

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? |
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| | Where are they published? (Please specify) | | | |
| <p>Department: <i>Making of the Modern World</i> (Roosevelt College)</p> <p>Major: <i>Core Sequence/ Writing Program</i></p> <p>(1) Have formal learning outcomes been developed? <i>Yes</i></p> <p>(6) Date of last Academic Senate Review? <i>2008-09</i></p> | <p>Students graduating with a degree should be able to:</p> <ul style="list-style-type: none"> • <i>Demonstrate, verbally and in writing, that they have acquired a global perspective on the past and present</i> • <i>Demonstrate the effective use of introductory university-level writing and analytical skills</i> • <i>Create and/or participate in a living-learning community</i> <hr/> <p>Learning outcomes published:</p> <ul style="list-style-type: none"> • <i>College website</i> • <i>MMW website</i> • <i>Roosevelt College handbook</i> • <i>MMW course handouts</i> • <i>MMW course syllabi</i> • <i>MMW TA training manual</i> | <p>Data/Evidence:</p> <ul style="list-style-type: none"> • <i>Writing program pilot assessment</i> • <i>Benchmark papers</i> • <i>Spring quarter student surveys of self-reported learning among sophomores and graduating seniors</i> • <i>Detailed faculty and course (CAPE) evaluations</i> • <i>Teaching Assistant (TA) evaluations</i> • <i>Feedback from TAs especially in weekly or biweekly meetings with academic coordinators and faculty instructors</i> • <i>Student's successful completion of MMW course requirements</i> | <ul style="list-style-type: none"> • <i>Senate Committee on Educational Policy periodically reviews college general education programs; conducts reviews of academic programs at 5-7 year intervals; and periodically reviews writing programs</i> • <i>ERC faculty Executive and Policy Committee oversees the requirements; college faculty and Senate approve changes</i> • <i>MMW faculty Advisory Committee reviews and makes recommendations on the MMW curriculum and instruction; advises on assessment and all program reviews</i> • <i>MMW faculty and teaching staff design syllabi; conduct and report on internal surveys; design assessments; and respond to reviews</i> • <i>Academic Advising staff at ERC administer requirements and with Provost manage petitions for exceptions to campus policies</i> • <i>Degree Audit and Reporting System (DARS) checks and confirms student completion of requirements</i> | <ul style="list-style-type: none"> • <i>Executive and Policy Committee reviews assessments and may recommend changes in general education requirements; college faculty and Senate approve changes</i> • <i>MMW Advisory Committee and MMW faculty and staff modify course content and writing assignments; determine whether/how to augment or change instructional materials given to students</i> • <i>Individual instructors use student and TA feedback to modify their syllabi and instruction</i> • <i>MMW academic coordinators determine whether/how to make changes in TA supervision or training</i> • <i>Academic Advisors use performance in general education courses to advise students on their choice of major or minor programs</i> • <i>The DARS system determines satisfaction of degree requirements and eligibility to graduate</i> |