

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>Ethnic Studies</i></p> <p>Major: <i>B.A. in Ethnic Studies</i></p> <p>(1) Have formal learning outcomes been developed? <i>Yes</i></p> <p>(6) Date of last Academic Senate Review? <i>2008-09 (previous)</i> <i>2012-13 (current)</i></p>	<p>Students graduating with a degree should be able to:</p> <ol style="list-style-type: none"> 1. Conduct interdisciplinary research in comparative race and ethnic studies. 2. Communicate complex ideas about society effectively, particularly in oral and written form. 3. Critically analyze power and inequality in a global focus, in preparation for an international world 4. Articulate the historical, cultural and social contexts of specific racial, ethnic and other social formations, in preparation for our diverse society. 5. Demonstrate practical experience in ethnic studies, other than academic writing and reading, such as through performance, art, study abroad, direct service, internships, study abroad, etc. <hr/> <p>Learning outcomes published:</p> <ul style="list-style-type: none"> • <i>Ethnic Studies Dept. website: www.ethnicstudies.ucsd.edu</i> • <i>UC San Diego General Catalog: http://infopath-1.ucsd.edu/catalog/</i> 	<p>Data/Evidence:</p> <ul style="list-style-type: none"> • <i>Senior Seminar capstone course – under development (1-5)</i> • <i>Internships (5)</i> • <i>Study Abroad (5)</i> • <i>Practicum (1,5)</i> • <i>Field research (1,5)</i> • <i>Oral presentations (1-4)</i> • <i>Film, brochures, and other media (2-5)</i> • <i>Performances and artwork (2-5)</i> • <i>Journals (2-5)</i> • <i>Research fellowships (1-5)</i> • <i>Undergraduate research conferences (1-4)</i> • <i>Successful completion of foundations, research and IABC coursework (1-5)</i> • <i>Alumni survey tool – completed (1-5)</i> • <i>Required interdisciplinary upper division coursework: history and social science, language and discourse, arts and literature. (4)</i> 	<ul style="list-style-type: none"> • <i>Curriculum Committee</i> • <i>Senior seminar instructor</i> • <i>Faculty thesis advisors</i> • <i>Honors thesis readers</i> • <i>CEP undergraduate review – including surveys, interviews, etc.</i> • <i>Faculty retreats and curriculum meetings</i> • <i>Undergraduate peer readers</i> • <i>Conference discussants</i> • <i>Undergraduate Faculty Advisor & Undergraduate Coordinator</i> • <i>Individual course instructors and readers</i> • <i>Research fellowship committees</i> • <i>Research advisors</i> • <i>1 series instructors meetings</i> 	<ul style="list-style-type: none"> • <i>Curriculum Committee uses data to assess undergraduate program, and propose adjustments to curriculum to faculty.</i> • <i>Undergraduate Faculty Advisor & Undergraduate Coordinator use data to make smaller programmatic adjustments, and larger proposals to curriculum committee and/or faculty.</i> • <i>Faculty discusses data at faculty retreats, and considers changes in practice or program.</i> • <i>Faculty discusses and approves proposals by curriculum committee in meetings or retreats.</i> • <i>Senior seminar instructor, research advisors, and thesis advisors and readers provide ongoing feedback and support for senior students to achieve learning outcomes.</i> • <i>CEP undergraduate review committee considers data, self-study, and conducts interviews or additional surveys to assess dept. growth and areas for improvement.</i> • <i>Faculty analyzes findings and recommendations from CEP review committee.</i>