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: Literature **Major:** Literature/English Literature/Spanish Literature/World Literature and Culture Literature/Writing (see also additional section below) **(1) Have formal learning outcomes been developed? Yes/No** Yes **(6) Date of the last Academic Senate Review? [i.e. 2015-16 if the review takes place this academic year]** 2012-13	<mark>Written Communication</mark> Write effectively, marshalling textual evidence in their engagement with complex and diverse ideas. Write clear expository prose, as well as effective papers of cultural and literary analysis, persuasion, and critique. Read and write at an advanced level in a foreign language/literature.	<mark>Written Communication</mark> All UCSD students fulfill a basic writing requirement before admission to the campus, and each of the 6 undergraduate colleges also requires its students to complete a writing program. Students in each lower division Literature course produce at least 2500 words of writing, and for every upper division course at least 4000 words, through essays, in-class writing, and portfolios. All senior Literature majors may take a Capstone course, and those eligible for the Honors Program go on to write an Honors Thesis under close supervision by a faculty Director.	<mark>Written Communication</mark> Faculty and/or graduate instructors read and evaluate all written work, providing detailed comments on initial drafts and feedback on final drafts. This includes essays, response papers, written exams, and for Honors students, a Thesis evaluated by 3 faculty and presented at a Spring conference.	<mark>Written Communication</mark> Frequently, students are offered the opportunity to revise their writing based on instructor feedback, so they themselves use the "findings" to improve their writing. Individual instructors modify and develop courses and course offerings based on patterns in student writing performance in a particular class, perhaps requiring use of the Campus Writing Center, or incorporating a formal drafting procedure, or expanding office hours for writing consultations. The Curriculum Committee revises course offerings and sequence, and sometimes requirements, as when we changed our Honors Program to accommodate student desire for separate Capstone Courses for Writing majors as distinct from analytical Literature majors. Others such as graduate and professional schools or employers use these findings in deciding whether to admit or hire our graduates.
	<mark>Oral Communication</mark> Be able to state and support persuasive positions clearly and succinctly, express viewpoints confidently and respectfully, and respond appropriately to others' oral communications. Participate in class discussions and activities both in and outside the classroom to improve communication skills and build a community of scholars within each class and across the broader cohort of majors. Exhibit competence in speaking a second language in addition to the major one.	<mark>Oral Communication</mark> Electronic communication, presentations, recitation of memorized work, group projects, regular oral participation in class discussion. Students who write an Honors Thesis orally present it during a special conference in Spring quarter. For the second language requirement, students must complete at least one upper division course in which instruction and discussion occur exclusively in that language. Majors in a foreign language literature complete more.	<mark>Oral Communication</mark> Faculty and/or graduate instructors track attendance and participation in class and assign grades on oral performances as part of the overall course grade. In some cases, specific rubrics are used to clarify for students the criteria on these. For Honors students, performance during the oral presentation of the Thesis work is assigned a numerical score that contributes to the overall score of the Honors	<mark>Oral Communication</mark> Individual instructors use evidence of student engagement (oral communication, body language, tone, conversations in office hours, e.g.) to revise course expectations and assignments to fill perceived gaps or build on strengths in course design. Honors students have their oral

Dec 16, 2016 Please date the form			Program.	Thesis presentations incorporated into their overall score for the Honors Program.
	Quantitative Reasoning: **N/A**	**Quantitative Reasoning** **N/A**	**Quantitative Reasoning** **N/A**	**Quantitative Reasoning** **N/A**
	Information Literacy Locate, read, evaluate, and apply secondary (scholarly) sources in their analysis of primary texts, and do so with proper acknowledgement and citation. Become aware of and work in reference to current methodological models.	**Information Literacy** Students in both lower and upper division courses are required to gain familiarity with scholarly databases such as JSTOR, the MLA International Bibliography, and others, and become acquainted with digital reference sources, library archives, and Special Collections resources in our own library as well as in regional or national locations. They are required to make proper use of standard citation styles such at the MLA and Chicago Styles with each essay they write. To acquire some breadth and continuity in a coherent body of knowledge, all literature majors complete one of several three-course sequences, which variously focus on a national or ethnic literature, specific periods, genres, or a combination of these categories.	**Information Literacy** Faculty and/or graduate instructors provide examples, answer questions, and grade student performance in the works cited pages they submit with all work. They also assess the quality and reliability of students' sources to guide them in appropriate vetting and selection of information.	**Information Literacy** Student fulfilment of these essential scholarly tasks is evaluated as part of all written work they submit and included in their grades. Individual instructors sometimes incorporate classroom sessions held in the library and taught by library staff, based on the needs communicated by students or demonstrated by their performance.
	Critical Thinking Read texts and other cultural productions in a nuanced and analytical manner, sensitive to factors of historical context, aesthetic form, and current theoretical paradigms. Develop a critical vocabulary and framework that promotes and facilitates their engagement with texts. Assess secondary sources, web sites, news outlets, public discourse, media and other cultural productions. Develop sophisticated rhetorical analysis skills.	**Critical Thinking** Performance in in-class discussions as well as in writing assignments and consultations with professors. All courses promote methodical selection, presentation, and interpretation of evidence, and essay assignments generally require the development and systematic support of a persuasive argument, as well as direct engagement with the arguments of other critics writing about the same texts.	**Critical Thinking** Faculty and/or graduate instructors gauge students' original thinking through their writing, and also routinely use class time to challenge their prevailing assumptions and lead them to consider alternative approaches and interpretations. Student responses, originality, and subtlety are factored into grades for writing and participation.	**Critical Thinking** Faculty in each section meet to review the performance of majors and revise major requirements accordingly, in consultation with the Curriculum and Executive Committees. Certain sections, for example, introduced required courses to familiarize students with critical theory or special methods of a particular discipline.
	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.** Dept. of Literature Website: http://literature.ucsd.edu Dept. of Literature handouts, planning sheets, and "bookmarks" for individual majors UCSD General Catalogue: http://infopath-l.ucsd.edu/catalog			

Additional Information for the Literature/Writing Major	**Written Communication**: In addition to competencies discussed above, the Writing major asks students to produce original works of fiction, poetry, or non-fiction. Gain proficiency in editing their own work and providing written feedback to other creative writers.	**Written Communication** Successfully complete three introductory writing courses (8A Writing Fiction, 8B Writing Poetry, and 8C Writing Non-Fiction) before declaring the Writing major. They take tests on the academic material and produce portfolios of creative work.	**Written Communication** Faculty and/or teaching staff respond to all written work with detailed comments to optimize student learning. In workshops, students also learn to provide and receive peer critique, and revise accordingly.	**Written Communication**
	Oral Communication: Develop competence in public performance of original creative work before an audience.	**Oral Communication:** Oral interaction with other students in writing workshops is factored into assignment of overall course grades, and often students are graded on oral performance of their own work either in class or at special events and venues organized in conjunction with the course.	**Oral Communication:** Faculty and/or graduate instructors evaluate performance in class, in performance, and in providing oral feedback during workshopping sessions.	**Oral Communication:** Individual instructors revise the contents of courses to enhance student performance in this area. Students might be invited to perform their works at outside venues based on their reputations at public readings.
	Information Literacy: Become active, sophisticated, articulate consumers of a variety of cultural texts. Demonstrate in-depth familiarity with the literary history of their chosen genre, including canonical and alternative texts across some breadth of time. Gain familiarity with the norms and venues of publishing creative work, including the importance and reputations of various outlets.	**Information Literacy:** Performance in workshops and class discussions, as well as in individual meetings with instructors, reveals areas or gaps of knowledge. Success in securing publication/performance of a student's work, and the quality of the forum, demonstrates achievement of this outcome as well.	**Information Literacy:** Faculty and/or graduate instructors, through workshops, classes, individual consultations	**Information Literacy:** Faculty in the section meet to assess strengths and weaknesses of the major and make adjustments, as by altering the size of the major to optimize faculty-student ratios in classes and in the major.