilities/Environment

1. Affiliations

Some academic programs are affiliated with on-campus or off-campus centers, units or institutes that bring important benefits to programs. For any such center/unit/institute, please provide (1) the name of such center/unit/institute, and very brief descriptions of (2) the purpose of the center/unit/institute, (3) the nature of your program's affiliation with the center/unit/institute, and (4) the benefits accruing to your program/major from your affiliation with this center/unit/institute. Units/centers/institutes may be public (HSU, CSU, local, state, federal) or private.

2. Facilities and resources

Provide a brief listing of your most important facilities, equipment and information/library resources, and describe the degree to which the current facilities, equipment and information/library resources affect program quality.

The department and major are dependent upon a healthy, well financed library. With cuts to accessions during the fiscal crises of the last few years--this has had a negative effect upon the major. All major courses are dependent upon library resources. This resource is our "Lab". With such a small circulating collection it is imperative that students continue to have access to interlibrary loan and access to online databases including JSTOR, Project and Muse. We encourage the university to increase funding for collections and online resources like the Congressional Record that is available through Lexis Nexis.

3. Unique local and regional environment

Describe how the program takes advantage of the unique local or regional social, cultural and/or natural environment available to students and faculty at HSU. (Do not include items listed under D1.)

Students are involved in research using local historical resources. HSU history students are known for utilizing the Humboldt County Historical Society, the Humboldt Room at the county library and the collections at the HSU Humboldt Room.

IV. Investments, Revenues, and Efficiencies (Response Limit: 2 pages of narrative, not including tables) [20%]

A. Program Investments

1. Program Investment – Degree Requirements

Enter the total number of required course units (as listed in the catalog) for this academic program, and then the number of required course units for this academic program that are from the primary course code associated with your program. Provide a total for each option if appropriate.

Student Units

Total required Program SCUs History	41	Required Program SCUs in the primary Course Code	41
Total required Program SCUs History/Social Science Ed	54	Required Program SCUs in the primary Course Code	54

Weighted Teaching Units (WTU's)

Total the number of WTUs required to teach 1 section of each of the required courses in the program. If there are lists of restricted electives (e.g., take 1 of the following 3 courses), then choose a representative course from the list. For required S-factor courses, estimate the typical number of WTU's assigned to a faculty member who teaches the course. Again, differentiate by option if appropriate.

Total Required Program WTUs	41	Required Program WTUs in the primary Course Code	41
	54		54

2. Program investment – by Minimum Weighted Teaching Units required to offer coursework so students can make reasonable progress toward their degree.

Complete the table below using the definitions that follow. Include additional columns as needed for additional options.

Total WTU in Course	WTU for GE and service to	WTU for Major Option 1	WTU for Major Option	WTU for Major Option
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Code	other academic Programs		Hist/SSE	3
369	180	189	50	N/A

Total WTU in Course Code: Sum up the total number of WTU that were used to teach courses in the primary course code associated with your academic program over the past two academic years. Exclude remedial courses.

Service to GE and other Academic Programs: Enter the total number of WTU that were used over the past 2 years to meet service demands imposed by students outside the major. (In other word, if 8 sections of Egyptology 301 have been offered over the past 2 years, but if 2 sections over the past 2 years would have been sufficient for the Egyptology majors, then count 6 sections of Egyptology, and the associated WTU, in this category.)

WTU for Major Option (s): Sum up the non-service WTU for the set of courses in the course code associated with your program that you would need to offer over a two year period to accommodate progress toward degree for your program students.

Notes: 1) In programs with multiple options, courses common to the multiple options should be included in all options. Hence the entries to the right of the "Total" entry will not sum to the total. 2) Do not pro-rate WTU's by the percentage of students in a particular section of a course that are majors. Include the course in the count if it must be offered during a 2-year period for students to make progress toward their degree. The 4-year major plan for Freshmen may be useful.

3. Program Investments – by staff allocations.

Estimate the percent of departmental expenditures for staff positions that can be attributed to this academic program. Provide an explanation, as appropriate.

	Major Program
Percent of Staff FTE	5.44

Staff FTE

	1/31/2004		1/31/2005		1/31/2006		1/31/2007		1/31/2008	
HISTORY	Count	Sum	Count	Sum	Count	Sum	Count	Sum	Count	Sum
R07	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00
Total	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00

The budget for History is \$799,625 and the staff budget is \$43,500 and that is equal to 5.44% of the budget. Currently History shares two full time staff members with the Department of Politics.

4. Program Investments – Other annual costs.

Provide dollar estimates for other program costs by the following categories. Annualize periodic costs (equipment purchases or facilities upgrades) as necessary. Include an explanation, if appropriate. Do not include costs for commonly used items (smart classrooms, faculty workstations, etc.).

Category	Estimated Cost
Equipment (including maintenance)	2,618
Instructional Supplies	1,170
Temporary Help (graders, lab assistants, GA's, etc.)	566

5. Program Investments – accreditation [if applicable]

If this program is accredited, describe how this accreditation effects program costs.

The History/Social Science Education pathway is accredited by the CCTC. The cost to the department is minimal. The department currently has a faculty member with release time dedicated to advising the major and faculty members and staff support the graduates in the application process for the credential program.

B. Gross Revenues

Revenue	05/06	06/07	07/08
DEPARTMENTS COMPLETE THIS SECTION			
Fundraising/donations			
Extended Education			
Student fees			
Instructionally Related Activities (IRA)			
Instructionally-related grants			
Grants and contracts to P.I.s			
Other revenues			

Provide an explanation for how these revenues support the academic program.

The department has attracted some limited sources of funding. Currently the department has the following programs and trusts:

- Barnum History Contest 5868.
- HSU History Day 1518.
- Hist Dept Trust 180.
- Gimbel Research Fund 713.

C. Efficiency

1. Efficiency – By SFR for course code

Academic Year Averages	Subject	02/03	03/04	04/05	05/06	06/07	07/08
SFR	HIST	25.18	34.60	39.27	31.31	27.57	25.49
FTEF	HIST	8.20	6.42	5.45	6.31	6.97	7.28

SFR SUMMARY	02/03	03/04	04/05	05/06	06/07	07/08
AHSS	20.36	22.05	21.94	20.61	21.19	22.91
CNRS	15.66	16.90	17.17	16.04	16.82	18.28
CPS	15.12	16.29	15.68	15.22	20.80	25.33
UNIVERSITY TOTALS	17.28	18.65	18.57	17.52	19.32	21.43

Explain any substantial changes in SFR. Also explain why this SFR differs from the college and/or university SFR. What efforts have been made over the past few years by the program to improve this measure of efficiency? Use the data under part IV.E. as appropriate.

The SFR summary for History clearly demonstrates that the major is one of the most cost effective programs on campus. Since the 02/03 year the SFR for History has averaged 30.57 while the University as a whole has averaged 18.79. It is regrettable that our class sizes have increased, but at the same time it is clear that this has had a dramatic benefit to the cost effectiveness of the university. In addition, from 03-06 the chair was supporting the department by teaching an overload and that may explain the change in SFR.

2. Efficiency – Other views.

The Prioritization Task Force will examine the data given under section IV.A and B in terms of the overall production (e.g. number of majors, number of graduates) in the program. Please comment if appropriate.

In 06/07 the department had 142 majors and 46 graduates. It will be extremely difficult to continue this rate of production without filling Dr. McBroome's position. For example, as of the spring of 2009 the department will only be offering 5 upper-division classes while in the past 9 were offered. In addition to students not being able to take courses needed to graduate, without being able to offer upper-level courses in California history the university is in danger of losing CCTC accreditation.

D. Budget cut impacts

Indicate how your program has been affected by recent (since 2002-2003) budget cuts that have directly affected resources for your program (faculty, staff, operating expense) and course offerings (class size, reduced course offerings or options for the major.) Refer to the data included under section IV. E. or in the departmental report as appropriate.

In the past two years class sizes in the two Institutions courses have been brought up from 45 to 75. The only limitation on offering more large sections for Institutions courses is the availability of rooms that have the seating capacity and how many sections the college is willing to pay for. During this period History has gone from offering 11 to 9 courses a year but the overall number of seats has remained the same while FTES for lower level History courses has increased from 108.5 to 120.9. In the past the department also offered 3 sections of lower division D GE that always filled but that number has been reduced by the college. At the same time the number of distinct upper level courses offered each year has fallen off from 17 to 14. As of the spring of 2009 the department has been reduced to only being able to offer 5 upper level courses. Finally, we are flooded each year with complaints by graduating students that they are unable to find the courses in the major they need to graduate due to the drastic cutbacks in course offerings.

E. Additional Data

Course Offerings Profile in History (AY 00/01 - AY 07/08)
class_offerings_HIST report generated: 27-JUN-08

	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Distinct Courses Enrolled	25	22	25	22	19	20	21	22
Sections Enrolled	37	36	41	35	34	33	32	30
Average Section Enrollment	25	27	25	33	31	29	30	30
Distinct Courses Enrolled in History by Level (AY 00/01 - AY 07/08) class_offerings_HIST report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	8	8	7	7	6	7	7	7
Upper-div	16	13	17	13	12	13	14	14
Graduate	1	1	2	2	2	1	0	1
Total	25	22	25	22	19	20	21	22
Sections Enrolled in History by Level (AY 00/01 - AY 07/08) class_offerings_HIST report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	14	15	14	13	13	16	16	14
Upper-div	22	20	24	15	13	15	16	15
Graduate	1	1	4	7	8	2	0	1
Total	37	36	41	35	34	33	32	30
Avg Section Enrollment in History by Level (AY 00/01 - AY 07/08) class_offerings_HIST report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	41	36	39	45	42	36	39	45
Upper-div	17	20	18	27	25	23	20	19
Graduate	5	17	25	21	20	17		4
Total	63	73	82	93	87	75	59	68
FTES in History by Course Level (AY 00/01 - AY 07/08) class_offerings_HIST report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	111.5	108.2	108.5	119.8	116.5	117.2	120.9	120.9
Upper-div	78.2	78.8	83.3	81.4	73.9	71.5	71.2	63.2
Graduate	1.3	2.6	14.7	20.8	23.6	8.8	.0	1.1
Total	191.0	189.6	206.5	221.9	214.0	197.5	192.2	185.2

NOTE: In the above tables all class sections have 2 or more students enrolled. This is done to minimize the influence of independent student sections.

Distinct Courses count each distinct SUBJ/Course-number combination enrolled.

All figures are Fall/Spring term averages. Due to the rounding of average Academic Year counts, the various breakouts may not add to the exact same amounts.

Other Class Offering Breakouts

These examine independent study sections, and sections by different modes of instruction. The Lecture-only sections have only a C1 through C6 mode. The Lab/Activity-only sections have only a C7 through C-16 mode. Other modes and combinations contain the remaining modes or combinations of lecture and lab/activity modes.

Other Special breakouts in History (AY 00/01 - AY 07/08) class_offerings_HIST report generated: 27-JUN-08								
	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Sections with 1 student enrolled	3	6	5	7	6	5	2	4
Lecture only sections	29	32	33	30	30	30	27	25
Lab/Activity only sections	2	1	1	1	0	2	3	2
Other modes and combinations	7	3	7	4	4	2	3	3

Service Courses

The following shows sections which are considered service for either General Education, CWT (Communication and Ways of Thinking), DCG (Diversity and Common Ground), or Institutions Requirements.

Service Course Sections Enrolled in History (AY 00/01 - AY 07/08) class_offerings_HIST report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	11	12	11	11	12	13	11	9
Upper-div	2	1	1	1	2	1	2	1

Service Course FTES in History (AY 00/01 - AY 07/08) class_offerings_HIST report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	102.8	94.7	94.3	109.0	107.7	103.0	103.9	108.9
Upper-div	8.7	7.7	4.9	10.5	10.9	4.1	12.3	8.3

V. Potential (Please complete this section for each option. Limit: 2 pages per option) [15%]

A. Program capacity with existing resources:

1. What is your program's maximum capacity with current resources? Use two metrics to define “capacity”: The number of graduates per year, and the number of FTES generated by courses that are unique to this option, per year.

(Completed by the department)	Graduates per year	FTES in the major option per year
Existing	42	57.3
Maximum capacity with existing resources		

We are currently unable to maintain a sustained level of 42 graduates per year. With the unexpected retirement of Dr. McBroome this spring and next year we will have students struggling to find the classes they need to graduate.

2. If your program is at maximum capacity, proceed to part B. If you have capacity to grow with existing resources, what steps have been taken to increase enrollment? What have been the effects of these steps, and what results are still anticipated?

ENTER COMMENTS HERE

B. Opportunities for future growth or substantial curricular changes

1. What opportunity does the program have for future expansion? Provide evidence for your response.

It is one thing for a university to advocate diversity and the environment and quite another to place the values into action. The History Department is committed to supporting the mission of the university with the addition of an environmental historian of the American West. This new faculty member will not only offer courses in History, but also be available to support the Environment & Community program and the new Environmental Studies major. A historian of the American Environment and West will also be able to support the LSEE major and History/Social Science major by teaching a course on California history--a key element to CCTC accreditation. The department also believes several key areas of history are not being met for our majors. Chief among these is a historian of the Ancient world and a historian of Africa and the

Middle East. Currently HSU has the smallest History department in the CSU system and our lack of specialists (for example, in Ancient Europe) has led to several students that we can document transferring out of the school. The department looks forward to new challenges as well and would be interested in reviving our Museum Studies certificate in order to support NAS in their new program.

2. Describe the curricular changes and/or staffing increases required to accomplish such an expansion?

The environmental position would need no additional funding from the university. The department would like to take the unexpected retirement of a current full professor to create the new position. The department would like to use resources lost with the recent retirement and FERPing of several faculty members to fund an Ancient world specialist. We request additional support to create a position in African or Mid Eastern history. In the next six years or so we will also be needing someone to take over the History/Social Science Education position as well.

C. Impact of augmented resources

Suppose that your program were ranked in a category that recommended augmentation of resources. What would be the impact of augmented resources? (Answer for a 10% augmentation and a 20% augmentation.)

A 10% augmentation may create the funding to fill the Ancient world position and an augmentation of 20% could possibly open up the possibility to fill the position in African or Mid Eastern history.

D. Impact of reduced resources

Suppose that your program were ranked in a category that recommended reduction of resources. What would be the impact of reduced resources? (Answer for a 10% reduction and a 20% reduction.)

As it stands the department has been cut to the bone. Any further level of reduction will result in the layoff of faculty and reduction in the number and breadth of course offerings. We are already losing students due to cuts in the breath of offerings in the program and students in the major would not be able to take courses needed to graduate. Additional reductions would make it impossible to meet student needs for institutions courses and courses required for state education standards. For example, if the university chooses to leave the Environmental, Western US and

California history position unfilled, the university will no longer be able to support the state mandated requirements for the LSEE education major or the History/Social Science Education major in addition to not being able to meet institutions requirements.

E. Impact of program elimination

Suppose that your program were recommended to be discontinued. What would be the impact of program elimination?

Eliminating a major field like History would be unprecedented in the history of the California State University system and would have serious ramifications. The university would lose the ability to offer Senate mandated Institutions courses, (a major issue in accreditation and state funding). In addition the department offers service and support courses for majors across the university and that impact would be immeasurable. Finally, the university would certainly lose accreditation from the California Commission on Teacher Credentialing after discontinuing the History/Social Science Teaching pathway in the major and the LSEE degree. Eliminating History would indicate a complete rejection of the HSU mission and vision.

VI. Additional Information (Limit: 1 page) [up to 5 extra credit points may be assigned to the overall score]

Provide crucial information that is not provided under the previous categories.

ENTER COMMENTS HERE

How many points do we get for having nothing to add?

APPENDIX

HSU *Vision* Statement

6. Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.
7. We will be the premier center for the interdisciplinary study of the environment and its natural resources.
8. We will be a regional center for the arts.
9. We will be renowned for social and environmental responsibility and action.
10. We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
11. We will commit to increasing our diversity of people and perspectives.
12. We will be exemplary partners with our communities, including tribal nations.
13. We will be stewards of learning to make a positive difference.