

UC San Diego - WASC Exhibit 7.1

Inventory of Educational Effectiveness Indicators

	(2a) What are these learning outcomes?	(3) Other than GPA, what data/evidence are used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?
<p>Academic Program</p> <p>Department: <i>History</i></p> <p>Major: <i>B.A. in History</i></p> <p>(1) Have formal learning outcomes been developed? <i>Yes</i></p> <p>(6) Date of the last Academic Senate Review? <i>2015-16 (current)</i></p>	<p>Written Communication</p> <p>A. Write both short and sustained interpretative essays and research papers in clear and correct English that are well-organized.</p> <p>B. After formulating questions raised by primary and secondary sources, propose informed and thoughtful answers to them by carrying out research in primary and secondary sources as well as reference materials.</p>	<p>Written Communication</p> <ul style="list-style-type: none"> • (A) Examination essays and papers, leading up to senior project in required colloquium. • (B) Senior project: substantial term paper in required colloquium. • (D) Papers in at least 3 courses in chosen field of emphasis: U.S., Africa, East Asia, Europe, Near East, Latin America, History of Science, Gender and Sexuality; Race, Ethnicity and Migration; or War, Revolution and Social Change. • (E) Papers in at least 3 courses focused on pre-1800. • (G) Papers, web-based class discussion, leading up to senior project in required colloquium. • (I) Papers in at least 3 History courses outside field of emphasis. • (H, K) Papers leading up to senior project in required colloquium. • (H, K) Papers. 	<p>Written Communication</p> <ul style="list-style-type: none"> • Faculty instructors first interpret students' achievement of learning outcomes. If necessary, redesign courses as appropriate. • Degree check by staff in consultation with Vice-Chair for Undergraduate Affairs. • Staff and Vice-Chair check fulfillment and advise students as needed. • Instructor and project supervisor. • Instructor oversees writing and meets with students as needed. • Coursework and project are evaluated and commented on extensively by faculty. The Undergraduate History Club also tests these skills informally. 	<p>Written Communication</p> <ul style="list-style-type: none"> • Instructors improve course procedures, including reworking and refining assignments and communicating expectations through syllabi, lecture, and course websites. • Undergraduate committee and department as a whole adjusts requirements and expectations to meet student needs. • The department develops internal documents on particular instructional issues as they come up. Faculty mentoring and assessment programs are in place. • The department is reviewed by professionals in the field every 7-9 years. • Peer reviews and faculty mentoring processes, promotional and routine.
<p>10/25/2016</p>	<p>Oral Communication</p> <p>C. Orally articulate questions, arguments, and evidence in a group setting.</p>	<p>Oral Communication</p> <ul style="list-style-type: none"> • (C) Discussion and presentations in at least 3 colloquia for History Honors students. • (D) Oral presentations* in at least 3 courses in chosen field of emphasis: U.S., Africa, East Asia, Europe, Near East, Latin America, History of Science, Gender and Sexuality; Race, Ethnicity and Migration; or War, Revolution and Social Change. • (E) Oral presentations in at least 3 courses focused on pre-1800. • (E) Design multi-media presentation for public presentation on campus. • (G) Class discussion and oral presentations leading up to senior project in required colloquium. • (H, K) Class discussion leading up to senior project in required colloquium. • (I) Oral presentations in at least 3 History courses outside field of emphasis. 	<p>Oral Communication</p> <ul style="list-style-type: none"> • Faculty instructors first interpret students' achievement of learning outcomes. If necessary, redesign courses as appropriate. • Degree check by staff in consultation with Vice-Chair for Undergraduate Affairs. • Staff and Vice-Chair check fulfillment and advise students as needed. • Instructor and project supervisor. • Instructor assesses oral skills and meets with students needing additional guidance. • Faculty assess progress in oral 	<p>Oral Communication</p> <ul style="list-style-type: none"> • Instructors improve course procedures, including reworking and refining assignments and communicating expectations through syllabi, lecture, and course websites. • Undergraduate committee and department as a whole adjusts requirements and expectations to meet student needs. • The department develops internal documents on particular instructional issues as they come up. Faculty mentoring and assessment programs are in

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Quantitative Reasoning:	Quantitative Reasoning	Quantitative Reasoning	Quantitative Reasoning	Quantitative Reasoning
<p>Information Literacy</p> <p>D. Construct a narrative of basic events and developments over time in the field of emphasis</p> <p>E. Understand at least one pre-1800 political, economic, social, and cultural formation.</p> <p>F. Use primary, secondary, and tertiary sources to construct an argument; follow proper citation practices; and express original thoughts about the material.</p> <p>G. Read primary sources intelligently, to assess and place them and generate productive questions.</p> <p>H. Find reference materials to answer basic questions about primary sources, and to check facts in secondary sources.</p>	<p>Information Literacy</p> <ul style="list-style-type: none"> • (D) Exams in at least 3 courses in chosen field of emphasis: U.S., Africa, East Asia, Europe, Near East, Latin America, History of Science, Gender and Sexuality; Race, Ethnicity and Migration; or War, Revolution and Social Change. • (E) Exams in at least 3 courses focused on pre-1800. • (G) Web-based class discussion and some exams leading up to senior project in required colloquium. • (I) Exams in at least 3 History courses outside field of emphasis. • (J) Community-based service learning components to some courses. • (L) Internships. 	<p>Information Literacy</p> <ul style="list-style-type: none"> • Faculty instructors first interpret students' achievement of learning outcomes. If necessary, redesign courses as appropriate. • Degree check by staff in consultation with Vice-Chair for Undergraduate Affairs. • Staff and Vice-Chair check fulfillment and advise students as needed. • Instructor and project supervisor. • Coursework and project are evaluated and commented on extensively by faculty. The Undergraduate History Club also tests these skills informally. 	<p>Information Literacy</p> <ul style="list-style-type: none"> • Instructors improve course procedures, including reworking and refining assignments and communicating expectations through syllabi, lecture, and course websites. • Undergraduate committee and department as a whole adjusts requirements and expectations to meet student needs. • The department develops internal documents on particular instructional issues as they come up. Faculty mentoring and assessment programs are in place. • The department is reviewed by professionals in the field every 7-9 years. • Peer reviews and faculty mentoring processes, promotional and routine. 	
<p>Critical Thinking</p> <p>I. Compare and contrast political, social, and cultural formations in at least two places or fields of inquiry in the past.</p> <p>J. Identify, through acquisition of a historical perspective, personal, class and cultural values that shape decisions in public, professional, and private lives.</p> <p>K. Raise questions about narratives presented in secondary sources, such as textbooks, popular history books, and the mass media.</p> <p>L. Apply interpretive and critical skills in workplace or other future settings.</p> <p>B. After formulating questions raised by primary and tertiary sources, propose informed and thoughtful answers to them by carrying out research in primary and secondary sources as well as reference</p>	<p>Critical Thinking</p> <ul style="list-style-type: none"> • (B) Senior project: substantial term paper in required colloquium. • (D) Exams in at least 3 courses in chosen field of emphasis: U.S., Africa, East Asia, Europe, Near East, Latin America, History of Science, Gender and Sexuality; Race, Ethnicity and Migration; or War, Revolution and Social Change. • (E) Exams in at least 3 courses focused on pre-1800. • (G) Web-based class discussion and some exams leading up to senior project in required colloquium. • (H, K) Class discussion and papers leading up to senior project in required colloquium. • (I) Exams in at least 3 History courses outside field of emphasis. 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Faculty instructors first interpret students' achievement of learning outcomes. If necessary, redesign courses as appropriate. • Degree check by staff in consultation with Vice-Chair for Undergraduate Affairs. • Staff and Vice-Chair check fulfillment and advise students as needed. • Instructor and project supervisor. • Coursework and project are evaluated and commented on extensively by faculty. The Undergraduate History Club also tests these skills 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Instructors improve course procedures, including reworking and refining assignments and communicating expectations through syllabi, lecture, and course websites. • Undergraduate committee and department as a whole adjusts requirements and expectations to meet student needs. • The department develops internal documents on particular instructional issues as they come up. Faculty mentoring and assessment programs are in place. 	

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	All other items not color coded	<p>All other items not color coded</p> <p>Additional Assessment Measures:</p> <ul style="list-style-type: none"> • Outstanding students may enter the History Honors track • Students may demonstrate understanding of other places by participating in Study Abroad. • Outstanding students may be admitted to Phi Alpha Theta, the national History Honors association 	<p>All other items not color coded</p> <ul style="list-style-type: none"> • Instructors meet with students as needed and assess procedural comprehension. • Faculty instructor. Faculty committee then reads the papers to determine winner of Armin Rappaport Prize. • Internship supervisors. 	<p>All other items not color coded</p> <ul style="list-style-type: none"> • Faculty members and department as a whole may develop new courses, new sequences, and new fields of emphasis. • Field groups meet each year to reconsider course offerings within fields of emphasis. • Faculty judge utility of internships and improve methods of oversight.
	<p>Learning Outcomes Published:</p> <p>https://history.ucsd.edu/undergrad/index.html#What-Do-History-Majors-Learn?-</p>			