

**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> <b>Education Studies</b></p> <p><b>Major: B.S. in Education Sciences</b></p> <p><b>(1) Have formal learning outcomes been developed?</b> <b>Yes</b></p> <p><b>(6) Date of the last Academic Senate Review? NA, degree established AY2019-20</b></p> <p>09/10/2019</p>	<p><b>Written Communication</b></p> <p>Successfully communicate through written language for informational, persuasive, and expressive purposes, by analyzing the major theoretical and analytical concepts of education, teaching, and learning.</p> <p>Write effectively in a variety of forms – including clearly written research proposals and scholarly papers, presenting an evidence-based position or argument.</p>	<p><b>Written Communication</b></p> <p>Significant writing requirements are incorporated into required upper division courses (EDS117, EDS125, EDS126, EDS114, EDS115, EDS118, EDS 130, 131, 133, 135, 136, 137), and Capstone courses (EDS140/141, EDS128AB, EDS129ABC).</p>	<p><b>Written Communication</b></p> <p>Instructors and teaching assistants read and evaluate written work.</p> <p>Assessment Committee reviews student samples from core courses.</p>	<p><b>Written Communication</b></p> <p>Department Chair and Design Team revise course requirements, course size, and topics as needed. Design Committee and Faculty Advisor revises structure of major. Course faculty review student work and adjust course requirements to meet PLO.</p>
	<p><b>Oral Communication</b></p> <p>Effectively articulate how the different facets of education, teaching, and learning interact and are interdependent upon each other, and present findings relevant to the field.</p> <p>Clearly communicate research findings, educational research concepts, or classroom lessons to diverse audiences through oral presentations.</p>	<p><b>Oral Communication</b></p> <p>Capstone course all have oral presentation requirements (EDS140/141, EDS128AB, EDS129ABC) and/or colloquiums.</p>	<p><b>Oral Communication</b></p> <p>Written evaluations and/or feedback forms of each presentation are conducted by instructors, advisors, and peers/classmates.</p>	<p><b>Oral Communication</b></p> <p>Department Chair and Design Team revise course requirements.</p> <p>Course faculty review presentation assessments and revise the requirements, prompts, and format as needed.</p>
	<p><b>Quantitative Reasoning:</b></p> <p>Collect, interpret, and analyze data obtained from educational settings of teaching, and learning, to inform and solve issues and problems within the field of education.</p> <p>Understand the similarities and differences between quantitative and qualitative reasoning in research, decision-making, policy and planning.</p> <p>Demonstrate skill in the use of quantitative, qualitative, and mixed methods of data gathering and data-driven analysis of social phenomena.</p>	<p><b>Quantitative Reasoning</b></p> <p>Required statistics, formal skills, and methods courses (EDS103), emphasize these skills. The Capstone courses (EDS140/141) require research proposals and presentations of the research plan associated with specific research questions in a given educational context.</p>	<p><b>Quantitative Reasoning</b></p> <p>Faculty Advisor, Assessment Committee and instructors for each course, through papers, discussions, and presentations/ research findings.</p>	<p><b>Quantitative Reasoning</b></p> <p>Department Chair and Design Team revise course requirements.</p> <p>Course faculty review assessments and revise the requirements, prompts, and format as needed.</p>

	<p><b>Information Literacy</b></p> <p>Research and interpret information from literary, experimental, and observational research studies in education, evaluating and using this information effectively and ethically. Develop the ability to critically evaluate research, understanding the interconnections of research and practice.</p> <p>Ability to locate, navigate and evaluate diverse sources of information pertinent to education, and efforts to understand and improve teaching, learning, and policy.</p>	<p><b>Information Literacy</b></p> <p>Required upper division courses (i.e. EDS117 EDS125, EDS115, EDS118, EDS130, EDS136, EDS102, EDS103) and Capstone courses (EDS140/141, EDS128AB, EDS129ABC), require integration of education concepts from a multitude of disciplines. Each required course area included courses from other disciplines.</p> <p>Required upper division courses include the domains of Education in a Diverse Society, Learning &amp; Development, and Educational Research Domains require literature reviews, prior research results, and previous findings as a foundation to the submitted papers.</p>	<p><b>Information Literacy</b></p> <p>Instructors and teaching assistants, through exams, discussions, presentations and written work.</p> <p>Assessment Committee reviews student samples from core courses.</p>	<p><b>Information Literacy</b></p> <p>Department Chair, Design Team, and instructors revise courses content and topics as needed to align with advances in the field.</p>
	<p><b>Critical Thinking</b></p> <p>Critically evaluate issues and inquiries in the facets of education, ranging from educational context, learning and development, the role of quantitative and quantitative research, and the role of society and culture in shaping teaching and learning practices.</p>	<p><b>Critical Thinking</b></p> <p>EDS38/39, required upper division courses (i.e. EDS117 EDS125, EDS115, EDS118, EDS130, EDS136, EDS102, EDS103), and Capstone courses (EDS140/141, EDS128AB, EDS129ABC) all require integration of a multitude of disciplines to insure students can tie concepts into the overarching theme of education as an integrated and multifaceted system.</p>	<p><b>Critical Thinking</b></p> <p>Instructors and teaching assistants, through exams, discussions, presentations and written work.</p> <p>Assessment Committee reviews student samples from core courses.</p>	<p><b>Critical Thinking</b></p> <p>Department Chair, Design Team, and instructors revise courses Design Team revises structure of major as needed.</p>
	<p><b>Additional Learning Outcomes</b></p> <p>The ability to use technology as a tool for teaching, learning, research, collaborative scholarship, the dissemination of information, and coalition building among diverse learning communities (PLO6).</p>	<p>Educational Research courses (EDS102/103) and Capstone courses (EDS140/141, EDS128AB, EDS129ABC) require the use of technology for students to research, organize, and present their ideas around the overarching concept of Transforming Education Through Research &amp; Practice.</p>	<p>Instructors and teaching assistants, through exams, discussions, presentations and written work.</p> <p>Assessment Committee reviews student samples from core courses.</p>	<p>Department Chair, Design Team, and instructors revise courses Design Team revises structure of major as needed.</p>
<p><b>(2b) Where are the learning outcomes published?</b>  <b>Please provide your department/program website address.</b></p> <p>PLOs will be published and available through the EDS department website.  <a href="http://eds.ucsd.edu">http://eds.ucsd.edu</a></p>				