

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?
	Where are they published? (Please specify)			
<p>Department: <i>Dimensions of Culture (Marshall College)</i></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>2009-10 (broadly with GE)</i></p>	<p><i>The Dimensions of Culture (DOC) Program is a three-quarter sequence based on critical thinking and academic argumentation. The instructional sequence is based on goals developed by DOC faculty (see attached) and follows the common goals of the UCSD Writing Programs which include:</i></p> <ul style="list-style-type: none"> • <i>Develop and refine critical thinking skills</i> • <i>Develop an ability to read, understand, and critique texts in diverse genres including, when appropriate, multi-media texts</i> • <i>Revise written work on a rhetorical level (in respect to thesis or claim, argument, evidence, and analysis) and on a sentence level (in respect to grammar, tone, syntax, style)</i> • <i>Develop arguments in a logical and effective way</i> • <i>Learn and follow a proper citation format</i> <hr/> <p>Learning outcomes published:</p> <ul style="list-style-type: none"> • http://marshall.ucsd.edu/doc/history/index.html • <i>TA Handbook.</i> 	<p>Data/Evidence:</p> <ul style="list-style-type: none"> • <i>Structured sequence of writing exercises tied to course goals</i> • <i>Evaluation of grade ranges for major assignments</i> • <i>Small group and individual conferences with students to discuss written work</i> • <i>Modified portfolio (for each major essay that includes drafts and assignments related to writing process)</i> • <i>Graded Essays</i> • <i>Final Exam</i> • <i>Exit surveys: completed by students of course and instructors</i> • <i>Exit Surveys by instructors of administrative and instructional support</i> • <i>Successful completion of the DOC sequence</i> 	<ul style="list-style-type: none"> • <i>Program administrators evaluate sample essays, collected from all instructors to verify consistency and fairness of grading</i> • <i>Program directors and faculty meet multiple times each quarter to review and revise curriculum, syllabi, grading procedures, and course materials.</i> • <i>Thurgood Marshall Curriculum and Executive Committee meets to review curriculum, syllabi, faculty, and course guidelines</i> • <i>CEP Reviews occur regularly in conjunction with other writing program reviews</i> 	<ul style="list-style-type: none"> • <i>To modify and update grading rubrics for assignments; to enhance grading meetings and individualize instruction as needed</i> • <i>To redesign syllabi, course policies, and reading selections</i> • <i>Curriculum Committee helps identify and recruit senior faculty for lecture component</i> • <i>To redesign writing prompts and supporting assignments</i> • <i>To help instructors teach academic argument, critical thinking and analysis.</i> • <i>To improve teacher effectiveness</i> • <i>To design individual tutoring sessions through the Writing Assistance Office</i>