### Inventory of Educational Effectiveness Indicators

**Academic Program**: History

**Major**: B.A. in History

**Written Communication**

- **A.** Write well-organized short and sustained interpretative essays and research papers in clear and correct English.

- **Research project**: substantial term paper in required colloquium.

  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.

**Information Literacy (Research Skills)**

- **B.** Use primary, secondary, and tertiary sources to construct an argument; follow proper citation practices; and express original thoughts about the material.

- **C.** Find reference materials to answer basic questions about primary sources, and to check facts in secondary sources.

- **D.** Develop bibliographies of primary and secondary sources

- **E.** Master conventions for citations and bibliographies

**Information Literacy**

- **Research Project**: substantial term paper in required colloquium.

  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.

**Information Literacy**

- **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.**

**Information Literacy**

- **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 is reviewed by professionals in the field every 7-9 years.**

- **Peer reviews and faculty mentoring processes, promotional and routine.**

**Department:** History

**Major:** B.A. in History

**Have formal learning outcomes been developed?** Yes

**Date of the last Academic Senate Review?** 2015-16 (current)

**Learning Outcomes Published:**

- [Link](https://history.ucsd.edu/undergrad/index.htm#What-Do-History-Majors-Learn?)
Please date this form
January 2019

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<th>Critical Thinking</th>
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<td>F. Identify and summarize and author’s argument and evidence</td>
<td>G. Assess the relationship between historical contexts and events, ideas and processes</td>
<td>H. Understand and analyze primary sources</td>
<td>I. Identify points of agreement and disagreement among conflicting interpretations of the past</td>
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<td>J. Construct a well-developed thesis and persuasive argument.</td>
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