Academic Program	(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?
Department: *Culture, Art and Technology (Sixth College)* **Major:** *Writing Program* **(1) Have formal learning outcomes been developed?** *Yes* **(6) Date of last Academic Senate Review?** *Not Previously Reviewed*	*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. 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.* ***Students graduating with a degree should be able to:*** *Critical Thinking, Reading, and Writing* ● *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 evaluated evidence* *Rhetorical Knowledge* ● *Identify and use genre and media conventions ranging from structure and paragraphing to tone and mechanics appropriate to the rhetorical situation* ● *Write in several genres such as summaries or annotated bibliographies, thesis-driven essays, and original academic research* ● *Understand and exploit the differences in the rhetorical strategies and in the affordances available for oral, print,*	● *Sequence of writing assignments tied to course goals* ● *Graded essays* ● *Modified portfolio (including drafts and instructor feedback)* ● *Evaluation of grade ranges for major assignments* ● *CAPEs* ● *ASES online evaluation system results (TA evaluations)* ● *Exit surveys* ● *Evaluation of TAs by director and associate directors*	● *Program faculty reviews and revises curriculum, syllabi, grading procedures, and course materials in consultation with director and associate directors.* ● *Core Advisory Committee meets to review learning outcomes and curriculum design.* ● *Undergraduate Council reviews program*	● *In consultation with the Academic Programs Director and Associate Director for Writing, program faculty will review and revise curriculum, including course reading and writing assignments.* ● *Program faculty, the Academic Programs Director, and the Associate Director for Writing will revise pedagogical practices.* ● *The Associate Director for Writing will assist TAs in conducting writing workshops, responding to work-in-progress, teaching successful revision strategies, and grading.*

	and electronic composing processes and texts ● *Direct written, spoken, or digital compositions to multiple audiences* ● *Develop increased confidence and skill in the rhetorical and practical aspects of public presentation, documentation, curation, and performance* *Information Literacy* ● *Identify the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)* ● *Locate, 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* *Processes* ● *Develop flexible strategies for generating, revising, editing, and proof-reading* **Learning outcomes published:** ● *CAT website:* *http://sixth.ucsd.edu/cat/*			

Academic Program	(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?
Department: *Culture, Art and Technology (Sixth College)* **Major:** *Sixth College Practicum* **(1) Have formal learning outcomes been developed?** *Yes* **(6) Date of last Academic Senate Review?** *Not previously reviewed*	*The Sixth College Practicum is an upper-division capstone course in the Culture, Art and Technology program that integrates theory and practice in exciting ways. The course fosters a connection between students' academic education to surrounding local, national, and global communities.* *Practicum students engage in projects that focus on their academic development, personal and professional growth and civic engagement. Sixth College faculty encourages students to satisfy the requirement through alternative and creative projects, consistent with Sixth College's mission to educate students who are innovative, interconnected, and aware.* *Academic Development* *Students will be able to:* ● *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).* *Civic Engagement* ● *Examine complex community issues from multiple perspectives (community-based learning and research, integration of theory and practice, professional and scholarly preparation, and global understanding)*	● *Pre- and post-Practicum assessment surveys* ● *CAPE evaluations* ● *Student qualitative comments from courses* ● *Brief mid-quarter assessments for new Practica* ● *Portfolios*	● *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*	● *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*

	Professional and scholarly preparation ● *Demonstrate self-awareness of their skills, abilities, values, research or personal and professional interests* ● *Establish disciplinary connections between their Practicum and career choices* ● *Demonstrate skills and attributes needed to succeed in their post-graduate plans* *Increased global awareness and understanding* ● *Understand the complexity of others' cultures - beliefs, communication styles, rules, values, rites, and practices* ● *Identify and articulate new perspectives about their own cultural biases*		