

## UC San Diego - WASC Exhibit 7.1 Inventory of Educational Effectiveness Indicators

Academic Program	(2a) What are these learning outcomes? <u>Students graduating with a degree should be able to:</u>	(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><b>Department:</b> <i>History</i></p> <p><b>Major:</b> <i>B.A. in History</i></p> <p><b>(1) Have formal learning outcomes been developed?</b> <i>Yes</i></p> <p><b>(6) Date of the last Academic Senate Review?</b> <i>2015-16 (current)</i></p>	<p><b>Written Communication</b></p> <p>A. Write well-organized short and sustained interpretative essays and research papers in clear and correct English.</p>	<p><b>Written Communication</b></p> <ul style="list-style-type: none"> <li>Research project: substantial term paper in required colloquium.</li> </ul> <p>Depending on the findings from the assessment of the colloquium project, student essays or research papers will be collected from appropriate lower-division and upper-division history courses to identify areas for strengthening students' written communication skills</p>	<p><b>Written Communication</b></p> <ul style="list-style-type: none"> <li>Faculty instructors first interpret students' achievement of learning outcomes. If necessary, redesign courses as appropriate.</li> <li>Degree check by staff in consultation with Vice-Chair for Undergraduate Affairs.</li> <li>Staff and Vice-Chair check fulfillment and advise students as needed.</li> <li>Instructor and project supervisor.</li> <li>Instructor oversees writing and meets with students as needed.</li> <li>Coursework and project are evaluated and commented on extensively by faculty. The Undergraduate History Club also tests these skills informally.</li> </ul>	<p><b>Written Communication</b></p> <ul style="list-style-type: none"> <li>Instructors improve course procedures, including reworking and refining assignments and communicating expectations through syllabi, lecture, and course websites.</li> <li>Undergraduate committee and department as a whole adjusts requirements and expectations to meet student needs.</li> <li>The department develops internal documents on particular instructional issues as they come up. Faculty mentoring and assessment programs are in place.</li> <li>The department is reviewed by professionals in the field every 7-9 years.</li> <li>Peer reviews and faculty mentoring processes, promotional and routine.</li> </ul>
<p>10/25/2016</p> <p><b>Learning Outcomes Published:</b></p> <p><a href="https://history.ucsd.edu/undergrad/index.html#What-Do-History-Majors-Learn?">https://history.ucsd.edu/undergrad/index.html#What-Do-History-Majors-Learn?</a></p>	<p><b>Information Literacy (Research Skills)</b></p> <p>B. Use primary, secondary, and tertiary sources to construct an argument; follow proper citation practices; and express original thoughts about the material.</p> <p>C. Find reference materials to answer basic questions about primary sources, and to check facts in secondary sources.</p> <p>D. Develop bibliographies of primary and secondary sources</p> <p>E. Master conventions for citations and bibliographies</p>	<p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li>Research Project: substantial term paper in required colloquium</li> </ul> <p>Depending on the findings from the assessment of the colloquium project, student essays or research papers will be collected from appropriate lower-division and upper-division history courses to identify areas for strengthening students' critical skills</p>	<p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li>Faculty instructors first interpret students' achievement of learning outcomes. If necessary, redesign courses as appropriate.</li> <li>Degree check by staff in consultation with Vice-Chair for Undergraduate Affairs.</li> <li>Staff and Vice-Chair check fulfillment and advise students as needed.</li> <li>Instructor and project supervisor.</li> <li>Coursework and project are evaluated and commented on extensively by faculty. The Undergraduate History Club also tests these skills</li> </ul>	<p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li>Instructors improve course procedures, including reworking and refining assignments and communicating expectations through syllabi, lecture, and course websites.</li> <li>Undergraduate committee and department as a whole adjusts requirements and expectations to meet student needs.</li> <li>The department develops internal documents on particular instructional issues as they come up. Faculty mentoring and assessment programs are in</li> </ul>

<p><b>Please date this form</b> January 2019</p>			<p>informally.</p>	<p>place.</p> <ul style="list-style-type: none"> <li>The department is reviewed by professionals in the field every 7-9 years.</li> </ul> <p>Peer reviews and faculty mentoring processes, promotional and routine.</p>
	<p><b>Critical Thinking</b></p> <p>F. Identify and summarize and author's argument and evidence</p> <p>G. Assess the relationship between historical contexts and events, ideas and processes</p> <p>H. Understand and analyze primary sources</p> <p>I. Identify points of agreement and disagreement among conflicting interpretations of the past</p> <p>J. Construct a well-developed thesis and persuasive argument.</p>	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Research project: substantial term paper in required colloquium.</li> </ul> <p>Depending on the findings from the assessment of the colloquium project, student essays or research papers will be collected from appropriate lower-division and upper-division history courses to identify areas for strengthening students' written communication skills</p>	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Faculty instructors first interpret students' achievement of learning outcomes. If necessary, redesign courses as appropriate.</li> <li>Degree check by staff in consultation with Vice-Chair for Undergraduate Affairs.</li> <li>Staff and Vice-Chair check fulfillment and advise students as needed.</li> <li>Instructor and project supervisor.</li> <li>Coursework and project are evaluated and commented on extensively by faculty. The Undergraduate History Club also tests these skills informally.</li> </ul>	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Instructors improve course procedures, including reworking and refining assignments and communicating expectations through syllabi, lecture, and course websites.</li> <li>Undergraduate committee and department as a whole adjusts requirements and expectations to meet student needs.</li> <li>The department develops internal documents on particular instructional issues as they come up. Faculty mentoring and assessment programs are in place.</li> <li>The department is reviewed by professionals in the field every 7-9 years.</li> </ul> <p>Peer reviews and faculty mentoring processes, promotional and routine.</p>