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?
Department: Cognitive Science **Major:** B.A./B.S. in Cognitive Science B.S. in Cognitive Science/Clinical Aspects of Cognition B.S. in Cognitive Science/Computation B.S. in Cognitive Science/Human Cognition B.S. in Cognitive Science/Human Computer Interaction B.S. in Cognitive Science/Neuroscience **(1) Have formal learning outcomes been developed?** **Yes/No** Yes **(6) Date of the last Academic Senate Review? [i.e. 2015-**	**Written Communication** **Oral Communication** Communicate how one has applied cognitive science knowledge in both written and oral form.	**Written Communication** **Oral Communication** Instructional apprenticeships (IA), COGS199/AIP final reports/talks, research papers/talks	**Written Communication** **Oral Communication** Instructional supervisor for IA, faculty advisors for research projects, COGS199, or AIP	**Written Communication** **Oral Communication** Students encouraged to create a portfolio website to show their written work and oral presentations; portfolios used for job searching
	Quantitative Reasoning **Information Literacy** Apply cognitive science research methods such as experimental design, prototyping, programming, and data science.	**Quantitative Reasoning** **Information Literacy** Research projects, courses with final projects, COGS199 or AIP internships, honors theses	**Quantitative Reasoning** **Information Literacy** Faculty advisors for research projects, COGS199, or AIP	**Quantitative Reasoning** **Information Literacy** Students' project portfolios and code are encouraged to be shared on the web; used to help students in their job searches
	Critical Thinking Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in cognitive science.	**Critical Thinking** Performance in the required core cognitive science courses, which span the areas of brain, behavior, and computation	**Critical Thinking** Individual course instructors, undergraduate coordinators	**Critical Thinking** Individual instructors adjust courses based on student grade performance and CAPE evaluations; department adjusts course and pre-req requirements based on this data
	Apply knowledge learned from the cognitive science curriculum to one's chosen job after graduation.	Surveys of graduating seniors and recent alumni, follow-up phone interviews with interested alumni	Undergraduate coordinators, faculty undergrad advisor, teaching faculty	Survey findings shared on department website, department will adjust course requirements based on alumni feedback

16 if the review takes place this academic year] 2014-2015 **Please date the form** January 2019	Additional Learning Outcomes (All other items not color coded) **(2b)** **Where are the learning outcomes published? Please provide your department/program website address.** **http://www.cogsci.ucsd.edu/undergraduates/index.html**	(All other items not color coded)	(All other items not color coded)	(All other items not color coded)

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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?
Department: Psychology/Cognitive Science **Major:** B.S. in Cognitive and Behavior Neuroscience **(1) Have formal learning outcomes been developed?** **Yes/No** Yes **(6) Date of the last Academic Senate Review? [i.e. 2015-16 if the review takes place this academic year]** 2014-2015	**Written Communication** **Oral Communication** Communicate how one has applied cognitive and behavioral neuroscience knowledge in both written and oral form.	**Written Communication** **Oral Communication** Instructional apprenticeships (IA), COGS199/AIP final reports/talks, research papers/talks	**Written Communication** **Oral Communication** Instructional supervisor for IA, faculty advisors for research projects, COGS199, or AIP	**Written Communication** **Oral Communication** Students encouraged to create a portfolio website to show their written work and oral presentations; portfolios used for job searching.
	Quantitative Reasoning **Information Literacy** Apply cognitive science and neuroscience research methods such as experimental design, prototyping, programming, and data science.	**Quantitative Reasoning** **Information Literacy** Research projects, courses with final projects, COGS199 or AIP internships, honors theses	**Quantitative Reasoning** **Information Literacy** Faculty advisors for research projects, COGS199, or AIP	**Quantitative Reasoning** **Information Literacy** Students' project portfolios and code are encouraged to be shared on the web; used to help students in their job searches.
	Critical Thinking Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in cognitive and behavioral neuroscience.	**Critical Thinking** Performance in the required core courses in cognitive and behavioral neuroscience	**Critical Thinking** Individual course instructors, undergraduate coordinators	**Critical Thinking** Individual instructors adjust courses based on student grade performance and CAPE evaluations; department adjusts course and pre-req requirements based on this data
	Apply knowledge learned from the cognitive and behavioral neuroscience curriculum to one's chosen job after graduation.	Surveys of graduating seniors and recent alumni, follow-up phone interviews with interested alumni	Undergraduate coordinators, faculty undergrad advisor, teaching faculty	Survey findings shared on department website, department will adjust course requirements based on alumni feedback

Please date the form January 2019	Additional Learning Outcomes (All other items not color coded)	(All other items not color coded)	(All other items not color coded)	(All other items not color coded)
	(2b) **Where are the learning outcomes published? Please provide your department/program website address.** **http://www.cogsci.ucsd.edu/undergraduates/index.html**			