

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>Department: PHILOSOPHY</p> <p>Major: PHILOSOPHY</p> <p>(1) Have formal learning outcomes been developed? YES</p> <p>(6) Date of the last Academic Senate Review? 2015-16</p> <p>Please date the form</p>	<p>Written Communication</p> <p>Read, interpret, and critically analyze very demanding, conceptually dense written material, often elaborated across hundreds of pages of text.</p> <p>Write an essay in which a thesis is clearly stated, arguments are marshaled in support of the thesis, opposing arguments are considered and replied to.</p>	<p>Written Communication</p> <p>Most of our courses are reading- and writing-intensive. The most common assignment is reading research essays or classical texts in the history of philosophy. Our required three-quarter history of philosophy sequence (110-112) is especially reading-intensive.</p> <p>The most common assignment-forms are the argumentative essay and essay-exam. Many of our upper-division courses can be used to satisfy Eleanor Roosevelt College's intensive writing requirements. We have also recently developed Philosophical Methods class (115), which focuses solely on writing in academic philosophy. Each year some of our majors also write an Honors Thesis (capstone research course).</p>	<p>Written Communication</p> <p>Instructors and Teaching Assistants provide written and oral feedback on written work, and also provide a final grade assessment.</p>	<p>Written Communication</p> <p>Individual instructors revise courses based on student performance; Undergraduate Program Committee revises structure of major as needed; specific results are available to aid in one-on-one student Undergraduate Advising.</p>
	<p>Oral Communication</p> <p>Present and critically discuss theoretical positions in front of peers.</p>	<p>Oral Communication</p> <p>Many of our lower-division courses have discussion sections. Analytical presentations by students and active debate and oral argumentation are a main focus of the section experience.</p>	<p>Oral Communication</p> <p>Instructors and Teaching Assistants provide oral feedback during class and section discussions; also provide final grade assessment for this component of the course</p>	<p>Oral Communication</p> <p>{same as above}</p>
	<p>Quantitative Reasoning</p> <p>Have facility with, and critically examine the nature of, formal/symbolic languages (e.g. of logic, math, computing) used for quantitative reasoning.</p> <p>Possess core competencies in assessing the validity of instances of informally expressed argumentative reasoning by transposing reasoning into the expressions of a deductive system.</p>	<p>Quantitative Reasoning</p> <p>Our majors are required to do one lower- and one upper-division in Logic, which provides the foundations for all quantitative reasoning. Several of our most heavily enrolled lower- and upper-division courses focus specifically both on the philosophical foundations of quantitative reasoning, and symbolic logic more generally, as well as provide foundational training in such reasoning and logic itself (10, 12, 120, 122, 123, 124).</p>	<p>Quantitative Reasoning</p> <p>Instructors and teaching assistants grade problem sets; provide final grade assessment.</p>	<p>Quantitative Reasoning</p> <p>{same as above}</p>
	<p>Information Literacy</p> <p>Possess core competencies in questioning the value and significance of information and data.</p> <p>Bring a critical perspective to evaluate common practices (scientific, journalistic, etc) of collecting data and marshaling it as evidence.</p> <p>Think historically about the causes and motives behind the development of information processing and research methodology.</p>	<p>Information Literacy</p> <p>Our majors are required to take one course in Epistemology and Metaphysics, and one course in Philosophy of Science. Most of our core courses in epistemology and philosophy of science focus on the nature of scientific reasoning and the critical examination of the structure, reliability, and usefulness of methods of information-processing more generally, and convey a crucial critical perspective on the nature of information literacy (12, 15, 25, 26, 145, 152).</p>	<p>Information Literacy</p> <p>Instructors and Teaching Assistants provide written and oral feedback on final papers in these courses, and also provide a final grade assessment.</p>	<p>Information Literacy</p> <p>{same as above}</p>

		Our majors are also required to take a History of Philosophy sequence (110-111-112), which provides them with a crucial historical perspective on the formation of contemporary information and data practices in society and culture.		
	Critical Thinking Identify the main theses at issue in discussions, and articulate and critically evaluate the structures of reasoning being used to support these theses. Raise critical questions about debated topics, to uncover presuppositions and help move discussions forward.	Critical Thinking Every single Philosophy course is centered around critical thinking about its subject-matter. Majors are required to take courses in Logic, Epistemology, and Philosophy of Science, all of which focus on examining the nature of critical thinking itself.	Critical Thinking Instructors and Teaching Assistants provide written and oral feedback on problem-sets and written assignments, and also provide a final grade assessment.	Critical Thinking {same as above}
	All other items not color coded	All other items not color coded Each year data on the satisfaction of our objectives is also collected from graduating majors through exit surveys, to complement the data received from majors through UCUES.	All other items not color coded	All other items not color coded {same as above}
	(2b) Where are the learning outcomes published? Please provide your department/program website address.	Our learning outcomes are published at the following website: http://philosophy.ucsd.edu/undergraduate/index.html		