

## 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> Human Developmental Sciences</p> <p><b>Major:</b>B.A. and B.S. in Human Developmental Sciences</p> <p><b>(1) Have formal learning outcomes been developed?</b> Yes</p> <p><b>(6) Date of the last Academic Senate Review?</b> 2013-14</p> <p>10/2/2018</p>	<p><b>Written Communication</b></p> <p>Successfully communicate through written language for informational, persuasive, and expressive purposes, by analyzing the major theoretical and analytical concepts of human development.</p>	<p><b>Written Communication</b></p> <p>Significant writing requirements are incorporated into required Methods and Capstone Courses (HDP 181, 191, 150), as well as electives.</p>	<p><b>Written Communication</b></p> <p>Instructors and teaching assistants read and evaluate written work.</p>	<p><b>Written Communication</b></p> <p>Director and Asst. Director revise course requirements, course size, and seminar topics as needed. Executive Committee revises structure of major.</p>
	<p><b>Oral Communication</b></p> <p>Effectively articulate how the different facets of human development interact and are interdependent upon each other, and present findings relevant to the field.</p>	<p><b>Oral Communication</b></p> <p>Methods and Capstone course all have oral presentation requirements (HDP 181, 191, 150).</p>	<p><b>Oral Communication</b></p> <p>Written evaluations of each presentation are conducted by instructors, advisors, and peers/classmates.</p>	<p><b>Oral Communication</b></p> <p>Asst. Director revises course requirements. Research Coordinator expands field placement opportunities.</p>
	<p><b>Quantitative Reasoning:</b></p> <p>Collect, interpret, and analyze data obtained from experimental and observational studies of humans, to inform and solve issues and problems within the field of human development.</p>	<p><b>Quantitative Reasoning</b></p> <p>Required statistics, formal skills, and methods courses, particularly HDP 181 (Experimental Projects), emphasize these skills. B.S. students are required to take an additional calculus and an additional methods course.</p>	<p><b>Quantitative Reasoning</b></p> <p>Asst. Director and instructors for each course, through exams, discussions, and lab reports/ research findings.</p>	<p><b>Quantitative Reasoning</b></p> <p>Asst. Director and instructors revise course content, requirements, and prerequisites. Executive Committee revises structure of major.</p>
	<p><b>Information Literacy</b></p> <p>Research and interpret information from literary, experimental, and observational research studies in human development, evaluating and using this information effectively and ethically.</p>	<p><b>Information Literacy</b></p> <p>Intro, Core, Methods, and Capstone courses, as well as concentrations in Biological, Cognitive and Socio-Cultural Development, require integration of human development concepts from a multitude of disciplines.</p>	<p><b>Information Literacy</b></p> <p>Program director, instructors, and academic advisors monitor content of topics chosen in methods and capstone, and distribution of students among major concentrations.</p>	<p><b>Information Literacy</b></p> <p>Director and instructors revise courses content and topics. Program Coordinator analyzes trends for Executive Committee, who revises structure of major for introduction of new concentrations.</p>
	<p><b>Critical Thinking</b></p> <p>Critically evaluate issues and inquiries in the all facets of human development, ranging from biological underpinnings, cognitive and social functioning, and the role of society and culture in shaping human development.</p>	<p><b>Critical Thinking</b></p> <p>HDP 1, Core, Methods, and Capstone all require integration of a multitude of disciplines to insure students can tie concepts into the overarching theme of human development as an integrated and multifaceted system.</p>	<p><b>Critical Thinking</b></p> <p>Instructors and teaching assistants, through exams, discussions, presentations and written work.</p>	<p><b>Critical Thinking</b></p> <p>Director and instructors revise courses, Executive Committee revises structure of major as needed.</p>
	<p>(2b) <b>Learning Outcomes are published in catalog, brochures, department websites, course syllabi, and course websites.</b></p>			