

## 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> Warren College</p> <p><b>Major:</b> <b>General Education</b></p> <p><b>(1) Have formal learning outcomes been developed?</b> Yes/No Yes</p> <p><b>(6) Date of the last Academic Senate Review? [i.e. 2015-16 if the review takes place this academic year]</b>  April, 2013</p> <p>Please date the form</p>	<p><b>Written Communication</b></p> <p><b>(Warren Writing)</b> The purpose of the Warren Writing program is to enable undergraduate students, through intensive practice, to think critically, read analytically and communicate effectively in preparation for their work in various academic disciplines.</p> <p>Through this process students learn to:</p> <ul style="list-style-type: none"> <li>• Read and compose a diverse range of texts, attending especially to relationships among audience, purpose, genre, context, and message, and to how these features function for different audiences and situations.</li> <li>• Apply critical reading and critical thinking strategies when engaging with materials.</li> <li>• Analyze ethical issues in a variety of settings, explore how different ethical perspectives might be applied to ethical questions, and consider the ramifications of alternative actions.</li> <li>• Evaluate a variety of different sources to integrate the writer's ideas with those from appropriate sources.</li> <li>• Develop flexible strategies for reading, discovering, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing in composing multiple writing projects.</li> <li>• Experience the collaborative and social aspects of the writing process through discussion and by learning to give and act on productive feedback to works in progress.</li> <li>• Reflect on the development of composing practices and how those practices influence their work.</li> <li>• Understand how and why genre conventions for structure, paragraphing, tone, and mechanics vary by purpose, genre, and context through practice in composing and revising.</li> <li>• Explore the concepts of academic integrity and practice applying citation conventions systematically in their own work.</li> </ul>	<p><b>Written Communication</b></p> <ul style="list-style-type: none"> <li>• Pre-course writing assessment survey administered before taking our courses and post-course writing assessment survey re-administered upon completion of our courses</li> <li>• Modified portfolio (includes all writing assignments)</li> <li>• Capstone writing project in each course</li> <li>• Graded essays</li> <li>• Exit surveys: student evaluations of course and instructors</li> <li>• Evaluation of instructors by program faculty</li> <li>• Student conferences: one-on-one student meeting with the instructor to discuss written work</li> </ul>	<p><b>Written Communication</b></p> <ul style="list-style-type: none"> <li>• The survey data will be analyzed and discussed by the program faculty along with the assessment specialists from the colleges and the Teaching and Learning Commons.</li> <li>• Capstone writing projects will be assessed based on learning outcomes by trained faculty and instructors.</li> <li>• Program faculty reviews and revises curriculum, syllabi, grading procedures, and course materials.</li> <li>• Warren Writing Program Advisory Committee meets to review curriculum, syllabi, and other course materials.</li> </ul>	<p><b>Written Communication</b></p> <ul style="list-style-type: none"> <li>• To revise curriculum, including learning outcomes, syllabi and course reading and writing assignments.</li> <li>• To revise pedagogical practices, including teaching activities.</li> <li>• To aid instructors in modifying their comments on student papers.</li> <li>• To aid instructors with conducting writing workshops, responding to work-in-progress, teaching successful revision strategies, and grading.</li> <li>• To revise and create future surveys and assessments.</li> </ul>

	<p><b>(Ethics and Society)</b> Write clear, rigorous, and coherent essays on basic ethical issues in which different positions and arguments are explained, compared, and evaluated. Understand argumentative texts and put the key arguments into their own terms.</p> <p><b>(Programs of Concentration/Area Study –Social Sciences)</b> Develop appreciation and understanding of the complexities of the human experience through a variety of disciplines including: Anthropology, Communication, Ethnic Studies, Human Development, Linguistics, Political Science, Psychology, Sociology, and Urban Studies and Planning.</p> <p><b>(Program of Concentration/Area Study- Humanities)</b> Gain basic knowledge of the richness of our cultural heritage from a variety of educational perspectives including History, Literature, Music, Philosophy, Theatre and Dance, or Visual Arts.</p> <ul style="list-style-type: none"> <li>• Through completion of these sets of courses, students will demonstrate an ability to clearly express ideas, analysis, and arguments in various writing formats.</li> </ul>	<p>Graded essays in which students are required to explain and evaluate rival arguments on key issues and show that their knowledge is based upon references to the texts, not just lecture material.</p> <p>Students enroll in any six/three courses from a single department or choose Interdisciplinary Programs (courses from a variety of departments and categories). Three of the six must be upper division. Also, students have the option of choosing a department minor(s) if the classes selected meet the college’s rule on non-contiguity. Outcomes for the requirement are assessed through:</p> <ul style="list-style-type: none"> <li>• Transcript review</li> <li>• Degree audits</li> </ul>	<p>Several modes of evaluating the perceived success of the course are utilized:</p> <ul style="list-style-type: none"> <li>• CAPE evaluations.</li> <li>• End of course evaluations to determine if student writing abilities have improved.</li> <li>• Weekly instructor-led meetings with the teaching assistants to evaluate their effectiveness and the effectiveness of discussion sections.</li> <li>• The evidence is evaluated by the course instructor, teaching assistants, and the Warren College Provost. Additionally, the Warren College Executive Committee of the Faculty and other periodic faculty review committees, such as those convened during an EPC review, evaluate the Ethics and Society courses.</li> <li>• Process: Critical evaluation of student improvement and the effectiveness of the course in creating improved writing and speaking skills in critical argument.</li> </ul> <ul style="list-style-type: none"> <li>•The Warren Executive Committee of the Faculty periodically reviews existing Programs of Concentration offerings.</li> <li>• The college’s Provost and Executive Committee of the Faculty review all requests for GE petition exceptions, and take appropriate action as needed.</li> <li>• The Education Policy Committee periodically reviews all college requirements</li> </ul>	<p>To reevaluate the structure and effectiveness of course requirements and the tools of learning and to improve them to ensure more effectual learning results.</p> <p>The Warren academic advising staff has responsibility for:</p> <ul style="list-style-type: none"> <li>• Monitoring student compliance with the college’s rule non-contiguity rule.</li> <li>• Reviewing and approving student course selections to ensure disciplinary breadth in the three required disciplines: Humanities &amp; Fine Arts; Natural Sciences, Math &amp; Engineering; and Social Sciences.</li> <li>• Developing and maintaining a quarterly database of Programs of Concentration by disciplinary areas.</li> <li>• Generating Programs of Concentration reports quarterly and annually. The college Executive Committee of the</li> </ul>
--	---	--	--	---

				Faculty and other faculty periodically review all requirements to determine if changes are warranted.
<p><b>Oral Communication</b> <b>(Warren Writing)</b></p> <ul style="list-style-type: none"> <li>• Read and compose a diverse range of texts, attending especially to relationships among audience, purpose, genre, context, and message, and to how these features function for different audiences and situations.</li> <li>• Experience the collaborative and social aspects of the writing process through discussion and by learning to give and act on productive feedback to works in progress.</li> </ul> <p><b>(Ethics and Society)</b> Speak and converse with others, taking their own independent position on key issues such as abortion, professional ethics, affirmative action, and gender equity while learning to grasp and respect the positions of others.</p>	<p><b>Oral Communication</b></p> <ul style="list-style-type: none"> <li>• Individual and group oral presentations are required of students.</li> <li>• Oral presentation in discussion sections which measure students' ability to present ideas and arguments verbally, and interact with others in a classroom setting.</li> </ul>	<p><b>Oral Communication</b></p> <ul style="list-style-type: none"> <li>• Weekly instructor-led meetings with the teaching assistants to evaluate their effectiveness and the effectiveness of discussion sections.</li> <li>• The evidence is evaluated by the course instructor, teaching assistants, and the Warren College Provost. Additionally, the Warren College Executive Committee of the Faculty and other periodic faculty review committees, such as those convened during an EPC review, evaluate the Ethics and Society courses.</li> <li>• Process: Critical evaluation of student improvement and the effectiveness of the course in creating improved writing and speaking skills in critical argument.</li> </ul>	<p><b>Oral Communication</b></p> <p>To reevaluate the structure and effectiveness of course requirements and the tools of learning and to improve them to ensure more effectual learning results.</p>	
<p><b>Quantitative Reasoning:</b> <b>(Formal Skills requirement)</b> develop skills in problem-solving and quantitative reasoning using mathematical or symbolic concepts and techniques. Enable students to understand the use of mathematical, symbolic logic of statistical inference, and acquire a broad knowledge of technical education.</p>	<p><b>Quantitative Reasoning</b></p> <p>Review of transcripts and degree audits</p>	<p><b>Quantitative Reasoning</b></p> <ul style="list-style-type: none"> <li>• CAPE evaluations.</li> <li>• Department faculty determines level of students' academic performance and post a final grade based on grading procedures involving exams, assignments and other evaluative measures.</li> </ul>	<p><b>Quantitative Reasoning</b></p> <p>To reevaluate the structure and effectiveness of course requirements and the tools of learning and to improve them to ensure more effectual learning results.</p>	
<p><b>Information Literacy</b> <b>(Warren Writing)</b> Evaluate a variety of different sources to integrate the writer's ideas with those from appropriate sources.</p> <ul style="list-style-type: none"> <li>• Apply critical reading and critical thinking strategies when engaging with materials.</li> <li>• Explore the concepts of academic integrity and practice applying citation conventions systematically in their own work.</li> </ul>	<p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li>• Pre-course writing assessment survey administered before taking our courses and post-course writing assessment survey re-administered upon completion of our courses</li> <li>• Modified portfolio (includes all writing assignments)</li> <li>• Capstone writing project in each course</li> <li>• Graded essays</li> <li>• Exit surveys: student evaluations of course and instructors</li> <li>• Evaluation of instructors by program faculty</li> <li>• Student conferences: one-on-one student meeting with the instructor to discuss written work</li> </ul>	<p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li>• Program faculty reviews and revises curriculum, syllabi, grading procedures, and course materials.</li> </ul>	<p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li>• To revise curriculum, including learning outcomes, syllabi and course reading and writing assignments.</li> <li>• To revise pedagogical practices, including teaching activities.</li> <li>• To aid instructors in modifying their comments on student papers.</li> <li>• To aid instructors with conducting writing workshops, responding to work-in-progress, teaching successful revision strategies, and grading.</li> <li>• To revise and create future surveys and assessments</li> </ul>	

	<p><b>(Programs of Concentration/Area Study –Social Sciences)</b> Develop appreciation and understanding of the complexities of the human experience through a variety of disciplines including: Anthropology, Communication, Ethnic Studies, Human Development, Linguistics, Political Science, Psychology, Sociology, and Urban Studies and Planning.</p> <p><b>(Program of Concentration/Area Study- Humanities)</b> Gain basic knowledge of the richness of our cultural heritage from a variety of educational perspectives including History, Literature, Music, Philosophy, Theatre and Dance, or Visual Arts.</p> <p><b>(Program of Concentration/Area Study- Science/Math/Engineering)</b> Comprehend and gain broad general knowledge of biological and natural sciences including: Chemistry, Physics, Environmental Sciences, and Oceanography; and the application of basic technical skills.</p> <ul style="list-style-type: none"> <li>• Through completion of these sets of courses, students will demonstrate an ability to effectively gather information and appropriately utilize sources to support claims and analysis.</li> </ul>	<p>Students enroll in any six/three courses from a single department or choose Interdisciplinary Programs (courses from a variety of departments and categories). Three of the six must be upper division. Also, students have the option of choosing a department minor(s) if the classes selected meet the college’s rule on non-contiguity. Outcomes for the requirement are assessed through:</p> <ul style="list-style-type: none"> <li>• Transcript review</li> <li>• Degree audits</li> </ul>	<ul style="list-style-type: none"> <li>• The Warren Executive Committee of the Faculty periodically reviews existing Programs of Concentration offerings.</li> <li>• The college’s Provost and Executive Committee of the Faculty review all requests for GE petition exceptions, and take appropriate action as needed.</li> <li>• The Education Policy Committee periodically reviews all college requirements</li> </ul>	<p>The Warren academic advising staff has responsibility for:</p> <ul style="list-style-type: none"> <li>• Monitoring student compliance with the college’s rule non-contiguity rule.</li> <li>• Reviewing and approving student course selections to ensure disciplinary breadth in the three required disciplines: Humanities &amp; Fine Arts; Natural Sciences, Math &amp; Engineering; and Social Sciences.</li> <li>• Developing and maintaining a quarterly database of Programs of Concentration by disciplinary areas.</li> <li>• Generating Programs of Concentration reports quarterly and annually. The college Executive Committee of the Faculty and other faculty periodically review all requirements to determine if changes are warranted.</li> </ul>
	<p><b>Critical Thinking</b> <b>(Warren Writing)</b></p> <ul style="list-style-type: none"> <li>• Read and compose a diverse range of texts, attending especially to relationships among audience, purpose, genre, context, and message, and to how these features function for different audiences and situations.</li> <li>• Apply critical reading and critical thinking strategies when engaging with materials.</li> <li>• Analyze ethical issues in a variety of settings, explore how different ethical perspectives might be applied to ethical questions, and consider the ramifications of alternative actions.</li> <li>• Reflect on the development of composing practices and how those practices influence their work.</li> </ul> <p><b>(Programs of Concentration/Area Study –Social Sciences)</b> Develop appreciation and understanding of the complexities of the human experience through a variety of disciplines including: Anthropology, Communication, Ethnic Studies, Human Development, Linguistics, Political Science, Psychology, Sociology, and Urban Studies and Planning.</p> <p><b>(Program of Concentration/Area Study- Humanities)</b></p>	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Pre-course writing assessment survey administered before taking our courses and post-course writing assessment survey re-administered upon completion of our courses</li> <li>• Modified portfolio (includes all writing assignments)</li> <li>• Capstone writing project in each course</li> <li>• Graded essays</li> <li>• Exit surveys: student evaluations of course and instructors</li> <li>• Evaluation of instructors by program faculty</li> <li>• Student conferences: one-on-one student meeting with the instructor to discuss written work</li> </ul> <p>Students enroll in any six/three courses from a single department or choose Interdisciplinary Programs (courses from a variety of departments and categories). Three of the six must be upper division. Also, students have the option of choosing a department minor(s) if the classes selected meet the college’s rule on non-contiguity. Outcomes for the requirement are assessed through:</p>	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Program faculty reviews and revises curriculum, syllabi, grading procedures, and course materials.</li> </ul> <ul style="list-style-type: none"> <li>• The Warren Executive Committee of the Faculty periodically reviews existing Programs of Concentration offerings.</li> <li>• The college’s Provost and</li> </ul>	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• To revise curriculum, including learning outcomes, syllabi and course reading and writing assignments.</li> <li>• To revise pedagogical practices, including teaching activities.</li> <li>• To aid instructors in modifying their comments on student papers.</li> <li>• To aid instructors with conducting writing workshops, responding to work-in-progress, teaching successful revision strategies, and grading.</li> <li>• To revise and create future surveys and assessments</li> </ul> <p>The Warren academic advising staff has responsibility for:</p> <ul style="list-style-type: none"> <li>• Monitoring student compliance with the college’s rule non-contiguity rule.</li> <li>• Reviewing and approving</li> </ul>

	<p>Gain basic knowledge of the richness of our cultural heritage from a variety of educational perspectives including History, Literature, Music, Philosophy, Theatre and Dance, or Visual Arts.</p> <p><b>(Program of Concentration - Math/Science/Engineering)</b>          Comprehend and gain broad general knowledge of biological and natural sciences including: Chemistry, Physics, Environmental Sciences, and Oceanography; and the application of basic technical skills.</p> <ul style="list-style-type: none"> <li>Through completion of these sets of courses, students will demonstrate an ability to consider various views and analyze information to communicate clear and reasoned arguments and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Transcript review</li> <li>Degree audits</li> </ul>	<p>Executive Committee of the Faculty review all requests for GE petition exceptions, and take appropriate action as needed.</p> <ul style="list-style-type: none"> <li>The Education Policy Committee periodically reviews all college requirements.</li> </ul>	<p>student course selections to ensure disciplinary breadth in the three required disciplines: Humanities &amp; Fine Arts; Natural Sciences, Math &amp; Engineering; and Social Sciences.</p> <ul style="list-style-type: none"> <li>Developing and maintaining a quarterly database of Programs of Concentration by disciplinary areas.</li> <li>Generating Programs of Concentration reports quarterly and annually. The college Executive Committee of the Faculty and other faculty periodically review all requirements to determine if changes are warranted.</li> </ul>
All other items not color coded	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><b>(2b)</b>  <b>Where are the learning outcomes published?</b>  <b>Please provide your department/program website address.</b></p> <ul style="list-style-type: none"> <li>UC San Diego General Catalog: <a href="http://infopath-1.ucsd.edu/catalog/">http://infopath-1.ucsd.edu/catalog/</a></li> <li>Warren College web site: <a href="http://warren.ucsd.edu/academics/general-education/index.html">http://warren.ucsd.edu/academics/general-education/index.html</a></li> </ul>			