

## UC San Diego - WASC Exhibit 7.1 Inventory of Educational Effectiveness Indicators

Academic Program	(2a) What are these learning outcomes?  <u>Students graduating with a degree should be able to:</u>	(3) Other than GPA, what data/evidence are 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?
<b>Department:</b> Institute of Arts & Humanities  <b>Major:</b> Third World Studies  <b>(1) Have formal learning outcomes been developed?</b> Yes  <b>(6) Date of the last Academic Senate Review?</b> 2018-2019  Please date the form: 01/9/2019	<b>Written Communication</b> Communicate and articulate complex ideas about Third World nations, culture, and society effectively, particularly in oral, written, and visual form.	<b>Written Communication</b> Original research and writing is produced through upper division courses applicable to Third World Studies..	<b>Written Communication</b> Student writing is evaluated by faculty/ instructors/ teaching assistants. The students writing is responded to with detailed comments to encourage students learning.	<b>Written Communication</b> Director of Third World Studies and program faculty meet to discuss courses and major requirements. They then use their data to assess if adjustments to curriculum is needed. Individual course instructors use student feedback to modify classes if needed.
	<b>Oral Communication</b> Communicate and articulate complex ideas about Third World nations, culture and society effectively, particularly in oral, written, and visual form.	<b>Oral Communication</b> Interdisciplinary upper division courses require student participation in discussions and activities in order to improve communication skills and build a community of scholars within each class and the broader cohort of majors.	<b>Oral Communication</b> Oral communication is evaluated by faculty/ instructors/ teaching assistants. Most upper division courses require student participation in discussions and classroom activities in order to improve knowledge of core concepts, improve communication skills, and build a classroom community.	<b>Oral Communication</b> Director of Third World Studies and program faculty meet to discuss courses and major requirements. They then use their data to assess if adjustments to curriculum is needed. Individual course instructors use student feedback to modify classes if needed.
	<b>Quantitative Reasoning</b> N/A	<b>Quantitative Reasoning</b> N/A	<b>Quantitative Reasoning</b> N/A	<b>Quantitative Reasoning</b> N/A
	<b>Information Literacy</b> Interpret literacy and understand key issues in Third World history, politics, and culture. Locate, evaluate, and articulate the historical, cultural, and social contexts of specific ethnic, gender, and class formations of Third World as it relates to the West.	<b>Information Literacy</b> The program requires the successful completion of twelve upper division courses and three lower-division Third World Studies courses. Interdisciplinary upper division elective courses must come from at least three different departments.	<b>Information Literacy</b> Information literacy is evaluated by faculty/ instructors/ teaching assistants. Students understanding of information literacy is determined through their course work and response to course work with detailed comment so encourage student understanding of core concepts.	<b>Information Literacy</b> Director of Third World Studies and program faculty meet to discuss courses and major requirements. They then use their data to assess if adjustments to curriculum is needed. Individual course instructors use student feedback to modify classes if needed.

	<p><b>Critical Thinking</b>          Critically analyze how historical and current global political, economic, social, and cultural processes impact Third World countries as it relates to the West.</p>	<p><b>Critical Thinking</b>          Original writing, research, and presentation on topics related to Third World art, history, culture, politics, economics, sociology, and literature. Require upper-division courses from at least three different departments.</p>	<p><b>Critical Thinking</b>          Critical thinking is evaluated by faculty/ instructors/ teaching assistants. Students critical thinking abilities are determined through their course work and response to coursework with detailed comment so encourage student understanding of core concepts</p>	<p><b>Critical Thinking</b>          Director of Chinese Studies and program faculty meet to discuss courses and major requirements. They then use their data to assess if adjustments to curriculum is needed. Individual course instructors use student feedback to modify classes if needed.</p>
	<p>Additional Learning Outcomes          (All other items not color coded)</p>	<p>(All other items not color coded)</p>	<p>(All other items not color coded)</p>	<p>(All other items not color coded)</p>
	<p><b>(2b)</b>  <b>Where are the learning outcomes published? Please provide your department/program website address.</b>          Course syllabus, course website, UCSD Catalogue, Brochures, University website and the Third World Studies Website:  <a href="https://tws.ucsd.edu">https://tws.ucsd.edu</a></p>			