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: *Urban Studies and Planning* **Major**: *Urban Studies and Planning* **(1) Have formal learning outcomes been developed?** *Yes* **(6) Date of last Academic Senate Review?** 2012-13	**Students graduating with a degree should be able to:** • *Use a variety of approaches and tools to understand the development, environment and culture of cities and communities* • *Demonstrate a basic understanding of how local, regional and global forces shape cities and their interconnections worldwide* • *Command a basic set of conceptual and technical skills necessary to design, conduct, evaluate and communicate research for policy and/or planning purposes* • *Apply investigative strategies to locate & create data and address scholarly questions* • *Conceptualize and present a clearly written research proposal and thesis project based on a scholarly, evidence-based position or argument* • *Communicate original research findings to select audiences via scientific poster presentations, professional portfolios, and internet-based multimedia* • *Create and sustain mutually reinforcing relationships in the process of scholarly teamwork and service-learning internship placements* **Learning outcomes published:** • http://usp.ucsd.edu/index.html • http://seniorsequence.net/	**Data/Evidence:** • *A rigorous set of introductory, theoretical and methodological foundation courses* • *The USP "Area of Concentration" requirement that focuses attention on one of five fields of study* • *A capstone requirement called the Senior Sequence (i.e., USP's integrated fall-winter field research methods and service learning requirement that culminates in a well-attended showcase of the students' civically-engaged research: USP's annual Expo)* • *A large format scientific poster and brief video suitable for public display at USP's annual Expo* • *100 hours of service learning in a mentored and evaluated professional internship placement* • *Individual and team contributions to USP's annual publication of the Senior Sequence Research Highlights Compendium* • *An optional senior honors thesis for students with a major GPA of 3.5 or higher.* • *Urban design projects for portfolios used for graduate school admission in architecture and urban design* • *Student awards and data on acceptance to graduate and professional schools* • *Media coverage of student research (e.g., San Diego Union-Tribune, Office of UC President, educational magazines, video documentaries)*	• *CEP periodically reviews the USP program. Based upon CEP's recommendations, the USP program undertook a major curriculum revision in 2001. The process—which successfully focused the USP curriculum around policy, planning and regionally-oriented issues – included faculty, staff, students and administrators. The USP program again revised (improved) its curriculum using the same process in 2011.* • *USP has both an external Steering Committee and Faculty Advisory Committee that provide guidance in matters of curriculum, program development and funding.* • *USP enjoys a robust network of faculty and community-based partners/mentors who help evaluate student research, learning and presentation skills. The function and quality of these relationships is determined through student input and formal outreach to the mentors.* • *Student posters and videos are evaluated by a panel of judges composed of faculty, staff and community-based volunteers.* • *Internship quality is evaluated through formal written contracts and evaluations (by the students, placement supervisors, and course instructor).* • *Other sources of evidence include CAPES, Blogs, Interactive Course Websites, Google Analytics on Web site hits.*	• *Internally the program adjusts requirements and course sequences for the major.* • *Individual course instructors use feedback to modify their classes.* • *Redesign web sites* • *Improve the selection and quality of Internship placement opportunities*