

UC San Diego - WASC Exhibit 7.1 Inventory of Educational Effectiveness Indicators

Academic Program	(2) What are these learning outcomes?	(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?
	(2) Where are they published? (Please specify)			
<p>Department: Warren College</p> <p>Major: General Education: Formal Skills</p> <p>(1) Have formal learning outcomes been developed? Yes</p> <p>(6) Date of last Academic Senate Review? April, 2013</p>	<p><i>A two-course requirement including any lower-division calculus, symbolic logic, computer programming and/or statistics from the following list: MATH 3C, 4C, 10A or 20A; 10B or 20B, 11; PHIL 10, 12; PYSC 60, 70; POLI 30; SOCI 60; LIGN 17; MAE 5; CSE 3, 5A, 8A, 8B, 11; COGS 3, 8, 14A, 14B; ECE 15, 25, 85; NANO/CENG 15. These courses may overlap with major, minor, or applicable Program of Concentration requirements. Successful completion of the two-course formal skills requirement will:</i></p> <ul style="list-style-type: none"> ▪ <i>Enable students to understand the use of mathematical, symbolic logic of statistical inference, and acquire a broad knowledge of technical education.</i> ▪ <i>Require students to develop skills in problem-solving and quantitative reasoning using mathematical or symbolic concepts and techniques.</i> <hr/> <p><i>Learning outcomes published:</i></p> <ul style="list-style-type: none"> • <i>UC San Diego General Catalog: http://infopath-1.ucsd.edu/catalog/</i> ▪ <i>Warren College web site</i> 	<p>Data/Evidence:</p> <p><i>Outcomes for the formal skills requirement are assessed through:</i></p> <ul style="list-style-type: none"> • <i>Transcript review</i> • <i>Degree audits</i> 	<ul style="list-style-type: none"> • <i>Several modes of evaluating the perceived success of the course are utilized:</i> • <i>CAPE evaluations.</i> • <i>Department faculty determines level of students' academic performance and post a final grade based on grading procedures involving exams, assignments and other evaluative measures.</i> 	<p><i>To reevaluate the structure and effectiveness of course requirements and the tools of learning and to improve them to ensure more effectual learning results.</i></p>

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<p>Academic Program</p> <p>Department: Warren College</p> <p>Major: General Education: Ethics and Society</p> <p>(1) Have formal learning outcomes been developed? Yes</p> <p>(6) Date of last Academic Senate Review? April, 2013</p>	<p><i>A two -course requirement PHIL 27 or POLI 27 and PHIL 28 or POLI 28 that must be taken after completion of WCWP 10A-10B or WCWP 11A-B. The courses may not overlap with any other college GE or major requirements.</i></p> <p><i>Students who complete this course should be able to:</i></p> <ul style="list-style-type: none"> • <i>Write clear, rigorous, and coherent essays on basic ethical issues in which different positions and arguments are explained, compared, and evaluated.</i> • <i>Understand argumentative texts and put the key arguments into their own terms.</i> • <i>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.</i> <hr/> <p><i>Learning outcomes published:</i></p> <ul style="list-style-type: none"> • <i>UC San Diego General Catalog: http://infopath-1.ucsd.edu/catalog/</i> ▪ <i>Warren College web site</i> 	<p>Data/Evidence:</p> <ul style="list-style-type: none"> • <i>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.</i> • <i>A program of exams and comprehension quizzes given in lecture and discussion sections.</i> • <i>Oral presentation in discussion sections which measure students' ability to present ideas and arguments verbally, and interact with others in a classroom setting.</i> 	<ul style="list-style-type: none"> • <i>Several modes of evaluating the perceived success of the course are utilized:</i> • <i>CAPE evaluations.</i> • <i>End of course evaluations to determine if student writing and argumentation abilities have improved.</i> • <i>Weekly instructor-led meetings with the teaching assistants to evaluate their effectiveness and the effectiveness of discussion sections.</i> • <i>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.</i> • <i>Process: Critical evaluation of student improvement and the effectiveness of the course in creating improved writing and speaking skills in critical argument.</i> 	<ul style="list-style-type: none"> • <i>To reevaluate the structure and effectiveness of course requirements and the tools of learning and to improve them to ensure more effectual learning results.</i>

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<p>Department: Warren College</p> <p>Major: General Education: Area Studies</p> <p>(1) Have formal learning outcomes been developed? Yes</p> <p>(6) Date of last Academic Senate Review? April, 2013</p>	<p><i>Students who are declared B.S. Engineering majors must complete two Area Studies, one in the humanities/fine arts and one in the social sciences. Each of these Area Studies consists of three courses, one lower-division and two upper-division chosen from two disciplines.</i></p> <p>Expected learning outcomes will enable students to:</p> <ul style="list-style-type: none"> • Have exposure to two subject matter disciplines outside their primary area of study. • 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. • 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. <hr/> <p>Learning outcomes published:</p> <ul style="list-style-type: none"> • UC San Diego General Catalog: http://infopath-1.ucsd.edu/catalog/ ▪ Warren College web site 	<p>Data/Evidence:</p> <p><i>Students enroll in any three courses from a single department or choose Interdisciplinary Programs (courses from a variety of departments and categories) Two of the three 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:</i></p> <ul style="list-style-type: none"> • Transcript review • Degree audits 	<ul style="list-style-type: none"> • The Warren Executive Committee of the Faculty periodically reviews existing Area Studies offerings. • The college's Provost and Executive Committee of the Faculty review all requests for GE petition exceptions, and take appropriate action as needed. • The Educational Policy Committee periodically reviews all college requirements. 	<p><i>The Warren academic advising staff has responsibility for:</i></p> <ul style="list-style-type: none"> • Monitoring student compliance with the college's non-contiguity rule. • Reviewing and approving student course selections to ensure disciplinary breadth in the three required disciplines: Humanities & Fine Arts; Natural Sciences, Math & Engineering; and Social Sciences. • Developing and maintaining a quarterly database of Area Studies by disciplinary areas. • Generating Area Studies reports quarterly and annually. <p><i>The Warren Executive Committee of the Faculty and other faculty periodically review all requirements to determine if changes are warranted.</i></p>

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<p>Department: Warren College</p> <p>Major: General Education: Programs of Concentration</p> <p>(1) Have formal learning outcomes been developed? Yes</p> <p>(6) Date of last Academic Senate Review? April, 2013</p>	<p><i>Students pursuing majors other than a bachelor of science in engineering are required to complete two focused collection of courses (a total of twelve courses, six in each area) outside the areas of their majors.</i></p> <p><i>The major combined with the two Programs of Concentration must represent three disciplines: Humanities & Fine Arts, Natural Sciences, and Social Sciences to ensure that students:</i></p> <ul style="list-style-type: none"> ▪ <i>Have significant exposure to subject matter disciplines outside their primary area of study.</i> ▪ <i>Demonstrate 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.</i> ▪ <i>Develop appreciation and understanding of the complexities of the human experience through a variety of disciplines including: Anthropology; Communication; Economics; Ethnic Studies; Human Development; Linguistics; Political Science; Psychology; Sociology; and Urban Studies and Planning.</i> ▪ <i>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.</i> <hr/> <p><i>Learning outcomes published:</i></p> <ul style="list-style-type: none"> • <i>UC San Diego General Catalog: http://infopath-1.ucsd.edu/catalog/</i> ▪ <i>Warren College web site</i> 	<p>Data/Evidence:</p> <p><i>Students enroll in any six 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.</i></p> <p><i>Outcomes for the requirement are assessed through:</i></p> <ul style="list-style-type: none"> • <i>Transcript review</i> • <i>Degree audits</i> 	<ul style="list-style-type: none"> • <i>The Warren Executive Committee of the Faculty periodically reviews existing Programs of Concentration offerings.</i> • <i>The college's Provost and Executive Committee of the Faculty review all requests for GE petition exceptions, and take appropriate action as needed.</i> • <i>The Education Policy Committee periodically reviews all college requirements.</i> 	<p><i>The Warren academic advising staff has responsibility for:</i></p> <ul style="list-style-type: none"> • <i>Monitoring student compliance with the college's rule non-contiguity rule.</i> • <i>Reviewing and approving student course selections to ensure disciplinary breadth in the three required disciplines: Humanities & Fine Arts; Natural Sciences, Math & Engineering; and Social Sciences.</i> • <i>Developing and maintaining a quarterly database of Programs of Concentration by disciplinary areas.</i> • <i>Generating Programs of Concentration reports quarterly and annually.</i> <p><i>The college Executive Committee of the Faculty and other faculty periodically review all requirements to determine if changes are warranted.</i></p>

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<p>Department: Warren College</p> <p>Major: General Education: WARR 11A-B (Scholars Seminar)</p> <p>(1) Have formal learning outcomes been developed? Yes</p> <p>(6) Date of last Academic Senate Review? April, 2013</p>	<p>WARR 11A-B (Scholars Seminar) is a two-course sequence for first-year students in the Warren College Honors Program. The purpose of the sequence is to develop students' critical thinking, reading, and writing skills and to prepare them for rigorous academic work across disciplines.</p> <p>More specifically, students learn to:</p> <ul style="list-style-type: none"> • Read challenging literary texts with sensitivity and care. • Read complex academic texts critically and analytically. • Understand the academic approaches of a variety of disciplines. • Develop the skills of summary, interpretation, analysis, synthesis, evaluation, research, and response. • Understand the construction of an academic argument by formulating thoughtful interpretations and tenable claims, and making convincing use of supporting evidence. • Negotiate the writing process effectively – from brainstorming for ideas to polishing a final draft. <hr/> <p>Learning outcomes published:</p> <ul style="list-style-type: none"> • UC San Diego General Catalog: http://infopath-1.ucsd.edu/catalog/ • Honors Program website • Scholars Seminar brochure • Syllabus 	<p>Data/Evidence:</p> <ul style="list-style-type: none"> • Graded essays. • Modified portfolio assessment: includes all writing assignments. • Oral presentation: measures students' ability to present ideas and arguments verbally and to respond to questions and counter-arguments. • Student conferences: one-on-one student meetings with the course instructor and student instructional assistants to discuss written work. • Exit surveys: evaluation by students of the course and instructor. 	<ul style="list-style-type: none"> • The course instructor holds weekly meetings with student instructional assistants to assess the effectiveness of writing exercises and class discussions. • The course instructor works with the student instructional assistants on an ongoing basis to assess student engagement and improvement, and to review the effectiveness of the course in developing students' critical thinking, reading, and writing skills. • The course instructor and the Warren College Provost evaluate evidence of student achievement and course success. Additionally, faculty review committees such as those convened during a review may evaluate the course. • The course instructor works with the Warren College Provost to revise the curriculum and course materials as might be indicated upon review. 	<ul style="list-style-type: none"> • To promote more effective pedagogical approaches and to determine areas in which students may need additional support and instruction. • To assist the course instructor and student instructional assistants in improving their methods of responding to student work. • To provide direction for changes in the course curriculum: new course themes, appropriate reading materials, and the redesign of writing prompts.