

## 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><b>Department:</b> <i>Making of the Modern World</i> (Roosevelt College)</p> <p><b>Major:</b> <i>Core Sequence/ Writing Program</i></p> <p><b>(1) Have formal learning outcomes been developed?</b> <i>Yes</i></p> <p><b>(6) Date of last Academic Senate Review?</b> <i>1999-00 (previous)</i> <i>2008-09 (current)</i></p>	<p><b>Students graduating with a degree should be able to:</b></p> <ul style="list-style-type: none"> <li>• <i>Demonstrate, verbally and in writing, that they have acquired a global perspective on the past and present</i></li> <li>• <i>Demonstrate the effective use of introductory university-level writing and analytical skills</i></li> <li>• <i>Create and/or participate in a living-learning community</i></li> </ul> <hr/> <p><b>Learning outcomes published:</b></p> <ul style="list-style-type: none"> <li>• <i>College website</i></li> <li>• <i>MMW website</i></li> <li>• <i>Roosevelt College handbook</i></li> <li>• <i>MMW course handouts</i></li> <li>• <i>MMW course syllabi</i></li> <li>• <i>MMW TA training manual</i></li> </ul>	<p><b>Data/Evidence:</b></p> <ul style="list-style-type: none"> <li>• <i>Writing program pilot assessment</i></li> <li>• <i>Benchmark papers</i></li> <li>• <i>Spring quarter student surveys of self-reported learning among sophomores and graduating seniors</i></li> <li>• <i>Detailed faculty and course (CAPE) evaluations</i></li> <li>• <i>Teaching Assistant (TA) evaluations</i></li> <li>• <i>Feedback from TAs especially in weekly or biweekly meetings with academic coordinators and faculty instructors</i></li> <li>• <i>Student's successful completion of MMW course requirements</i></li> </ul>	<ul style="list-style-type: none"> <li>• <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></li> <li>• <i>ERC faculty Executive and Policy Committee oversees the requirements; college faculty and Senate approve changes</i></li> <li>• <i>MMW faculty Advisory Committee reviews and makes recommendations on the MMW curriculum and instruction; advises on assessment and all program reviews</i></li> <li>• <i>MMW faculty and teaching staff design syllabi; conduct and report on internal surveys; design assessments; and respond to reviews</i></li> <li>• <i>Academic Advising staff at ERC administer requirements and with Provost manage petitions for exceptions to campus policies</i></li> <li>• <i>Degree Audit and Reporting System (DARS) checks and confirms student completion of requirements</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Executive and Policy Committee reviews assessments and may recommend changes in general education requirements; college faculty and Senate approve changes</i></li> <li>• <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></li> <li>• <i>Individual instructors use student and TA feedback to modify their syllabi and instruction</i></li> <li>• <i>MMW academic coordinators determine whether/how to make changes in TA supervision or training</i></li> <li>• <i>Academic Advisors use performance in general education courses to advise students on their choice of major or minor programs</i></li> <li>• <i>The DARS system determines satisfaction of degree requirements and eligibility to graduate</i></li> </ul>