

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>Marshall College</i></p> <p>Major: <i>General Education</i></p> <p>(1) Have formal learning outcomes been developed? <i>Yes</i></p> <p>(6) Date of last Academic Senate Review? <i>Not Previously Reviewed</i></p>	<p>Students graduating with a degree should be able to: <i>Marshall College's general education requirements were approved by the College's Executive Committee and by our campus Committee on Educational Policy as meeting the goals and guidelines to unify four years of study with a balance of mathematics, natural sciences, humanities, world culture, fine arts, disciplinary breath outside their major, and a freshman year of a core writing program. As a result, our college certifies graduates have achieved high thresholds for a dynamic Bachelor of Science or Bachelor of Arts foundation. Educational outcomes include:</i></p> <ol style="list-style-type: none"> <i>1. 1-Students frequently declare a minor unrelated to their major</i> <i>2. 2-Students excel in choosing courses requiring significant writing efforts as per our GEs</i> <i>3. 3- Our science students feel comfortable switching to humanities or social sciences, which is a positive outcome for a very science-based campus</i> <hr/> <p>Learning outcomes published:</p> <ul style="list-style-type: none"> <i>• http://marshall.ucsd.edu/doc/history/index.html</i> 	<p>Data/Evidence:</p> <ul style="list-style-type: none"> <i>• Minimum of 60 quarter units of upper-division coursework (numbered 100-199).</i> <i>• Significant writing in one upper division course of four units</i> <i>• A capstone achievement for some of our students is their involvement in public service and in our public service minor (Partners in Learning Program)</i> <i>• Our honors seminars help reveal what is the healthy integration of our GEs for our superior students</i> <i>• Our college advisors handle a thorough degree check to ensure the balanced matriculation is reached in the student's senior year</i> <i>• Our college faculty mentor program for transfer students help us assess the strengths and agility of our older students new to campus</i> <i>• Our writing program teaching assistants inform us of the one year evolution of our freshmen's success in essay writing, critical thinking, and oral articulation.</i> 	<ul style="list-style-type: none"> <i>• Dean of Academic Advising in concert with College Provost oversee requirements, which are endorsed by college's Executive Committee comprised of faculty representing a wide diversity of disciplines</i> <i>• College Provost acts on all requests/petitions for variations of requirements</i> <i>• Committee on Education Policy (CEP) reviews Marshall College's GEs in strict regularity after a sequence of years</i> 	<ul style="list-style-type: none"> <i>• Internally the college adjusts requirements to reflect how our campus views changes in academic trends (e.g. views on earth sciences, views on heightened international regions and cultures)</i> <i>• New Marshall affiliate faculty provide feedback on shifting modalities on visual arts and the performing arts</i> <i>• Marshall College Student Council often report back to our administration on the appeal and application of our GEs, and on our writing program Dimensions of Culture (DOC)</i>