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: Analytical Writing Program **(1) Have formal learning outcomes been developed? Yes/No** Yes. Formal outcomes (noted at right) were articulated by the Basic Writing Curriculum Committee in 2015. **(6) Date of the last Academic Senate Review? [i.e. 2015-16 if the review takes place this academic year]** The program was established in 2016 and has not yet been reviewed. Please date the form: October 5, 2018	**Written Communication** To successfully pass AWP courses and thereby fulfill the University of California Entry Level Writing Requirement, students must demonstrate the ability to: *Develop critical reading strategies for analyzing and responding to academic texts *Use writing as a means of critical inquiry *Find and use evidence from multiple sources *Use citations according to the principles of the UC San Diego Policy of Integrity of Scholarship *Formulate an argument that engages in larger academic conversations *Advance a clear claim *Utilize organizational structures and language conventions appropriate to an academic audience *Practice revision and editing using feedback from instructors and peers *Reflect effectively on the critical thinking and writing processes	**Written Communication** At the end of instruction, students compile portfolios of their work. These portfolios are assessed to determine whether students have met the course outcomes and are ready to enroll in College Writing. Instructors complete rubrics for each major assignment. These rubrics detail, for students, their progress regarding all nine course outcomes. At the end of the term, in class, students complete two evaluation surveys: CAPE and a program-administered survey. Instructors respond robustly to drafts of student work. All instructors are observed at least once each year by the Director or Associate Director, and at least twice by a peer. Instructors hold mandatory conferences with students. Instructors are asked to provide	**Written Communication** → Each portfolio is assessed by the student's instructor and at least one other AWP instructor at a day-long portfolio assessment session during finals week. → Students review the assignment rubrics. Assessment standards for these rubrics are normed during AWP weekly Curriculum Meetings. → Instructors review their own evaluations. The Director reviews all evaluations. An overview of the program data is discussed with instructors at an AWP Curriculum Meeting and then reported in writing to the Dean of Arts and Humanities. →Students use their instructors' responses to revise their work. The Director and Associate Director review samples of instructor commentary and discuss general merits and weaknesses with instructors at the weekly Curriculum Meetings. → The Director and Associate Director meet with instructors after the observations to discuss the efficacy of instruction. → Instructors assess student strengths and weaknesses, sharing common concerns at the weekly Curriculum Meeting or individually with the Director or Associate Director. → The Director interprets this feedback	**Written Communication** Findings are used to: Assess and revise the curriculum, including the content, writing assignments, course methods, and course policies; Improve instructors' teaching of the common syllabus; Norm our assessment of, and enhance our responses to, student writing (with a particular focus on fair and consistent assessment of the portfolios); Enrich our conversations about writing instruction at the AWP weekly Curriculum Meetings; Professionally develop our faculty; Hone the instruction offered by our Embedded Writing Mentors.

	feedback on the success and challenges of the AWP curriculum at the weekly Curriculum Meetings and in individual conversations with the Director. Students enrolled in AWP 2A-2B and spring term AWP 1 courses meet weekly with an Embedded Writing Mentor. The mentors are assessed through mentor observations and by soliciting mid-term and end-of-term evaluations from students, mentors, and instructors.	in consultation with the Associate Director, Curriculum Coordinator, and Coordinator of the Embedded Writing Mentor Program. → The Embedded Writing Mentor Program Coordinator assesses the efficacy of this program, in consultation with the AWP Director.	
	Oral Communication In every AWP course, students are asked to engage in at least two assigned oral presentations and debates. These include a culminating assignment, in which students must demonstrate, orally, that they have thoughtfully read and analyzed the course materials; that they can fashion good questions about the readings; and that they can formulate and sustain a well-supported argument that contributes meaningfully to the larger academic conversation on the matter at hand. In our small, seminar-style classes, students are expected to participate regularly and to develop confidence in their ability to make meaningful contributions to the class discussion.	**Oral Communication** Instructors offer feedback on oral presentations and debates. Rubrics are sometimes used to assess the culminating debate in order to communicate to students how well they demonstrate competence vis-a-vis the course outcomes.	**Oral Communication** → Instructors evaluate the oral presentations and debates. Sometimes, students are asked to reflect on their oral presentations and to report their self-assessments to their instructors.	**Oral Communication** Instructors use their assessments to revise their assignments. Instructors share ideas at the AWP weekly Curriculum Meetings in order to improve how we teach oral communication.
	Quantitative Reasoning **N/A**	**Quantitative Reasoning** **N/A**	**Quantitative Reasoning** **N/A**	**Quantitative Reasoning** **N/A**
	Information Literacy Several of the AWP course outcomes address information literacy. Specifically: students are required to articulate questions that will guide their inquiry into the topic under consideration; they must familiarize themselves with the academic conversation(s) concerning this topic before they offer a claim or contribution of their own; they are expected to be able to find and use evidence from multiple sources; and they must cite these sources appropriately, according to the Principles of Academic Integrity.	**Information Literacy** In their written work, students must demonstrate that they can find and use sources in an ethical and effective manner.	**Information Literacy** → Instructors assess this work. When assessing portfolios, at least two instructors must determine that students are using evidence in a convincing and correct manner.	**Information Literacy** At the AWP Curriculum Meetings, instructors share the challenges students face as they find and assess sources. The program continuously considers how it might improve instruction in source assessment, source use, and citation.

Critical Thinking The AWP curriculum develops students' ability to read and think critically. Several of our course outcomes address these practices: developing critical reading strategies; using writing as a means of critical inquiry; crafting an arguable claim; and defending that claim with credible evidence and sound reasoning.	**Critical Thinking** Students are asked to produce essays that demonstrate that they can interrogate their own positions; consider the strengths and weaknesses of opposing positions; and select and implement credible evidence in service of a well-reasoned argument.	**Critical Thinking** → Instructors assess this work, using class time and their comments on student essays to challenge students to think more critically and more deeply about the questions they raise and the arguments they make.	**Critical Thinking** At the weekly Curriculum Meetings, instructors share the critical thinking difficulties that students are having. Based on this input, the administrators revise the curriculum so that it is more effective in honing students' critical thinking skills.
All other items not color coded	All other items not color coded	All other items not color coded	All other items not color coded
(2b) Where are the learning outcomes published? Please provide your department/program website address. The learning outcomes are published on the AWP website (awp.ucsd.edu), in our 100-page *Guide to Analytical Writing*, and on our syllabi.			