

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: Revelle College</p> <p>Major: General Education</p> <p>(1) Have formal learning outcomes been developed? Yes/No Yes</p> <p>(6) Date of the last Academic Senate Review? [i.e. 2015-16 if the review takes place this academic year] 2014-2015</p> <p>5-24-17</p>	<p>Written Communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> State a thesis and argue cogently for it, arranging arguments in a logical and effective way, with due regard to varying audiences. <input type="checkbox"/> Identify and respond effectively to plausible counterarguments to one's own positions. <input type="checkbox"/> Choose a tone that is appropriate to one's subject and audience. <input type="checkbox"/> Revise written work on a rhetorical level (in respect to thesis, argument, evidence, and analysis) and on a sentence level (in respect to grammar, tone, and syntax). <input type="checkbox"/> Use texts responsibly, with due attention to genre and historical context. 	<p>Written Communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continuous faculty supervision of writing instruction in every course and section, with intensive reading of student papers. <input type="checkbox"/> Continuous monitoring of all courses by program director (senior faculty) and assistant directors (junior faculty) <input type="checkbox"/> Frequent group meetings of faculty with students <input type="checkbox"/> Weekly staff meetings of faculty, teaching assistants, director, and assistant directors <input type="checkbox"/> Undergraduate evaluations of teaching assistants <input type="checkbox"/> Special surveys by faculty in individual courses <input type="checkbox"/> Undergraduate evaluations (CAPE) of faculty and courses <input type="checkbox"/> Director's supervision of students in Humanities Minor program 	<p>Written Communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weekly meetings with all faculty and graduate students by the program director and assistant directors, with particular attention to assessment of student writing projects and their results. <input type="checkbox"/> Sampling and review of writing by individual students, conducted in several ways--by individual faculty, program director, and assistant directors. <input type="checkbox"/> Observation of sections by individual faculty, program director, and assistant directors. <input type="checkbox"/> Regular review of the Program by the Committee on Educational Policy and its ad hoc committees. <input type="checkbox"/> Anonymous student evaluations conducted of every class and section. <input type="checkbox"/> Reviews of course planning and implementation, by the program director and the Revelle College Humanities Committee, consisting of faculty from the departments of Literature, Philosophy, and History. 	<p>Written Communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Revelle College Humanities Committee establishes expectations regarding course content and assignments and examines courses of Humanities 1-5 to determine whether appropriate learning expectations and methods are built into each course. <input type="checkbox"/> The program director reviews syllabi and assignments and meets with instructors to discover the degree to which objectives are achieved. Improvements in syllabi and assignments result from these reviews. <input type="checkbox"/> By examining what students write in response to their assignments, faculty members assess the degree to which the assignments promote learning objectives, and make improvements accordingly.
	<p>Oral Communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> Argue publicly for one's views, mobilizing appropriate evidence and responding fairly and sensitively to others' views. 	<p>Oral Communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> Faculty visits to small-group discussions, and optional discussion meetings with students. 	<p>Oral Communication</p> <p>Same as Written Communication.</p>	<p>Oral Communication</p> <p>Same as Written Communication.</p>
	<p>Quantitative Reasoning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate basic competency in quantitative reasoning and problem solving required in disciplines such as Calculus, Linear Algebra, Statistics, and Logic. <input type="checkbox"/> Demonstrate an introductory-level ability to interpret and assess the results of quantitative and/or step-by-step analyses. 	<p>Quantitative Reasoning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students complete 2 Calculus courses and 1 Mathematics course chosen from: Calculus, Statistics, Linear Algebra, Logic <input type="checkbox"/> Students complete 5 Natural Science courses (Biology, Chemistry, Physics, Environmental Science). 	<p>Quantitative Reasoning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Senate Educational Policy Committee periodically reviews general education programs <input type="checkbox"/> Revelle Executive Committee oversees the requirements; college faculty and Senate approve changes <input type="checkbox"/> Revelle Academic Advising staff administer requirements and with Provost manage petitions for exceptions to college/campus policies 	<p>Quantitative Reasoning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Revelle College Executive Committee comments on program reviews and may recommend changes in general education requirements; college faculty and Senate approve changes <input type="checkbox"/> Academic counselors advise students on their choice of major or minor programs based on performance in mathematics and

			<input type="checkbox"/> Degree Audit and Reporting System (DARS) checks and confirms student completion of requirements	natural science classes <input type="checkbox"/> The DARS system determines satisfaction of degree requirements and eligibility to graduate
	<p>Information Literacy (Humanities) To make a claim that is informed by multiple sources</p> <input type="checkbox"/> To incorporate premises and evidence to support a claim <input type="checkbox"/> To use skepticism with regard to sources <input type="checkbox"/> To integrate sources effectively (use sources in support of one's own position)	<p>Information Literacy</p> <input type="checkbox"/> Portfolio (includes all writing assignments) <input type="checkbox"/> Graded essays <input type="checkbox"/> Evaluation of instructors by program faculty <input type="checkbox"/> Student conferences: one-on-one student meeting with the instructor to discuss written work	<p>Information Literacy</p> <input type="checkbox"/> Program faculty reviews and revises curriculum, syllabi, grading procedures, and course materials	<p>Information Literacy</p> <input type="checkbox"/> To revise curriculum, including course reader and writing assignments <input type="checkbox"/> To revise pedagogical practices, including teaching activities <input type="checkbox"/> To aid instructors in modifying their comments on student papers <input type="checkbox"/> To aid instructors with teaching academic argumentation, conducting writing workshops, responding to work-in-progress, teaching successful revision strategies, and grading.
	<p>Critical Thinking</p> <input type="checkbox"/> Construct arguments both for and against one's own positions and weigh their respective merits fairly and responsibly. <input type="checkbox"/> Examine sources of fact and opinion, considering their sources and perspectives and possible confirmation or dispute by other sources.	<p>Critical Thinking</p> <input type="checkbox"/> The writing skills development program requires students to place a strong emphasis on comparative texts and arguments and the development of considered responses to all plausible counterarguments.	<p>Critical Thinking</p> Same as Written Communication.	<p>Critical Thinking</p> Same as Written Communication.
	All other items not color coded	All other items not color coded	All other items not color coded	All other items not color coded
	<p>(2b) Where are the learning outcomes published? Please provide your department/program website address.</p>			