

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>Department: Italian Studies Program</p> <p>Major: B.A. in Italian Studies</p> <p>(1) Have formal learning outcomes been developed? Yes</p> <p>(6) Date of the last Academic Senate</p>	<p>Written Communication</p> <p><i>to analyze and understand with precision those cultural texts and art forms that are important to the common culture of educated Italians</i></p> <p><i>to articulate in writing complex ideas that would enable them to develop meaningful relationships with educated Italians.</i></p> <p><i>to make good use of style, argument, and critical vocabulary (in both Italian and English) that facilitate the interpretation and analysis of many types of texts (literary, philosophic, historic, musical, artistic, political etc.)</i></p>	<p>Written Communication</p> <p><i>Italian Studies majors and minors, strongly interested in proficiency, regularly enroll in Italian literature courses taught in Italian. They will typically take (often more than once): LTIT 100, Introduction to Italian Literature (with a focus on different authors or genres of the Italian literary canon; LTIT 161, Advanced Stylistics and Conversation (that trains students to articulate, in speech and writing, complex ideas that would enable them to develop meaningful relationships with educated Italians); and LTIT 143, Major Italian Authors (with a focus on the “classics” of Italian literature). The completion of these courses ensures that our graduates have achieved advanced proficiency in Italian language and culture.</i></p>	<p>Written Communication</p> <p><i>All student writing is evaluated by faculty/teaching staff and responded to with detailed comments to optimize student’s learning progress.</i></p>	<p>Written Communication</p> <p><i>Individual course instructors regularly use student feedback (CAPE and informal feedback) to modify courses from year to year.</i></p> <p><i>The program director meets regularly with colleagues in Literature, in order to ensure that upper-division offerings in Italian are comprehensive.</i></p> <p><i>The program faculty is in regular contact with the Education Abroad Program staff in Italy.</i></p>

<p>Review 2013-14</p> <p>Please date the form 12/18/18</p>	<p>Oral Communication</p> <p><i>to articulate complex ideas that would enable them to develop meaningful relationships with educated Italians.</i></p>	<p>Oral Communication</p> <p><i>The Italian Studies major requires two years of language study, and we highly encourage students to continue their study of Italian in upper division literature courses taught in Italian (including LTIT 161, Advanced Stylistics and Conversation described above). Most of our majors also study in semester or year-long programs in Italian universities.</i></p>	<p>Oral Communication</p> <p><i>All courses taught in Italian require student participation in discussions and activities in order to improve communication skills and to build a community of scholars within each class and the broader cohort of majors.</i></p>	<p>Oral Communication</p> <p><i>Individual course instructors regularly use student feedback (CAPE and informal feedback) to modify courses from year to year.</i></p> <p><i>The program director meets regularly with colleagues in Literature, in order to ensure that upper-division offerings in Italian are comprehensive.</i></p> <p><i>The program faculty is in regular contact with the Education Abroad Program staff in Italy.</i></p>
	<p>Quantitative Reasoning:</p>	<p>Quantitative Reasoning</p>	<p>Quantitative Reasoning</p>	<p>Quantitative Reasoning</p>
	<p>Information Literacy</p> <p><i>to understand and assess the ways in which all “information” emerges from particular perspectives (academic, political, etc.)</i> <i>to perform research in the library databases</i></p>	<p>Information Literacy</p> <p><i>Several of our upper division courses in Literature have a focus on information literacy.</i></p>	<p>Information Literacy</p> <p><i>All student writing is evaluated by faculty/teaching staff and responded to with detailed comments to optimize student’s learning progress.</i></p>	<p>Information Literacy</p> <p><i>n/a</i></p>

	<p>Critical Thinking</p> <p><i>to demonstrate a broad bicultural literacy that includes the ability:</i></p> <p><i>to evaluate Italian history, customs, literature, music, and art with historical perspective</i></p> <p><i>to assess and appreciate ideas and texts from (at least) two cultural perspectives (Italian and U.S.)</i></p>	<p>Critical Thinking</p> <p><i>The major in Italian Studies consists of a program of study distributed among at least three departments, including Literature, History, Theatre, Music, Visual Arts, and Political Science. Students have the benefit of working towards the learning outcomes of various disciplines. This interdisciplinary learning also promotes critical thinking, as it encourages students to identify different ways of knowing.</i></p> <p><i>LTIT 115, Medieval Studies, which focuses most regularly on the works of Dante Alighieri, is a required course that insures historical breadth to the major. UCSD offerings in early modern history, art history, and theatre are also strong and provide those historical perspectives that are necessary to critical thinking.</i></p> <p><i>Students in Italian Studies are strongly encouraged to participate in the University of California Education Abroad Program (EAP), which is affiliated with the University of Bologna. This experience, which provides the possibility of a semester or year of study abroad, including both language courses and courses dealing with various aspects of Italian studies, enables students to develop a bicultural perspective.</i></p>	<p>Critical Thinking</p> <p>Upper division courses (in Italian and English) are generally writing intensive. Students receive extensive feedback from faculty on papers.</p> <p>Many students elect to take an independent studies project that focuses on their particular research interests and culminates in a longer research term paper or thesis. This enables students to receive one-on-one intensive feedback from faculty.</p>	<p>Critical Thinking</p> <p><i>Individual course instructors regularly use student feedback (CAPE and informal feedback) to modify courses from year to year.</i></p>
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	<p style="text-align: center;">(2b)</p> <p>Where are the learning outcomes published? Please provide your department/program website address.</p> <ul style="list-style-type: none">• <i>Course syllabi.</i>• <i>Advising is the cornerstone of our communication. Each student consults frequently with the Program director regarding courses (offered here at UCSD and in Italy) to make sure of the applicability of the course to the major and minor. These conversations always touch on learning outcomes not only in relation to the courses themselves but also in relation to what a student needs to know to pursue various career directions. Students are expected to consult faculty advisers and/or staff periodically as they move towards graduation.</i>• <i>Program website: http://caesar.ucsd.edu/italian/ (which links to: http://academicaffairs.ucsd.edu/_files/ug-ed/asmnt/lo-programs/WASC_7.1_ITAL_2015.pdf)</i>			
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