

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

	(2a) What are these learning outcomes?	(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><i>Academic Program</i></p>	<p><u>Students graduating with a degree should be able to:</u></p>			
<p>Department: Sixth College</p> <p>Major: General Education CAT Core Sequence (CAT 1, 2, 3) CAT Upper-division Writing (CAT 125) Breadth Requirements and Practicum</p>	<p>Overview <i>The theme of Sixth College was motivated by the rich intellectual challenges inherent in the intersection of technology, culture and the arts. The academic plan exploits the college theme to create a curriculum that will prepare students for a future that demands ethical integrity; team-work skills; ability to adapt to rapid change; aptitude to think abstractly; the competence to acquire, process, and evaluate new information critically; and the proficiency to communicate across disciplinary boundaries. As such students are expected to complete a core sequence (CAT 1, 2,3, 125, and Practicum) as well as breadth requirements.</i></p> <p><i>The Sixth College Breadth Requirements have three primary goals for students: (1) to produce breadth of knowledge and connections across that breadth, (2) to encourage creative imagination, and (3) to accomplish these activities from an ethically informed perspective. The aim is to allow students to discover the richness of UCSD's academic life and to see relationships among the sciences, social sciences, engineering, arts and the humanities. Because Sixth College emphasizes cross-disciplinary ways of thinking, it is critical for students to appreciate the different modes of inquiry within academic disciplines. To make this connection clear, the breadth requirements are presented around themes of knowledge acquisition rather than as courses within specific academic areas.</i></p> <p><i>Please see below how the general education course requirements for Sixth College have been categorized to meet the WASC Five Core Competencies.</i></p> <p>NOTE: <i>Courses offered by the major department cannot overlap with the General Education Requirements except for courses under the "Information Technology Fluency", "Exploring Data" and "Ethical Context" requirements. In addition, for BA. & B.S degrees in Arts and Sciences, at least 11 of the GE courses must lie outside the major requirements and for the B.S. degrees in engineering, at least 9 of the GE courses must lie outside the major requirements.</i></p>			
<p>(1) Have formal learning outcomes been developed? Yes</p>	<p>Written and Oral Communication</p> <p><i>Please see Inventory of Educational Effectiveness Indicators from Culture, Art and Technology Program for CAT 1,2 , 3 and 125 (constituting Sixth College's Writing Program) and PRACTICUM</i></p>			
<p>(6) Date of the last Academic Senate Review? [i.e. 2015-16 if the review takes place this academic year] 2012-2013</p>	<p>Quantitative Reasoning:</p> <p><i>Analytic Methodologies/Scientific Method (2 required courses)</i></p> <ul style="list-style-type: none"> <i>To understand the scientific method as a mode of inquiry and interplay of inductive and deductive reasoning</i> <i>To engage in quantitative and experimental methodology</i> <p><i>Structured Reasoning (1 required course)</i></p> <ul style="list-style-type: none"> <i>To understand methodology used to form abstract models of "real world" problems" (math or logic)</i> <i>To reduce complex problems to a series of core issues and to develop a formal structure for analyzing those core issue</i> 	<p>Quantitative Reasoning</p> <ul style="list-style-type: none"> <i>Overlap between major and college requirements are carefully monitored by the Academic Counselors.</i> <i>Thorough review of students' academic record and DARS by the college academic counselors is used to determine that students have completed the college requirements and therefore, achieved the intended learning outcomes.</i> <i>Academic Advising conducts assessment on specific advising learning outcomes, some of which relate to the understanding of the General Education requirements (e.g., understanding of Sixth College's upper-division</i> 	<p>Quantitative Reasoning</p> <ul style="list-style-type: none"> <i>The Provost, the Dean of Academic Advising and the Executive Committee review the requirements and discuss potential problems for instance, lack of courses offered in a particular GE area or unusual petitions for exceptions or substitutions that were forwarded to the committee by Academic Advising.</i> <i>Sixth College Academic Advising staff enforces and explains requirements and manages petitions for basic/routine exceptions to college and campus policies.</i> <i>DARS is used as a tool to check and confirm that students completed the requirements.</i> <i>Completion of degree requirements are certified by the college academic counselors and by the university Registrar.</i> 	<p>Quantitative Reasoning</p> <ul style="list-style-type: none"> <i>The College Provost, the Dean of Academic Advising, and the Executive Committee periodically review the existing curriculum and act on the discussions and exceptions made to determine if those exceptions should become rule. Any proposed revisions must be approved by the Academic Senate.</i> <i>The Academic Programs Director and the Dean of Advising work closely to assess potential opportunities to create new courses or modify existing courses to meet the learning outcomes.</i> <i>Academic counselors guide students in their choice of major or minor programs and inform students about courses that can satisfy the major/minor and the GEs.</i>

	<p><i>Exploring Data (1 required course)</i></p> <ul style="list-style-type: none"> To present data, summarize and distinguish signal from noise, and demonstrate the principles of data collection 	<p><i>requirement and how to access information about the GEs).</i></p>	<ul style="list-style-type: none"> Senate Committee on Educational Policy periodically reviews general education programs. 	<ul style="list-style-type: none"> Academic Counselors advise students about appropriate course enrollment for the practicum requirement. Findings are used to modify and improve the curriculum and determine what additional academic support and resources may be needed
<p>Please date the form</p>	<p>Information Literacy</p> <p><i>Information Technology Fluency (1 required course)</i></p> <ul style="list-style-type: none"> To deal with information technology such as discovering, understanding, assessing, interpreting and using information in an ever changing computerized/digital environment <p><i>(Course can overlap with courses offered by the major department)</i></p>	<p>Information Literacy</p> <ul style="list-style-type: none"> Overlap between major and college requirements are carefully monitored by the Academic Counselors. Thorough review of students' academic record and DARS by the college academic counselors is used to determine that students have completed the college requirements and therefore, achieved the intended learning outcomes. Academic Advising conducts assessment on specific advising learning outcomes, some of which relate to the understanding of the General Education requirements (e.g., understanding of Sixth College's upper-division requirement and how to access information about the GEs). 	<p>Information Literacy</p> <ul style="list-style-type: none"> The Provost, the Dean of Academic Advising and the Executive Committee review the requirements and discuss potential problems for instance, lack of courses offered in a particular GE area or unusual petitions for exceptions or substitutions that were forwarded to the committee by Academic Advising. Sixth College Academic Advising staff enforces and explains requirements and manages petitions for basic/routine exceptions to college and campus policies. DARS is used as a tool to check and confirm that students completed the requirements. Completion of degree requirements are certified by the college academic counselors and by the university Registrar. Senate Committee on Educational Policy periodically reviews general education programs. 	<p>Information Literacy</p> <ul style="list-style-type: none"> The College Provost, the Dean of Academic Advising, and the Executive Committee periodically review the existing curriculum and act on the discussions and exceptions made to determine if those exceptions should become rule. Any proposed revisions must be approved by the Academic Senate. The Academic Programs Director and the Dean of Advising work closely to assess potential opportunities to create new courses or modify existing courses to meet the learning outcomes. Academic counselors guide students in their choice of major or minor programs and inform students about courses that can satisfy the major/minor and the GEs. Academic Counselors advise students about appropriate course enrollment for the practicum requirement. Findings are used to modify and improve the curriculum and determine what additional academic support and resources may be needed
	<p>Critical Thinking</p> <p><i>Social Analysis (2 courses from 2 departments)</i></p> <ul style="list-style-type: none"> To practice a mode of thinking that is subjective, inter-subjective, and objective in studying structural aspects of society (social sciences) <p><i>Narrative, Aesthetic, and Historical Reasoning (2 courses)</i></p> <ul style="list-style-type: none"> To analyze human endeavor as primarily reflected in the arts, literature, and history (humanities) <p><i>(Students will be able to take foreign language courses to satisfy this requirement)</i></p>	<p>Critical Thinking</p> <ul style="list-style-type: none"> Overlap between major and college requirements are carefully monitored by the Academic Counselors. Thorough review of students' academic record and DARS by the college academic counselors is used to determine that students have completed the college requirements and therefore, achieved the intended learning outcomes. Academic Advising conducts assessment on specific advising learning outcomes, some of which relate to the understanding of the General Education requirements (e.g., understanding of Sixth 	<p>Critical Thinking</p> <ul style="list-style-type: none"> The Provost, the Dean of Academic Advising and the Executive Committee review the requirements and discuss potential problems for instance, lack of courses offered in a particular GE area or unusual petitions for exceptions or substitutions that were forwarded to the committee by Academic Advising. Sixth College Academic Advising staff enforces and explains requirements and manages petitions for basic/routine exceptions to college and campus policies. DARS is used as a tool to check and confirm that students completed the requirements. Completion of degree requirements are certified by the college academic counselors and by the university Registrar. 	<p>Critical Thinking</p> <ul style="list-style-type: none"> The College Provost, the Dean of Academic Advising, and the Executive Committee periodically review the existing curriculum and act on the discussions and exceptions made to determine if those exceptions should become rule. Any proposed revisions must be approved by the Academic Senate. The Academic Programs Director and the Dean of Advising work closely to assess potential opportunities to create new courses or modify existing courses to meet the learning outcomes. Academic counselors guide students in their choice of major or minor

		<p><i>College's upper-division requirement and how to access information about the GEs).</i></p>	<ul style="list-style-type: none"> • <i>Senate Committee on Educational Policy periodically reviews general education programs.</i> 	<p><i>programs and inform students about courses that can satisfy the major/minor and the GEs.</i></p> <ul style="list-style-type: none"> • <i>Academic Counselors advise students about appropriate course enrollment for the practicum requirement.</i> • <i>Findings are used to modify and improve the curriculum and determine what additional academic support and resources may be needed</i>
<p>All other items not color coded</p> <p><i>Art Making (2 courses from 2 different artistic genres)</i></p> <ul style="list-style-type: none"> • <i>To expose students to the practical experience in at least two artistic genres</i> • <i>To enhance their understanding of their own creative processes</i> 	<p>All other items not color coded</p> <ul style="list-style-type: none"> • <i>Overlap between major and college requirements are carefully monitored by the Academic Counselors.</i> • <i>Thorough review of students' academic record and DARS by the college academic counselors is used to determine that students have completed the college requirements and therefore, achieved the intended learning outcomes.</i> • <i>Academic Advising conducts assessment on specific advising learning outcomes, some of which relate to the understanding of the General Education requirements (e.g., understanding of Sixth College's upper-division requirement and how to access information about the GEs).</i> 	<p>All other items not color coded</p> <ul style="list-style-type: none"> • <i>The Provost, the Dean of Academic Advising and the Executive Committee review the requirements and discuss potential problems for instance, lack of courses offered in a particular GE area or unusual petitions for exceptions or substitutions that were forwarded to the committee by Academic Advising.</i> • <i>Sixth College Academic Advising staff enforces and explains requirements and manages petitions for basic/routine exceptions to college and campus policies.</i> • <i>DARS is used as a tool to check and confirm that students completed the requirements.</i> • <i>Completion of degree requirements are certified by the college academic counselors and by the university Registrar.</i> • <i>Senate Committee on Educational Policy periodically reviews general education programs.</i> 	<p>All other items not color coded</p> <ul style="list-style-type: none"> • <i>The College Provost, the Dean of Academic Advising, and the Executive Committee periodically review the existing curriculum and act on the discussions and exceptions made to determine if those exceptions should become rule. Any proposed revisions must be approved by the Academic Senate.</i> • <i>The Academic Programs Director and the Dean of Advising work closely to assess potential opportunities to create new courses or modify existing courses to meet the learning outcomes.</i> • <i>Academic counselors guide students in their choice of major or minor programs and inform students about courses that can satisfy the major/minor and the GEs.</i> • <i>Academic Counselors advise students about appropriate course enrollment for the practicum requirement.</i> • <i>Findings are used to modify and improve the curriculum and determine what additional academic support and resources may be needed</i> 	
<p>(2b) Where are the learning outcomes published? Please provide your department/program website address.</p> <ul style="list-style-type: none"> • <i>UC San Diego General Catalog: http://www.ucsd.edu/catalog/front/C_hooGrRe.html</i> • <i>Sixth College Website: http://sixth.ucsd.edu/advising/requirements/index.html</i> 				

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<p><i>Academic Program</i></p> <p>Department:</p> <p>Major:</p> <p>(1) Have formal learning outcomes been developed? <u>Yes/No</u></p> <p>(6) Date of the last Academic Senate Review? [i.e. 2015-16 if the review takes place this academic year]</p>	<p>Written and Oral Communication</p> <p>Through writing and public presentation assignments, students:</p> <ul style="list-style-type: none"> ● Synthesize connections from their Practicum experiences that illuminate and deepen their understanding of their discipline (integration of theory and practice) ● Establish and explore connections from more than one discipline or perspective (interdisciplinary inquiry) ● Apply theories or concepts from their disciplines to experiences external to formal lecture instruction, e.g., fieldwork, study abroad, work experiences (expansion of theoretical foundation developed in lower-division and major courses). 	<p>Written and Oral Communication</p> <ul style="list-style-type: none"> ● Pre- and post-Practicum assessment surveys ● CAPE evaluations ● Student qualitative comments from courses ● Brief mid-quarter assessments for new Practica ● Portfolios 	<p>Written and Oral Communication</p> <ul style="list-style-type: none"> ● Practicum Program Director and Director of Academic Programs ● Joint review of course materials - syllabi, grading rubrics, and seminar materials between Practicum faculty and Program directors ● Practicum Advisory Committee quarterly meetings to review Practicum course guidelines and outcomes ● Undergraduate Council review program ● Scholarly peer-reviewers vetting presentations and publications that interpret program data 	<p>Written and Oral Communication</p> <ul style="list-style-type: none"> ● The Practicum Director in consultation with the Director of Academic Programs and the Practicum Advisory committee revise community-based placements ● The Practicum Director in consultation with the Director of Academic Programs and the Practicum Advisory committee recruit new and/or maintain existing Practicum/Departmental faculty ● The Practicum Director and the Director of Academic Programs include new community partnerships ● The Practicum Director and the Director of Academic Programs recruit TA support in particular research areas ● The Practicum Director in consultation with the Director of Academic Programs revise course assignments, readings, and lectures in seminar ● The Practicum Director and the Director of Academic Programs publicize best practices in the field and promote networking

Please date the form				
	Quantitative Reasoning:	Quantitative Reasoning	Quantitative Reasoning	Quantitative Reasoning
	Information Literacy	Information Literacy	Information Literacy	Information Literacy
	<p>Critical Thinking</p> <p>Academic Development</p> <ul style="list-style-type: none"> Establish and explore connections from more than one discipline or perspective (interdisciplinary inquiry) Apply theories or concepts from their disciplines to experiences external to formal lecture instruction, e.g., fieldwork, study abroad, work experiences (expansion of theoretical foundation developed in lower-division and major courses). <p>Civic Engagement</p> <ul style="list-style-type: none"> Examine complex community issues from multiple perspectives (community-based learning and research, integration of theory and practice, professional and scholarly preparation, and global understanding). Establish disciplinary connections between their Practicum and career choices <p>Increased global awareness and understanding</p> <ul style="list-style-type: none"> Understand the complexity of others' cultures - beliefs, communication styles, rules, values, rites, and practices 	<p>Critical Thinking</p> <ul style="list-style-type: none"> Pre- and post-Practicum assessment surveys CAPE evaluations Student qualitative comments from courses Brief mid-quarter assessments for new Practica Portfolios 	<p>Critical Thinking</p> <ul style="list-style-type: none"> Practicum Program Director and Director of Academic Programs Joint review of course materials - syllabi, grading rubrics, and seminar materials between Practicum faculty and Program directors Practicum Advisory Committee quarterly meetings to review Practicum course guidelines and outcomes Undergraduate Council review program Scholarly peer-reviewers vetting presentations and publications that interpret program data 	<p>Critical Thinking</p> <ul style="list-style-type: none"> The Practicum Director in consultation with the Director of Academic Programs and the Practicum Advisory committee revise community-based placements The Practicum Director in consultation with the Director of Academic Programs and the Practicum Advisory committee recruit new and/or maintain existing Practicum/Departmental faculty The Practicum Director and the Director of Academic Programs include new community partnerships The Practicum Director and the Director of Academic Programs recruit TA support in particular research areas The Practicum Director in consultation with the Director of Academic Programs revise course assignments, readings, and lectures in seminar The Practicum Director and the Director of Academic Programs publicize best practices in the field and promote networking

	<ul style="list-style-type: none"> Identify and articulate new perspectives about their own cultural biases 			
	<p>All other items not color coded</p> <p>Professional and scholarly preparation</p> <ul style="list-style-type: none"> Demonstrate self-awareness of their skills, abilities, values, research or personal and professional interests Demonstrate skills and attributes needed to succeed in their postgraduate plans 	All other items not color coded	All other items not color coded	All other items not color coded
	<p>(2b)</p> <p>Where are the learning outcomes published? Please provide your department/program website address.</p> <p>https://sixth.ucsd.edu/files/cat_2012/CAT_WASC_Exhibit_for_Web_11-6-12.pdf</p>			

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<i>Academic Program</i>	<u>Students graduating with a degree should be able to:</u>			
<p>Department: <i>Culture, Art, and Technology</i> <i>(Sixth College)</i></p> <p>Major: <i>Writing Program</i></p> <p>(1) Have formal learning outcomes been developed? <i>Yes</i></p> <p>(6) Date of the last Academic Senate Review? [i.e. 2015-16 if the review takes place this academic year] <i>2012-2013</i></p>	<p>Written and Oral Communication</p> <p><i>The Sixth College Core Sequence on Culture, Art and Technology (CAT) gives students an opportunity to learn about the conventions of academic writing and to consider the implications of questions that are also important outside the university. The sequence consists of three quarters of lecture—Fall, Winter, and Spring—with accompanying discussion sections during which students must articulate analyses of course materials, themes, and questions. Writing instruction is integrated into the curriculum and is not offered as a stand-alone course. Students also complete an upper-division course in which they learn to reflect on and communicate the value of their academic and professional experiences gained through the Practicum Project and UCSD.</i></p> <p><i>Upon completion of the writing program, students should be able to:</i></p> <ul style="list-style-type: none"> • <i>Identify and use genre and media conventions ranging from structure and paragraphing to tone and mechanics appropriate to the rhetorical situation</i> • <i>Write in several genres such as summaries or annotated bibliographies, thesis-driven essays, and original academic research</i> • <i>Understand and exploit the differences in the rhetorical strategies and in the affordances available for oral, print, and electronic composing processes and texts</i> • <i>Direct written, spoken, or digital compositions to multiple audiences</i> • <i>Develop increased confidence and skill in the rhetorical and practical aspects of public presentation, documentation, curation, and performance</i> • <i>Develop flexible strategies for generating, revising, editing, and proof-reading</i> 	<p>Written and Oral Communication</p> <ul style="list-style-type: none"> • <i>Sequence of writing assignments tied to course goals</i> • <i>Graded essays</i> • <i>Modified portfolio (including drafts and instructor feedback)</i> • <i>Evaluation of grade ranges for all major written and oral assignments</i> • <i>CAPEs</i> • <i>ASES online evaluation system results (TA Evaluations)</i> • <i>Exit surveys</i> • <i>Evaluation of TAs by director and associate directors</i> 	<p>Written and Oral Communication</p> <ul style="list-style-type: none"> • <i>Program faculty reviews and revises curriculum, syllabi, grading procedures, and course materials in consultation with directors and associate directors</i> • <i>Core Advisory Committee meets to review learning outcomes and curriculum design</i> • <i>Undergraduate Council reviews program</i> 	<p>Written and Oral Communication</p> <ul style="list-style-type: none"> • <i>In consultation with Academic Programs Director and Associate Director for Writing, program faculty review and revise curriculum, including course readings and assignments</i> • <i>Program faculty, the Academic Programs Director, and the Associate Director for Writing revise pedagogical practices</i> • <i>The Associate Director for Writing assists TAs in conducting writing workshops, responding to work-in-progress, teaching successful revision strategies, and grading</i>
	<p>Quantitative Reasoning: <i>N/A</i></p>	<p>Quantitative Reasoning <i>N/A</i></p>	<p>Quantitative Reasoning <i>N/A</i></p>	<p>Quantitative Reasoning <i>N/A</i></p>

	<p>Information Literacy</p> <ul style="list-style-type: none"> • Identify the value and differences of potential resources in a variety of formats (e.g. multimedia, database, website, data set, audio/visual, book) • Located, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g. federal government databases); scholarly digital collections, and informal electronic networks and internet sources • Practice appropriate means of documenting their work 	<p>Information Literacy</p> <ul style="list-style-type: none"> • Sequence of writing assignments tied to course goals • Graded essays • Modified portfolio (including drafts and instructor feedback) • Evaluation of grade ranges for all major written and oral assignments • CAPES • ASES online evaluation system results (TA Evaluations) • Exit surveys • Evaluation of TAs by director and associate directors 	<p>Information Literacy</p> <ul style="list-style-type: none"> • Program faculty reviews and revises curriculum, syllabi, grading procedures, and course materials in consultation with directors and associate directors • Core Advisory Committee meets to review learning outcomes and curriculum design • Undergraduate Council reviews program 	<p>Information Literacy</p> <ul style="list-style-type: none"> • In consultation with Academic Programs Director and Associate Director for Writing, program faculty review and revise curriculum, including course readings and assignments • Program faculty, the Academic Programs Director, and the Associate Director for Writing revise pedagogical practices • The Associate Director for Writing assists TAs in conducting pedagogical workshops, responding to work-in-progress, facilitating discussion sections, and grading
	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Identify, summarize, and produce academic arguments • Read, understand, and critique arguments and assumptions in texts in diverse forms including, when appropriate, multi-media texts • Establish a controlling idea and support it with relevant and carefully evaluate evidence 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Sequence of writing assignments tied to course goals • Graded essays • Modified portfolio (including drafts and instructor feedback) • Evaluation of grade ranges for all major written and oral assignments • CAPES • ASES online evaluation system results (TA Evaluations) • Exit surveys • Evaluation of TAs by director and associate directors 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Program faculty reviews and revises curriculum, syllabi, grading procedures, and course materials in consultation with directors and associate directors • Core Advisory Committee meets to review learning outcomes and curriculum design • Undergraduate Council reviews program 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • In consultation with Academic Programs Director and Associate Director for Writing, program faculty review and revise curriculum, including course readings and assignments • Program faculty, the Academic Programs Director, and the Associate Director for Writing revise pedagogical practices • The Associate Director for Writing assists TAs in conducting pedagogical workshops, responding to work-in-progress, facilitating discussion sections, and grading

	<p style="text-align: center;">(2b)</p> <p>Where are the learning outcomes published? Please provide your department/program website address.</p> <ul style="list-style-type: none">• <i>CAT Website:</i> <i>http://sixth.ucsd.edu/cat/</i>			
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