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

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>(1) Have formal learning outcomes been developed?</th>
<th>(2) What are these learning outcomes?</th>
<th>(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)</th>
<th>(4) Who interprets the evidence? What is the process?</th>
<th>(5) How are the findings used?</th>
<th>(6) Date of last Academic Senate Review?</th>
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<td><strong>Department:</strong></td>
<td><strong>Program for the Study of Religion</strong></td>
<td><strong>Yes</strong></td>
<td>The Program for the Study of Religion expects its students to be able:</td>
<td>Individual faculty not only assess individual students based on their performance in courses but also act as advisors as well as instructors, guiding students in improving their outcomes.</td>
<td>Individual course instructors regularly use student feedback to modify their classes from year to year.</td>
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<td><strong>Major:</strong></td>
<td><strong>Program for the Study of Religion</strong></td>
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<td>1) to explain the tenets of one or more religious traditions, demonstrating familiarity with the native vocabulary of the tradition(s), as well as sensitivity to the ways in which fundamental doctrines change over time.</td>
<td>RELI 189 serves as a capstone course for the major.</td>
<td>Regular meetings between the majors and faculty allow the director to ascertain whether new courses are needed to serve student desires and interests. (The addition of RELI 189 as a required capstone course is an example of a programmatic change that had its origin as a student initiative.)</td>
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<td>2) to analyze complex problems in the study of religion from a multiplicity of perspectives, using tools and methods developed by diverse intellectual disciplines.</td>
<td>RELI syllabi include a statement of desired learning outcomes. Faculty submit a self-assessment to PSR director after the quarter is complete.</td>
<td>Faculty self-assessments allow the PSR director to develop an overall “sense of the program” as well as to address issues raised by individual faculty members and their courses.</td>
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<td>3) to recognize the historicity of “religion” as an intellectual category.</td>
<td>We also see our outcomes operating in the world, e.g., in students’ acceptance to professional and graduate schools, their success in getting jobs, their publications, and public awards they receive.</td>
<td>Majors are given an exit questionnaire before graduating. This allows them to reflect upon and assess the religion courses they took and the work done in them. Although the questionnaire already contains a question about future plans, the PSR will make a greater effort to maintain contact with students after graduation in the interest of tracking their future success. In the present moment, it seems that befriending students on Facebook.com is the most expedient means for maintaining long-term contact.</td>
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<td>4) to distinguish academic from confessional approaches to the study of religion.</td>
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<td>5) to read religious primary sources in a nuanced manner, sensitive to factors of time, geography, and socio-cultural context.</td>
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<td>6) to read secondary sources about religion actively rather than passively. I.e., to be able to ask clarificatory questions, disagree with an author by raising</td>
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<td>2011-12 academic year</td>
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objections, and integrate newly
read texts with prior knowledge.

7) to write accurate and incisive
essays that articulate an academic
thesis and support the thesis using
both primary and secondary
materials.

8) to speak about religion with
clarity and precision, applying
their interpretive and critical skills
to oral conversation.

Learning outcomes published:

- UCSD’s General Catalogue
  (available online at:
  http://infopath-1.ucsd.edu/-
catalog/pdffiles/0809_UCSD -
  General_Catalog.pdf)

- The Program for the Study of
  Religion website
  (http://religion.ucsd.edu/-
  learningoutcomes.pdf)

- Individual course syllabi.

- Regular meetings of the PSR
director with majors and potential
majors.

- Conversations of students with
PSR faculty advisors and/or PSR
staff coordinator.

a shifting subject matter, depending
upon the faculty member teaching
it. The seminar offers majors an
opportunity to closely observe how
professional scholars articulate
research questions and construct
projects to address those questions.
Whereas lectures expose students
to accumulated knowledge, the
seminar gives them practical
experience in the process of
knowledge-creation within the
humanities. The active learning
environment of the seminar will
enable students to take
responsibility for their own
education, forcing them to cultivate
their own capabilities as scholars
and thinkers. Any student who
completes one version of this
course will have satisfied learning
outcomes #2, #3, #6, #7, #8.

Electives

- PSR majors are required to take
ten electives from among the
courses offered by more than forty
faculty members in ten
departments. Approximately
twenty electives are offered every
quarter on an ad hoc basis,
contingent upon affiliated faculty’s
availability and interest. This
enforced interdisciplinarity
necessarily satisfies learning
outcome #2. Additionally,
depending upon an individual
student’s chosen course of study,
the ten electives will normally
satisfy most, if not all, the other
seven stated learning objectives as
well.

While taking these ten electives,
students also fulfill two additional
requirements:

- Distribution requirement – The
PSR requires majors to take at least
two courses within the Arts &
Humanities and at least two
courses within the Social Sciences.
This ensures that students gain a
broad and interdisciplinary
understanding of the phenomenon. By adhering to the distribution requirement, PSR majors satisfy learning outcomes #1, #2, #5, #6, #7, #8.

● Tradition requirement – The PSR requires majors to take at least two courses that focus predominantly upon a single religious tradition. This requirement encourages students to read and analyze religious material in relationship to historically specific contexts and communities of interest. Additionally, secondary consideration is given to understanding the meta-process the analysis of texts informs the study of religion as an academic field. By adhering to the distribution requirement, PSR majors satisfy learning outcomes #1, #2, #3, #4, #5, #6, #7.