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

Academic Program	(2a) What are these learning outcomes? Students graduating with a degree should be able to:	(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?
Department: Critical Gender Studies Program **Major:** Critical Gender Studies **(1) Have formal learning outcomes been developed?** **Yes**	**Written Communication** Demonstrate competence in expressing their ideas in written and oral form	**Written Communication** Successful completion of the introductory sequence: CGS 2A, 2B, 100, and 101 by means of exams, oral presentations and papers Successful completion of 12 upper division courses in CGS by means of exams, oral presentations and papers Successful completion of the breadth requirement: 3 courses in the Humanities, 3 courses in the Social Sciences (applicable courses are listed in the general catalog and on the program website) CGS honors program for outstanding majors	**Written Communication** Instructor, Teaching Assistants, Individualized feedback on writing assignments and term papers from instructor/TA In case of Honors program intensive one-on-one support in developing thesis for honors students from program director and advisor(s)	**Written Communication** Individualized feedback on writing assignments and term papers from instructor/TA Used to improve student performance. If necessary, syllabus or curriculum are adjusted Selection of faculty to teach CGS courses is guided by student evaluations and faculty oversight Steering Committee assesses need to adjust curriculum and requirements Curriculum committee adjusts curriculum
(6) Date of the last Academic Senate Review? [i.e. 2015-16 if the review takes place this academic year] 2013/14	**Oral Communication** Demonstrate competence in expressing their ideas in written and oral form	**Oral Communication** Successful completion of the introductory sequence: CGS 2A, 2B, 100, and 101 by means of exams, oral presentations and papers Successful completion of 12 upper division courses in CGS by means of exams, oral presentations and papers Successful completion of the breadth requirement: 3 courses in the Humanities, 3 courses in the Social Sciences (applicable courses are listed in the general catalog and on the program website) Internship program at Campus Community Centers CGS honors program for outstanding majors	**Oral Communication** Instructor, Teaching Assistants Feedback on individual and group presentations from instructor/TA In case of Honors program intensive one-on-one support in preparation for honors presentation from program director and advisor(s)	**Oral Communication**
	Quantitative Reasoning: Does not apply	**Quantitative Reasoning** Does not apply	**Quantitative Reasoning** Does not apply	**Quantitative Reasoning** Does not apply

Information Literacy	**Information Literacy**	**Information Literacy**	**Information Literacy**
Understand the histories, movements and theoretical developments that produced the interrelated fields of Feminist, Gender, and Sexuality Studies, as well as related fields such as Queer and Trans Studies and Critical Race Theory Understand the intersectionality of formations of gender, race, class and sexuality Place U.S. developments in a larger global context Understand the spatio-temporal specifics of concepts like gender, race, sexuality and (dis)ability	Successful completion of the introductory sequence: CGS 2A, 2B, 100, and 101 by means of exams, oral presentations and papers Successful completion of 10 upper division courses in CGS by means of exams, oral presentations and papers Successful completion of the breadth requirement: 3 courses in the Humanities, 3 courses in the Social Sciences (applicable courses are listed in the general catalog and on the program website) CGS honors program for outstanding majors	Instructor, Teaching Assistants In class discussion, homework assignments, oral presentation, group projects, midterm exam, final exam, final paper/project Program director and advisor(s) in case of Honors program One quarter honors class providing key tools of long-form academic writing and key literature in chosen topic Two quarters development of honors project under supervision of chosen advisor	Evidence is initially assessed by instructor, taking into account student CAPE assessments. If necessary, courses are redesigned
Critical Thinking	**Critical Thinking**	**Critical Thinking**	**Critical Thinking**
Demonstrate competence in applying the above theories and methods to specific questions Develop familiarity with the ways disciplines in the Humanities, Social Sciences and Natural Sciences differ in their methodological approaches to gender and sexuality Acquire an understanding of the broader implications of gender and sexuality studies to social and political concerns Develop and understanding of the relationship between gender and sexuality studies and social movements Appreciate and apply interdisciplinary methods Demonstrate competence in expressing their ideas in written and oral form Acquire the skills to think critically, i.e. identify arguments, evaluate claims, assess evidence, situate fields of inquiry, offer conclusions	Successful completion of the introductory sequence: CGS 2A, 2B, 100, and 101 by means of exams, oral presentations and papers Successful completion of 12 upper division courses in CGS by means of exams, oral presentations and papers Successful completion of the breadth requirement: 3 courses in the Humanities, 3 courses in the Social Sciences (applicable courses are listed in the general catalog and on the program website) Internship program at Campus Community Centers CGS honors program for outstanding majors	Instructor, Teaching Assistants Feedback on in class discussions, homework assignments, oral presentation, group projects, midterm exam, final exam, final paper/project Program director and advisor(s) in case of Honors program One quarter honors class and two quarters working with individual advisors	Evidence is initially assessed by instructor, taking into account student CAPE assessments. If necessary, courses are redesigned
Acquire skills to apply the knowledge gained in the classroom in future career trajectories			Selection of faculty to teach CGS courses is guided by student evaluations and faculty oversight Steering Committee assesses need to adjust curriculum and requirements Curriculum committee adjusts curriculum

	(2b) **Where are the learning outcomes published? Please provide your department/program website address.** Program website: http://cgs.ucsd.edu/ ☐ UCSD General Catalog: http://www.ucsd.edu/catalog/curric/CGS.html			
Please date the form	12-14-2016			