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

Academic Program	(2a) What are these learning outcomes? Students graduating with a degree should be able to:	(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?
Department: International Studies Program **Major:** B.A. in International Studies - Anthropology B.A. in International Studies - Economics B.A. in International Studies – History B.A in International Studies- International Business B.A. in International Studies - Linguistics B.A. in International Studies - Literature B.A. in International Studies – Political Science B.A. in International Studies – Sociology International	**Written Communication** Firm grounding in interdisciplinary methodology that allows effective communication with analytic clarity. Four quarters of a foreign language, allowing a basic understanding of a second written language	**Written Communication** All ISP students are required to take a senior research seminar and produce a substantive (25-35 page) research essay. In addition, students with GPAs of 3.5, may enroll in the senior honors sequence, producing an original thesis of 50-100 pages. Students must either take four quarters of a foreign language, show proof of native ability, test out via proficiency, or have a valid language program certificate.	**Written Communication** INTL faculty verify completion of the senior research seminar project and oral presentation. Honors Program completion is certified by two ISP faculty. ISP advising staff certify language completion.	**Written Communication** The Faculty Director reviews syllabi, projects that are completed, and student evaluations to make certain that affiliated course work meets ISP standards.
	Oral Communication The ability to explore, examine, and explain controversies with analytic clarity. Four quarters of a foreign language, allowing a basic understanding of a second spoken language	**Oral Communication** Majors are required to lead course discussion on seminar readings and present the research topic they pursue in INTL 190.	**Oral Communication** **INTL faculty of record verify completion of the requirement.**	**Oral Communication** **Faculty Director reviews 190/190H syllabi to make certain that courses retain the requirement for in class discussion and presentation.**
	Quantitative Reasoning: The ability to understand, at least, descriptive statistics that describe the characteristics of the international community in various ways.	**Quantitative Reasoning** INTL 102 focuses on the development of the global economic system, poverty worldwide, and the way that inequalities drive regional conflict. INTL 190/INTL 190H seminars encourage the use of statistical methods and narrative skills.	**Quantitative Reasoning** INTL 102 syllabi are approved by the Faculty director. Expectations are established by the IS Advisory Board. INTL faculty certify student competence.	**Quantitative Reasoning** The Faculty Director and Advisory Board review both the gateway courses and seminar methodologies to make certain that students are required to deploy both qualitative and quantitative skills.
	Information Literacy The ability to structure a research project, identify information sources, and use them critically.	**Information Literacy** In INTL 190/190H requires the use of current academic sources and data; use of the library and it research librarians is emphasized.	**Information Literacy** INTL 190/190H syllabi are approved by the Faculty Director to make certain that seminar requirements meet the Advisory Board's expectations for level of difficulty and originality.	**Information Literacy** Honors theses are read by two, outside blind readers with the intent of assuring currency in research. INTL 190 has clear requirements from Advisory Board.
	Critical Thinking Skill in both quantitative and qualitative methods of analysis in a rigorous curriculum that based on the investigation of individual countries and/or the global system	**Critical Thinking** The interdisciplinary nature of the program is premised on the idea that there is no single way of understanding a "problem." Students are required to be well grounded in more than one frame of analysis. Two gateway courses are required: INTL 101 focuses on the social and cultural issues; INTL 102 focuses on the political and economic issues that drive the international system.	**Critical Thinking** Departments affiliated with ISP through primary tracks structure requirements and course offerings. The interdisciplinary nature of the program- a Disciplinary focus combined with Interdisciplinary electives—was foundational; approved by the Academic Senate and continuously overseen by an Advisory Board. The major is designed to teach students to employ cross-disciplinary analytic	**Critical Thinking** Instructors are encouraged to require essays that have open ended questions, the use of primary texts, and current data. Faculty Director approves course syllabi, approves all students petitions for exceptions; the Advisory Board meets at least once a year to review student performance and expectations.

Studies – Economics (BA/MIA) International Studies – Political Science (BA/MIA) International Studies- International Business (BA/MIA)			skills.	
	All other items not color coded While not required, participation in one of the UC Education Abroad Programs is strongly encouraged. Fluency in the important issues of the global system.	All other items not color coded More than 30% or ISP students study abroad One student a year is chosen to attend an APRU conference abroad. Minimum of 64 units of upper division course work. All courses must have a majority of international content.	All other items not color coded ISP Academic Advisors work with campus entities: EAP, the Colleges, funding agencies.	All other items not color coded
(1) Have formal learning outcomes been developed? Yes/No Yes **(6) Date of the last** **Academic Senate Review? [i.e. 2015-16 if the review takes place this academic year]** Most recent review AY2013-2014. Please date the form	**(2b)** **Where are the learning outcomes published? Please provide your department/program website address.** General Catalog http://www.ucsd.edu/catal og/curric/INTL.html Undergraduate Student handbook and program office flyers available on the ISP web site http://isp.ucsd.edu Course syllabi at http://courses.ucsd.edu			