

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>Department: Urban Studies and Planning Program</p> <p>Major: Urban Studies and Planning Program</p> <p>(1) Have formal learning outcomes been developed? Yes</p> <p>(6) Date of the last Academic Senate Review? 2012</p>	<p>Written Communication:</p> <ul style="list-style-type: none"> Write effectively in a variety of forms – including a clearly written research proposal, scholarly thesis, and scientific poster based on an evidence-based position or argument. 	<p>Written Communication</p> <ul style="list-style-type: none"> Successful completion of the USP major’s “Senior Sequence” capstone – an integrated 12-unit, two quarter research methods, writing and science communication requirement that culminates in a public presentation of the students written work at USP’s annual Urban Expo). 	<p>Written Communication</p> <ul style="list-style-type: none"> Instructors and teaching assistants read written work and provide comments. Senior Sequence capstone uses peer-to-peer feedback to improve student writing and graphic presentation skills. 	<p>Written Communication</p> <ul style="list-style-type: none"> Capstone instructor works with TAs, USP faculty and mentors to improve the Senior Sequence. Give award for the best Senior Thesis.
	<p>Oral Communication</p> <ul style="list-style-type: none"> Clearly communicate research findings to diverse audiences through oral presentations and a narrated 3 minute science communication video. 	<p>Oral Communication</p> <ul style="list-style-type: none"> Successful completion of the USP major’s required “Senior Sequence” capstone which includes training in science communication (oral presentations and narrated video production). Students winning awards for public presentations (e.g., USP students winning a Real Estate challenge) 	<p>Oral Communication</p> <ul style="list-style-type: none"> Instructors and teaching assistants evaluate oral presentations and participation in group discussions. Students do oral presentations as part of planning and design competitions. 	<p>Oral Communication</p> <ul style="list-style-type: none"> Instructors continually improve guidelines for oral communication using story-based and other formats.
	<p>Quantitative Reasoning:</p> <ul style="list-style-type: none"> Understand the similarities and differences between quantitative and qualitative reasoning in research, decision-making, policy and planning. Demonstrate skill in the use of both quantitative and qualitative methods of data gathering and data-driven analysis of social phenomena. 	<p>Quantitative Reasoning:</p> <ul style="list-style-type: none"> Successful completion of required lower division research methods course and a required upper division Senior Sequence capstone project (This set of requirements challenges students to think about research and science from philosophical, technical and ethical perspectives that highlight diverse ways of knowing, investigating and reasoning). 	<p>Quantitative Reasoning:</p> <ul style="list-style-type: none"> Instructor and TAs for courses, through exams, papers, classroom discussions, and showcasing of student research in public events 	<p>Quantitative Reasoning</p> <ul style="list-style-type: none"> Individual instructors revise courses; Undergraduate Program Committee revises structure of major as needed,
	<p>Information Literacy</p> <ul style="list-style-type: none"> Ability to locate, navigate and evaluate diverse sources of information pertinent to urban studies and planning, and efforts to understand and improve how human settlements develop and function. 	<p>Information Literacy</p> <ul style="list-style-type: none"> Successful completion of the interdisciplinary USP major demonstrates an ability to selectively navigate diverse sources of information--as evident in USP’s capstone thesis requirement. USP majors learn to use a variety of approaches to understand the development, environment and culture of cities. 	<p>Information Literacy</p> <ul style="list-style-type: none"> Instructors, mentors, and TAs (plus professionals serving as judges for USPs competitive awards) evaluate student information literacy by reviewing student performance on exams, research papers and exhibits. 	<p>Information Literacy</p> <ul style="list-style-type: none"> Undergraduate Program Committee revises structure of major as needed, e.g., providing areas of concentrations to help students focus their studies and career interests.
	<p>Critical Thinking:</p> <ul style="list-style-type: none"> Demonstrate a critical understanding of how local, regional and global forces shape cities and their interconnections worldwide; including normative and social justice dimensions underpinning these dynamics. 	<p>Critical Thinking:</p> <ul style="list-style-type: none"> Students demonstrate critical thinking through multiple courses, and an internship experience, that require research, analysis, judgement and writing. 	<p>Critical Thinking</p> <ul style="list-style-type: none"> Instructor for courses, through exams, papers, and (in some courses) discussion sections with teaching assistants. The USP capstone requirement includes one-on-one faculty and mentor sessions with students to strengthen their critical thinking. 	<p>Critical Thinking</p> <ul style="list-style-type: none"> Individual instructors revise courses; Undergraduate Program Committee revises structure of major as needed, e.g., to increase time students are able to spend in critical discussions and dialog.
	<p>(2b) Where are the learning outcomes published? http://usp.ucsd.edu/undergraduate-program/major.html</p>			