

**TABLE 7**

**Inventory of Educational Effectiveness Indicators**

Pitzer College has a set of core Educational Objectives for all undergraduates completing a Bachelor of Arts degree. These objectives are described in the Pitzer College catalogue and web page along with guidelines for fulfilling them. Two of our *Special Themes* selected for the reaccreditation process include ways of assessing our educational objectives of *intercultural understanding* and *social responsibility*. In addition, we have begun to implement a new set of procedures for external review of programs, our third *Special Theme*, which investigates each program’s learning goals and methods for achieving and assessing them. We also currently ask students to complete a first-year survey, a sophomore survey, a senior Survey, and an alumni survey which include self-report items about actions and opinions focused on social responsibility, diversity, and intercultural understanding.

Educational Objective	Guidelines	Assessment
<i>Breadth of Knowledge</i>	(1) Two courses in humanities/arts (2) Two courses in social/behavioral sciences (3) One course in natural science (4) One course in mathematics or formal reasoning (such as Symbolic Logic, Psychological Statistics, Microeconomics)	Individual courses provide various methods for evaluating students’ success, but no overall college-wide assessment exists at this point for measuring student learning for the courses in this objective beyond GPA, given that students can fulfill this objective with numerous options.
<i>Understanding in Depth</i>	Major in one or more of 40 available majors, or construct a special major. Each major has its own specific educational objectives and guidelines for graduation, detailed in the College catalogue.	Depending on the major, assessment for most majors occurs in senior capstone seminars or senior theses and projects. Some programs have detailed learning outcomes and methods of assessment (for example, Pitzer in Ontario program and Community-Based Spanish program). Others are currently being formulated as a result of our new policy on periodic reviews begun in 2007-08. This new policy forms <i>Special Theme Two: Comprehensive Reviews of Academic Programs</i> and is designed to address the assessment issues related to majors.
<i>Effective Expression &amp; Critical Thinking</i>	Completion of a writing intensive course, usually taken as a First-Year Seminar or in other specially-designated courses.	Writing and critical thinking are continually assessed throughout individual courses over four years, including senior theses.

<p><i>Interdisciplinary Perspective and Intercultural Understanding</i></p>	<p>Completion of a set of three courses which address a topic of interest to the student, as represented in at least two disciplines and from more than one cultural perspective.</p>	<p>Evaluative components of the <i>Special Theme Three: Connecting the Global and Local</i> figure centrally in our assessment of “Intercultural Understanding.” Students complete a written rationale for their choices which is reviewed by the academic advisor. A survey with self-report items on diversity and intercultural topics is also given to first-year students, sophomores, seniors, and alumni. In addition, we monitor the number of Fulbrights, Watsons, and other awards our graduating students receive for intercultural study projects. Data from past NSSE survey and study abroad assessments have also been used. All results from surveys are publicly reported on the Institutional Research web site.</p>
<p><i>Social Responsibility</i></p>	<p>Several options exist: a course that involves community service or fieldwork; a directed independent study with a community-based experiential component; non-credit volunteer work or community service in the Pitzer community or neighboring communities.</p>	<p>Evaluative components of <i>Special Theme One: Linking the Academic with Residential Life</i> and <i>Special Theme Three: Connecting the Global and Local</i> figure strongly in our assessment of “social responsibility.” In addition, a survey with items on social responsibility topics is given to first-year students, sophomores, seniors, and alumni. All internships arranged through Pitzer’s Center for Cultural &amp; Social Issues (CCCSI) involve assessments of both the community partners’ and the students’ experiences in the projects. Data from past NSSE survey have also been used. Each year we review the list of ways (credit or non-credit; courses taken and internship sites) used by graduating seniors to fulfill this objective. All results from surveys are publicly reported on the Institutional Research web site.</p>