

UC San Diego - WASC Exhibit 7.1

Inventory of Educational Effectiveness Indicators

Academic Program	(1) Have formal learning outcomes been developed?	(2) What are these learning outcomes? Where are they published? (Please specify)	(3) Other than GPA, what data/evidence is 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?	(6) Date of last Academic Senate Review?
<p>Department: <i>Program for the Study of Religion</i></p> <p>Major: <i>Program for the Study of Religion</i></p>	Yes	<p>The Program for the Study of Religion expects its students to be able:</p> <ul style="list-style-type: none"> 1) to explain the tenets of one or more religious traditions, demonstrating familiarity with the native vocabulary of the tradition(s), as well as sensitivity to the ways in which fundamental doctrines change over time. 2) to analyze complex problems in the study of religion from a multiplicity of perspectives, using tools and methods developed by diverse intellectual disciplines. 3) to recognize the historicity of “religion” as an intellectual category. 4) to distinguish academic from confessional approaches to the study of religion. 5) to read religious primary sources in a nuanced manner, sensitive to factors of time, geography, and socio-cultural context. 6) to read secondary sources about religion actively rather than passively. I.e., to be able to ask clarificatory questions, disagree with an author by raising 	<p>The PSR's grounding principle can be articulated by reference to a familiar anthropological cliché, namely the claim that all human beings in all times and places have had religion. Reversing this cliché, one reaches the PSR's academic basis: The phenomena we classify as “religious” phenomena are, for all times and places, to be treated as integrally human phenomena. Thus, the PSR is committed to radical interdisciplinarity. For religion, as an emergent phenomenon, appertains to the fullness of the human world. Religion emerges from literature, history, social organization, imagination, emotions, culture, the physical body itself. Thus the PSR core curriculum includes both required courses as well as electives.</p> <p>Required Courses and Sequences</p> <ul style="list-style-type: none"> • RELI 101 – Entitled “Tools and Methods in the Study of Religion,” this course focuses on the study of religion as a distinct academic field, providing a theoretical grounding for the majors. Any student who completes either version of RELI 101 successfully will have satisfied learning outcomes #2, #3, #4, #6, #7. • RELI 189 – Entitled “Seminar in Religion,” this capstone course has 	<ul style="list-style-type: none"> • Individual faculty not only assess individual students based on their performance in courses but also act as advisors as well as instructors, guiding students in improving their outcomes. • RELI 189 serves as a capstone course for the major. • RELI syllabi include a statement of desired learning outcomes. Faculty submit a self-assessment to PSR director after the quarter is complete. • We also see our outcomes operating in the world, e.g., in students' acceptance to professional and graduate schools, their success in getting jobs, their publications, and public awards they receive. • Majors are given an exit questionnaire before graduating. This allows them to reflect upon and assess the religion courses they took and the work done in them. Although the questionnaire already contains a question about future plans, the PSR will make a greater effort to maintain contact with students after graduation in the interest of tracking their future success. In the present moment, it seems that befriending students on Facebook.com is the most expedient means for maintaining long-term contact. 	<ul style="list-style-type: none"> • Individual course instructors regularly use student feedback to modify their classes from year to year. • Regular meetings between the majors and faculty allow the director to ascertain whether new courses are needed to serve student desires and interests. (The addition of RELI 189 as a required capstone course is an example of a programmatic change that had its origin as a student initiative.) • Faculty self-assessments allow the PSR director to develop an overall “sense of the program” as well as to address issues raised by individual faculty members and their courses. 	2011-12 academic year

	<p>objections, and integrate newly read texts with prior knowledge.</p> <p>7) to write accurate and incisive essays that articulate an academic thesis and support the thesis using both primary and secondary materials.</p> <p>8) to speak about religion with clarity and precision, applying their interpretive and critical skills to oral conversation.</p> <p>Learning outcomes published:</p> <ul style="list-style-type: none"> • UCSD's <i>General Catalogue</i> (available online at: http://infopath-1.ucsd.edu/-catalog/pdf/0809_UCSD_General_Catalog.pdf) • The Program for the Study of Religion website (http://religion.ucsd.edu/-learningoutcomes.pdf) • Individual course syllabi. • Regular meetings of the PSR director with majors and potential majors. • Conversations of students with PSR faculty advisors and/or PSR staff coordinator. 	<p>a shifting subject matter, depending upon the faculty member teaching it. The seminar offers majors an opportunity to closely observe how professional scholars articulate research questions and construct projects to address those questions. Whereas lectures expose students to accumulated knowledge, the seminar gives them practical experience in the process of knowledge-creation within the humanities. The active learning environment of the seminar will enable students to take responsibility for their own education, forcing them to cultivate their own capabilities as scholars and thinkers. Any student who completes one version of this course will have satisfied learning outcomes #2, #3, #5, #6, #7, #8.</p> <p>Electives</p> <ul style="list-style-type: none"> • PSR majors are required to take ten electives from among the courses offered by more than forty faculty members in ten departments. Approximately twenty electives are offered every quarter on an ad hoc basis, contingent upon affiliated faculty's availability and interest. This enforced interdisciplinarity necessarily satisfies learning outcome #2. Additionally, depending upon an individual student's chosen course of study, the ten electives will normally satisfy most, if not all, the other seven stated learning objectives as well. <p>While taking these ten electives, students also fulfill two additional requirements:</p> <ul style="list-style-type: none"> • Distribution requirement – The PSR requires majors to take at least two courses within the Arts & Humanities and at least two courses within the Social Sciences. This ensures that students gain a broad and interdisciplinary 	
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understanding of the phenomenon. By adhering to the distribution requirement, PSR majors satisfy learning outcomes #1, #2, #5, #6, #7, #8.

- Tradition requirement – The PSR requires majors to take at least two courses that focus predominantly upon a single religious tradition. This requirement encourages students to read and analyze religious material in relationship to historically specific contexts and communities of interest. Additionally, secondary consideration is given to understanding the meta-process the analysis of texts informs the study of religion as an academic field. By adhering to the distribution requirement, PSR majors satisfy learning outcomes #1, #2, #3, #4, #5, #6, #7.