

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

Academic Program	(2) What are these learning outcomes?	(3) Other than GPA, what data/evidence is 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?
	Where are they published? (Please specify)			
<p>Department: History</p> <p>Major: B.A. in History</p> <p>(1) Have formal learning outcomes been developed? Yes</p> <p>(6) Date of last Academic Senate Review? 2015-16 (current)</p>	<p>Students graduating with a degree should be able to:</p> <p>A. Construct a narrative of basic events and developments over time in the field of emphasis.</p> <p>B. Understand at least one pre-1800 political, economic, social, and cultural formation.</p> <p>C. Compare and contrast political, social, and cultural formations in at least two places or fields of inquiry in the past.</p> <p>D. Identify, through acquisition of a historical perspective, personal, class and cultural values that shape decisions in public, professional, and private lives.</p> <p>E. Write both short and sustained interpretative essays and research papers in clear and correct English that are well-organized; use primary, secondary, and tertiary sources to construct an argument; follow proper citation practices; and express original thoughts about the material.</p> <p>F. Read primary sources intelligently, to assess and place them and generate productive questions.</p> <p>G. Orally articulate questions, arguments, and evidence in a group setting.</p> <p>H. Raise questions about narratives presented in tertiary sources, such as textbooks, popular history books, and the mass media.</p> <p>I. Find reference materials to answer basic questions about primary sources, and to check facts in tertiary sources.</p> <p>J. 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 materials.</p> <p>K. Apply interpretive and critical skills in workplace.</p> <hr/> <p>Learning outcomes published:</p> <ul style="list-style-type: none"> Catalogue, brochures, University and department websites, course syllabi and course websites. 	<p>Data/Evidence:</p> <ul style="list-style-type: none"> (A) Exams, oral presentations*, papers in at least 7 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. (B) Exams, papers, and presentations in at least 3 courses focused on pre-1800. (B) Design multi-media presentation for public presentation on campus. (C) Exams, papers, and presentations in at least 5 History courses outside field of emphasis. (D) Community-based service learning components to some courses. (E) Examination essays and papers, leading up to senior project in required colloquium. (F) Class discussion, papers, web-based class discussion, oral presentations, and some exams, leading up to senior project in required colloquium. (G) Discussion and presentations, in at least 3 colloquia for History Honors students. (H, I) Class discussion and papers, leading up to senior project in required colloquium. (H, I) Papers. (J) Senior project: substantial term paper in required colloquium. (K) Internships. <hr/> <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 	<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. Instructor assesses oral skills and meets with students needing additional guidance. Faculty assess progress in oral presentations. Coursework and project are evaluated and commented on extensively by faculty. The Undergraduate History Club also tests these skills informally. 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. 	<ul style="list-style-type: none"> Instructors improve course procedures, including reworking and refining assignments and communicating expectations through syllabi, lecture, and course websites. 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. Collegial peer reviews of teaching in promotional procedures. 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. Faculty judge utility of internships and improve methods of oversight.