

UC San Diego - WASC Exhibit 7.1

Inventory of Educational Effectiveness Indicators

Academic Program	(1) Have formal learning outcomes been developed?	(2) What are these learning outcomes? <u>Students graduating with a degree should be able to:</u>	(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?	(6) Date of last Academic Senate Review?
<p>Department: <i>International Studies Program</i></p> <p>BA Major Tracks: <i>International Studies - Anthropology</i> <i>International Studies - Economics</i> <i>International Studies – History</i> <i>International Studies- International Business</i> <i>International Studies - Linguistics</i> <i>International Studies – Literature</i> <i>International Studies- Philosophy</i> <i>International Studies – Political Science</i> <i>International Studies – Sociology</i></p> <p>BA-MIA Major Tracks <i>International Studies- Economics</i> <i>International Studies</i> <i>International Business</i> <i>International Studies</i> <i>Political Science</i></p>	Yes	<p>Written Communication: <i>Formulate clear and declarative written arguments that engage social, political, economic, and cultural debates across national boundaries via the use of an interdisciplinary methodology.</i></p> <p>Oral Communication: <i>The ability to explore, examine, and explain social, political, economic, and cultural controversies with clarity. Arguments should be well organized, provide reasoned analysis, take counter-arguments seriously, and reflect systematic and critical thinking.</i></p> <p>Analytic Reasoning: <i>Demonstrate competency in the logic of research design- asking a question, proposing both an informed, analytically well-reasoned answer and data or textual source(s) that will support it, and addressing competing interpretations</i></p> <p>Information Literacy: <i>Identify and read primary sources intelligently, to assess them and place them to generate productive questions. Find reference material/data to answer basic questions about primary sources.</i></p>	<p>Data/Evidence: <i>ISP requires three INTL courses: INTL 100, INTL 101, and INTL 102. All other major courses are in one an affiliated department</i></p> <p><i>All INTL classes assign papers and, in mandatory TA sections, require presentations of assigned reading; students must generate discussion questions and direct classmates in constructing an argument. TA sections have short weekly quizzes on some aspect of assigned reading.</i></p> <p><i>INTL 100 Analysis, Argument, and Real-World Problems- pre-requisite class to INTL 101 and INTL 102- is designed to teach analytic reading and writing in the context of internationally relevant policy debates. Students are directed in the logical scaffolding of an analytic essay that addresses a question that is of their design.</i></p> <p><i>The interdisciplinary nature of the program is premised on the idea that there is no single way of understanding a ‘problem.’ Students are expected to be well grounded in more than one frame of reference.</i></p> <p><i>Students with 3.5 GPAs may enroll in the two-quarter senior honors seminar, producing an original thesis of 50-100 pages.</i></p>	<p><i>Instructors of INTL classes design reading, writing, and TA section assignments in line with the ISP mission:</i></p> <p><i>*teaching an interdisciplinary approach to the study of some level of the international system—global, cross-national, cross-local</i></p> <p><i>*being mindful of the diversity of the backgrounds and learning styles of students in their classes</i></p> <p><i>*that takes seriously the program logic that a viewpoint cannot assume a priori privilege</i></p> <p><i>*that introduces students to the current academic literature and debates</i></p> <p><i>*providing students with the skills to make their best case for an argument</i></p> <p><i>Instructor oversees writing and meets with students as needed, providing guidance on expectations and improvement. Providing information about writing resources on campus.</i></p> <p><i>Syllabi and students’ achievement of expected learning outcomes are regularly reviewed. If necessary, course/course assignment redesign may be necessary.</i></p>	<p><i>The Faculty Director reviews syllabi, course assignments, projects that are completed, and student evaluations to make certain that courses align with the ISP mission and expectations.</i></p> <p><i>Instructors may be asked to redesign their syllabus and/or assignments, or to strengthen the training in interdisciplinary methods.</i></p> <p><i>The Advisory Board may meet with the Director and/or group of INTL instructors to develop new courses, change the required sequence, or develop a new area of emphasis.</i></p> <p><i>Teaching evaluations are reviewed quarterly to assess whether there are instructional issues, and whether mentoring or teaching resources need to be offered.</i></p> <p><i>The Director assess the messaging to students about curriculum, requirements, and expectations and makes adjustments as needed.</i></p>	AY 20-21

		<p>Learning outcomes published:</p> <p><i>ISP Website:</i></p> <p>https://isp.ucsd.edu/about/index.html</p> <p><i>ISP Curriculum:</i></p> <p>https://isp.ucsd.edu/programs/bachelor-arts/index.html</p> <p><i>UCSD Website:</i></p> <p>https://undergrad.ucsd.edu/assessment/learning-outcomes.html</p> <p><i>General Catalog:</i></p> <p>https://catalog.ucsd.edu/courses/INTL.html</p>				
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