



COMMITTEE ON ACADEMIC PLANNING AND REVIEW RUBRIC FOR ANNUAL PROGRAM REPORT REVIEW

History: 08-09 CAPR 23 (revised)

NOTE TO CAPR REVIEWER:

Read the Annual Report submitted by the program by visiting the Five-year Reviews and Annual Reports by Department page on the Academic Senate website; find the CAPR document that pertains to the last five year review (e.g. 08-09 CAPR 42). Read this document and identify the main issues raised by CAPR with respect to the five year plan and the goals set for this project in the intervening five years to the next program review. Report back on the program and the degree to which the Annual Report a) addresses the five year planning horizon as appropriate, and b) addresses the specific elements as parsed out below (questions 1-4).

YEAR: 2015-2016

PROGRAM: History BA, MA

LAST FIVE-YEAR REVIEW: 2011-2012

NEXT FIVE-YEAR REVIEW: 2016-2017

CAPR REVIEW AND RECOMMENDATION DOCUMENT:

(i.e. 13-14 CAPR 22 on Five-year Reviews and Annual Reports by Department webpage)

1.

Does the Annual Report have a self-study (one page)?

Yes [x] No []

1a.

Does the Annual Report record progress with departmental planning and review? – does it describe progress toward the program’s defined goals, any problems reaching its goals, any revisions to goals, and any new initiatives taken with respect to goals?

Yes [x] No []

The Annual Report clearly explains progress made and revision of department goals. The Department identified two areas of major importance: 1) providing students with practical experience to meet the needs of the job market, and doing so by strengthening our internship programs to prepare students for public history careers, and developing additional opportunities for graduate students to assist in the lower-division US surveys; 2) responding with appropriate curriculum to emerging areas of interest, including digital history, history of technology and science, and sustainability.

1b.

Does the Annual Report provide information on the program’s assessment processes? – does it provide information indicating the results of the program’s assessment efforts and/or efforts to further develop its assessment efforts?

Yes [x] No []

1c.

Does the Annual Report detail progress on fulfilling programmatic needs? – does it record significant events which have occurred or are imminent, such as changes to resources, retirements, new hires, curricular changes, honors received, etc?

Yes No

The department had have been given a tenure-track hire for 2016-2017 in the History of Diversity & Diasporas/Community Engagement through History, which will address both the need for expertise in diversity as well as Public History. Further, this position serves the purpose of understanding global influences in the local community. The department has gained three full-time faculty members since the Fall of 2014, with the last joining in Fall of 2016.

Three of the remaining 10 full-time faculty members have administrative positions outside of the department that come with significant assigned time: Director of Faculty Development (36 WTUs assigned time), Director of the Concord Campus (36 WTUs), and the Director of the University Honors Program (12 WTUs).

2.

Does the Annual Report have a summary of assessment results and ensuing or necessary revisions (one page)?

Yes No

Please identify whether the following information is identifiable:

Which student learning outcome was assessed:

Yes No

What assessment instrument(s) were used to measure this SLO:

Yes No

What participants were sampled to assess this SLO:

Yes No

What assessment results were obtained, highlighting important findings from the data collected:

Yes No

How the assessment results were (or will be) used as well as any revisions to the assessment process the results suggests are needed:

Yes No

2a.

Does the Annual Report contain a reflection upon progress made and changes with respect to the student learning outcomes assessment plan that is reported on in the five-year review self-study?

Yes No

The report included clearly defined SLOs for BA and MA program.

- The SLO for students who earn a B.A. degree in History are: 1. know basic analytic concepts for assembling, organizing, and interpreting historical evidence, and achieve digital literacy in accessing and presenting historical materials; 2. demonstrate significant knowledge of major events and trends in their area of concentration; 3. write and speak clearly and persuasively about historical themes and topics, and work collaboratively with others in solving historical problems; 4. conduct historical research in primary sources, provide original interpretation of sources, and accurately reference all sources; and 5. comprehend differences and similarities among diverse peoples and cultures over time and develop an historical perspective on social responsibility and sustainability.

The assessment was implemented in both HIST 4030 and HIST 4031 courses.

- The SLO for students who earn a M.A. degree in History are: 1. possess in-depth knowledge of at least two of the following fields, one of which must be outside the U.S.:

Ancient and Medieval Europe, Modern Europe, Modern China, Modern Japan, California and the West, Early America, the Civil War, U.S. Women's History, American Intellectual History, Native American History, and/or Latin America; 2. understand major arguments and themes in contemporary historiography, cross-cultural and interdisciplinary approaches to historical study, and humanistic values; 3. demonstrate familiarity with Bay Area research libraries, archives, special collections, and digital sources; 4. possess advanced writing and interpretive skills for analyzing both secondary and primary sources, and demonstrate advanced research abilities; 5. complete a major independent project in history; and 6. observe the standards of academic integrity and attribution of sources, and practice the values of the historical profession, including ethics and standards for work in research libraries, on the Internet, at professional conferences, and at interviews for employment.

HIST 6050: Graduate Portfolio is used to assess students and find if the course successfully engages students in discussions and course work pertaining to each of the six SLOs for the MA program.

2b.

Does the Annual Report describe any changes made to the assessment plan in the preceding 12 months, summarize activities carried out to implement the assessment plan by the program in the preceding 12 months, and summarize the results of any SLO assessed in the preceding 12 months?

Yes No

3.

Does the Annual Report have numeric data summaries of the program obtained from Institutional Research, Analysis and Decision Support (one page)?

Yes No

Does the Annual Report numeric data summary include:

3a. Student demographics of majors?

Yes No

3b. Student level of majors?

Yes No

3.c Faculty and academic allocation?

Yes No

3.d Course data?

Yes No

3.e One or two pages of supplemental information, as appendices, in the form of graphical presentation (e.g., line graphs), tables, and pertinent discussion which summarize the data of the last several (3-5) years to make changes and trends more apparent (note, this is suggested i.e. optional)?

Yes No

(see 4. below for details if Yes).

4.

In addition to the required elements of the Annual Report (1-3 above), does the Annual Report include any elements that were not requested?

Yes No

The annual report included a 4-page length five-year plan.

