

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: Global Health Program</p> <p>Major: Global Health</p> <p>(1) Have formal learning outcomes been developed? Yes</p> <p>(6) Date of the last Academic Senate Review? Program began in 2014 and has not yet been reviewed</p>	<p>Written Communication</p> <p>Effectively communicate results of academic work. Effectively communicate and reflect upon personal experience of field work.</p>	<p>Written Communication</p> <p>Participation in Senior Thesis Capstone where students complete a Senior Thesis Research Poster Presentation at Horizons of Global Health Research Symposium Field Experience Reflection</p>	<p>Written Communication</p> <p>Instructors of Senior Thesis Capstone grade papers and presentations and give feedback to students</p>	<p>Written Communication</p> <p>Share knowledge of current issues in Global Health at Research Symposium Blog publications on Field Experience Spotlights</p>
	<p>Oral Communication</p> <p>Effective oral communication of results of academic work. Effective oral communication for informational and expressive purposes through dialogue and discussion.</p>	<p>Oral Communication</p> <p>Presentation of Thesis in Senior Capstone course Presentation of Research Poster at Horizons of Global Health Research Symposium</p>	<p>Oral Communication</p> <p>Instructors of Senior Thesis Capstone grades presentations and give feedback</p>	<p>Oral Communication</p>
	<p>Quantitative Reasoning:</p> <p>Ability to communicate quantitative information and recognize the limits of mathematical/statistical methods.</p>	<p>Quantitative Reasoning</p> <p>Students are required to complete a statistics and policy analysis course. Quantitative Reasoning is also covered in GLBH 181. Essentials of Global Health, a GH core course. Students participate in Horizons Research Conference and present data results of thesis findings (when relevant)</p>	<p>Quantitative Reasoning</p> <p>Academic Advisor certifies the satisfactory completion of major requirements.</p>	<p>Quantitative Reasoning</p> <p>The GHP director works with faculty to develop new courses and adjust course content based on program and student needs</p>
	<p>Information Literacy</p> <p>Students will be able to identify information needs, locate and access relevant information and critically evaluate a diverse array of sources.</p>	<p>Information Literacy</p> <p>Students participate in a two quarter capstone seminar and develop a senior thesis based on an elaboration of their Field Experience. Students will develop a research question, determine the scope of information needed and will analyze current research from an interdisciplinary perspective. Students will prepare an annotated bibliography. Students will use various methods to communicate results and submit their paper on turnitin.com to ensure academic integrity.</p>	<p>Information Literacy</p> <p>GHP has an Advisory Committee who consults and reviews programmatic and curricular issues Program Director reviews petition requests for exceptions to policy Capstone instructors will provide feedback on senior thesis proposals</p>	<p>Information Literacy</p> <p>The GHP director works with faculty to develop new courses and adjust course lists based on CAPEs, patterns of student petitions, and input from the Advisory Committee</p>
	<p>Critical Thinking</p> <p>Pedagogical balance between pragmatic and theoretical knowledge, as well as between academic and experiential learning. Real world knowledge and research training through required Global Health Field Experience.</p>	<p>Critical Thinking</p> <p>Highly interdisciplinary curriculum integrating the medical social sciences, biological sciences, and medical humanities in global, comparative perspective. Completion of Global Health Field Experience Completion of two quarter capstone seminar and senior these based on academic elaboration of Field Experience.</p>	<p>Critical Thinking</p>	<p>Critical Thinking</p> <p>Real world knowledge and research training through required Global Health Field Experience</p>

	<p>Preparation for career paths including 1) medicine, dentistry, nursing; 2) public health, international health, epidemiology; 3) medical social sciences; 4) medical humanities.</p>	<p>Real world knowledge and research training through required Global Health Field Experience.</p> <p>GLBH 181 core course brings in guest speakers to expose students to a variety of career options in Global Health</p>		
	<p>(2b) Where are the learning outcomes published? Please provide your department/program website address. http://globalhealthprogram.ucsd.edu</p>			