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

Academic Program	(2) What are these learning outcomes? Where are they published? (Please specify)	(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?
Department: *Humanities Program (Revelle College)* **Major:** *Core Sequence/ Writing Program* **(1) Have formal learning outcomes been developed?** *Yes* **(6) Date of last Academic Senate Review?** *Broadly reviewed with GE 2014-2015*	*The Humanities Program offers interdisciplinary courses in history, philosophy, and literature, with a focus on major aspects of the Western humanistic tradition. In these courses, students examine the development of a wide variety of ideas and forms of expression that exert a major influence on modern America. Through lectures and class discussions, and through the writing of essays, students learn to interpret literary, historical, and philosophical texts and to conduct independent critical assessment of documents and ideas.* *The Program attempts to develop many skills, capacities, and intellectual qualities, both in the study of the humanities and in the study and practice of written communication.* **Skills in the humanities:** • *An acquaintance with the outline of Western cultural and intellectual history, and with influential documents from Western traditions.* • *An ability to compare cultures that exist in different places and at different times; an ability to identify and analyze ideas and values that either have or have not become prominent in contemporary American life.* • *An understanding of the ways in which cultures are formed and sustain themselves.* • *Practice in using the tools of social and cultural analysis.* • *An understanding of a wide variety of political, religious, ethical, and cultural assumptions.* • *An introductory understanding of the major genres of Western literature.* **Writing skills:** • *An ability to conduct critical analyses of arguments and assumptions.* • *An ability to state a thesis and argue cogently for it, arranging arguments in a logical and effective way.* • *An ability to identify and respond effectively to plausible counterarguments to one's own positions.* • *An ability to cite texts and arguments fairly and effectively.*	**Data/Evidence:** • Undergraduate evaluations (CAPE) of faculty and courses • Special surveys by faculty in individual courses • Undergraduate evaluations of teaching assistants • Frequent group meetings of faculty with students • Continuous monitoring of all courses by program director (senior faculty) and assistant directors (junior faculty) • Weekly staff meetings of faculty, teaching assistants, director, and assistant directors • Director's supervision of students in Humanities Minor program	• *Reviews of course planning and implementation, by the Program Director and the Revelle College Humanities Committee, (consisting of faculty from the departments of Literature, Philosophy, and History).* • *Weekly meetings with all faculty and graduate students by the Program Director and Assistant Directors, with particular attention to assessment of student writing projects and their results.* • *Sampling and review of writing by individual students, conducted in several ways--by individual faculty, Program Director, and Assistant Directors.* • *Observation of sections by faculty, Program Director, and Assistant Directors.* • *Regular review of the Program by the Committee on Educational Policy and its ad hoc committees.* • *Anonymous student evaluations are conducted of every class and section.*	• *The Revelle College Humanities Committee establishes expectations regarding course content and assignments and examines courses of Humanities 1-5 to determine whether appropriate learning expectations and methods are built into each course.* • *The Program Director reviews syllabi and assignments and meets with instructors to discover the degree to which objectives are achieved. Improvements in syllabi and assignments result from these reviews.* • *By examining what students write in response to their assignments, faculty members assess the degree to which the assignments promote learning objectives, and make improvements accordingly.*

| **Department:**

Humanities Program (continued) | • *An ability to choose a tone that is appropriate to one's subject and audience.*

• *An ability to revise written work on a rhetorical level (in respect to thesis, argument, evidence, and analysis) and on a sentence level (in respect to grammar, tone, and syntax).*

Learning outcomes published:

• *Catalogue, brochures, University and department websites, course syllabi and course websites.* | | | |