

## 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?
<p><b>Department:</b> Institute of Arts &amp; Humanities</p> <p><b>Major:</b> Chinese Studies</p> <p><b>(1) Have formal learning outcomes been developed?</b> Yes</p> <p><b>(6) Date of the last Academic Senate Review?</b> 2015-16</p> <p>Please date the form: 12/07/2018</p>	<p><b>Written Communication</b></p> <p>Communicate and articulate complex ideas about Chinese culture and society effectively, particularly in oral, written, and visual form.</p>	<p><b>Written Communication</b></p> <p>Original research and writing is produced through the colloquium requirement and other upper division courses.</p>	<p><b>Written Communication</b></p> <p>Student writing is evaluated by faculty/ instructors/ teaching assistants. The students writing is responded to with detailed comments to encourage students learning.</p>	<p><b>Written Communication</b></p> <p>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><b>Oral Communication</b></p> <p>Communicate and articulate complex ideas about Chinese culture and society effectively, particularly in oral, written, and visual form.</p>	<p><b>Oral Communication</b></p> <p>The Chinese Studies Major requires two years of language study (or the equivalent). Language proficiency must be in Mandarin Chinese. Students must also take a colloquium course to complete the major.</p>	<p><b>Oral Communication</b></p> <p>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.</p>	<p><b>Oral Communication</b></p> <p>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><b>Quantitative Reasoning</b></p> <p>N/A</p>	<p><b>Quantitative Reasoning</b></p> <p>N/A</p>	<p><b>Quantitative Reasoning</b></p> <p>N/A</p>	<p><b>Quantitative Reasoning</b></p> <p>N/A</p>
	<p><b>Information Literacy</b></p> <p>Interpret literacy and understand key issues in Chinese history, politics, and culture. Locate, evaluate, and articulate the historical, cultural, and social contexts of specific ethnic, gender, and class formations of China, Taiwan, Hong Kong, or Singapore.</p>	<p><b>Information Literacy</b></p> <p>The program requires the successful completion of twelve upper division courses, three of which must be Chinese History. Included is a colloquium requirement. Interdisciplinary upper division elective courses must come from at least three different departments. Fulfillment of language proficiency through either placement test, study abroad, or completion of Mandarin Chinese course.</p>	<p><b>Information Literacy</b></p> <p>Information literacy is evaluated by faculty/instructors/ teaching assistants. Students understanding of information literacy is determined through their course work and response to regularly completed assignments with detailed comment so as to encourage student understanding of core concepts.</p>	<p><b>Information Literacy</b></p> <p>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><b>Critical Thinking</b></p> <p>Critically analyze how historical and current global political, economic, social, and cultural processes impact China, Taiwan, Hong Kong, and Singapore as well as particular societies within these areas.</p>	<p><b>Critical Thinking</b></p> <p>Original writing, research, and presentation on topics related to Chinese art, history, culture, politics, economics, sociology, and literature. Require upper-division and seminar courses from at least three different departments and colloquium for significant writing project.</p>	<p><b>Critical Thinking</b></p> <p>Critical thinking is evaluated by faculty/ instructors/ teaching assistants</p>	<p><b>Critical Thinking</b></p> <p>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></p> <p><b>Where are the learning outcomes published? Please provide your department/program website address.</b></p> <p>Course syllabus, course website, UCSD Catalogue, Brochures, University website and the Chinese Studies Website: <a href="https://chinesestudies.ucsd.edu">https://chinesestudies.ucsd.edu</a></p>			