

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>Literature</i></p> <p>Major: <i>B.A. in Literature/ Composite Major</i> <i>B.A. in Literature/ Cultural Studies</i> <i>B.A. in Literatures in French</i> <i>B.A. in Literatures in Russian</i> <i>B.A. in Literatures of the World</i></p> <p>(1) Have formal learning outcomes been developed? <i>Yes</i></p> <p>(6) Date of last Academic Senate Review? <i>2012-13</i></p>	<p><i>The Department of Literature is virtually unique in that it offers courses in most world literatures and many languages in a comparative context that allows students to choose from ten different undergraduate major tracks.</i></p> <p><i>Literature majors develop skills and perspectives that prepare them for diverse careers such as education and numerous professions. The writing, analytical and cultural breadth of majors makes them attractive for professional schools in law and medicine as well as advanced graduate studies. Their skills in foreign languages also prepares them for work in international business, advertising, editing, publishing, journalism, communications, mass media and related professions.</i></p> <p>Students graduating with a degree should be able to:</p> <ol style="list-style-type: none"> <i>1. write effectively, marshalling textual evidence in their engagement with complex and diverse ideas.</i> <i>2. read texts and other cultural productions in a nuanced manner, sensitive to factors of historical context and aesthetic form.</i> <i>3. develop a critical vocabulary and framework that would promote and facilitate their engagement with texts.</i> <i>4. work at an advanced level in a second language/literature.</i> <i>5. read, evaluate and apply secondary sources to their analyses of primary texts.</i> <i>6. develop a life-long appreciation of the subtleties of cultural texts and the ongoing need to engage with and evaluate their meanings.</i> <p>Learning outcomes published:</p> <ul style="list-style-type: none"> <i>• UC San Diego General Catalog: http://infopath-1.ucsd.edu/catalog/</i> <i>• UCSD Website: http://literature.ucsd.edu</i> <i>• Department of Literature website: http://literature.ucsd.edu</i> <i>• Department of Literature handouts: major "bookmarks", planning sheets, etc.</i> 	<p>Data/Evidence:</p> <ul style="list-style-type: none"> <i>• All UCSD students must fulfill a basic writing requirement (Subject A) before admission to the campus. Further, each of the six undergraduate colleges at UCSD requires their students to complete a writing program.</i> <i>• All Literature majors must complete at least one undergraduate three-course sequence before advancing to the upper division classes in the major. Each sequence focuses on a national or ethnic literature, specific periods, genres or a combination of these categories.</i> <i>• Students in every literature class must produce at least 2,500 words of writing at the lower division and 4,000 words of writing at the upper division levels.</i> <i>• All majors must fulfill a second language requirement that includes at least one upper division class taught exclusively in that language. Obviously, students majoring in one of the foreign language literatures must complete many more upper division courses taught in those languages.</i> <i>• Every major program within the department requires its students to organize their courses within specific groupings that insure both breadth and depth in the particular literature.</i> <i>• Each major is encouraged to complete course planning forms for review and approval by faculty and staff to ensure that their progress within their program adheres to requirements. Students also are expected to consult faculty advisers and/or staff periodically as they move towards graduation.</i> <i>• All student writing is evaluated by faculty/teaching staff and responded to with detailed comments to optimize students' learning progress.</i> <i>• Most upper division courses require student participation in discussions and activities in order to improve communication skills and build a community of scholars within each class and the broader cohort of majors.</i> 	<ul style="list-style-type: none"> <i>• Every course offering is evaluated and approved by the campus Committee on Educational Policies and Courses (CEP)</i> <i>• Every course is evaluated by students. Most classes are evaluated by both the campus-wide Course and Professor Evaluation (CAPE) survey, and an intradepartmental survey hosted by Zoomerang.</i> <i>• Syllabi for every Literature course are submitted to the Department and are evaluated for both content and forms of student assessment (papers, exams, etc.) when faculty are reviewed.</i> <i>• On a wider level, many Literature majors go on to graduate and professional schools, emphasizing the quality of the Department's outcomes.</i> 	<ul style="list-style-type: none"> <i>• The Curriculum Committee meets regularly to set the course and teaching schedule for the following year and consideration is taken regarding the courses that must be offered regularly and which courses are the most popular and highly rated by students.</i> <i>• During deliberations on evaluating assessment/outcomes the Department's curriculum committee identified two areas that need immediate attention.</i> <p><i>First, our catalog copy needs a more detailed description of outcomes we expect our students to attain. This concern will be addressed in the very near future in our electronic catalog copy and in the 2010-11 printed catalog.</i></p> <p><i>Second, some of our ten majors/tracks have been spurred to make changes in requirements and move towards a clearer process of assessment. In some cases this means the development of a portfolio requirement for graduating seniors and in other cases the creation of capstone courses for seniors. This discussion will hopefully culminate in specific changes by the end of fall quarter 2009.</i></p> <p><i>Third, the development of an exit survey for seniors has been proposed and is being considered as another means of assessment.</i></p>

Department:

Literature
(continued)

- *Majors are encouraged to study abroad in one of the UC Education Abroad Program's many affiliated universities or on an exchange program based in other US universities or study abroad consortia. Up to five classes taken abroad can be applied to any of the Department's nine major programs, and six can be applied to the Composite Major. Participation in these programs results in greater facility with the language and culture of the host countries and, thereby, broadens majors' skill sets and knowledge in their specific concentrations.*
- *All students who have achieved at least an overall 3.5 GPA and a 3.7 GPA in the major by the end of their junior year are invited in the fall of their senior year to join the Department's Honors Seminar. This entails taking part in two quarters of advanced work, first in a winter quarter seminar (LTWL 191) then a quarter of independent work on an honors thesis that will be defended before a three person faculty committee at the end of spring term.*

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	Where are they published? (Please specify)			
<p>Department: <i>Literature</i></p> <p>Major: <i>B.A. in Literature/ Writing</i></p> <p>(1) Have formal learning outcomes been developed? <i>Yes</i></p> <p>(6) Date of last Academic Senate Review? <i>2012-13</i></p>	<p>Students graduating with a degree should be able to:</p> <p>A. <i>Write clear expository prose.</i></p> <p>B. <i>Work at an advanced level in a second language/literature, including the ability to complete at least one upper division course in literature, film, etc. taught exclusively in that language.</i></p> <p>C. <i>Produce original works of fiction, poetry, or non-fiction.</i></p> <p>D. <i>Demonstrate in-depth familiarity with the literary history of their chosen genre, including canonical and alternative texts across some breadth of time.</i></p> <p>E.. <i>Develop a critical vocabulary for understanding, discussing, and evaluating literary techniques and aesthetic arguments while honing editorial skills.</i></p> <p>F.. <i>Become active, sophisticated, articulate consumers and producers of a variety of texts.</i></p> <hr/> <p>Learning outcomes published:</p> <ul style="list-style-type: none"> <i>We will change our catalogue and website to reflect these goals.</i> 	<p>Data/Evidence:</p> <p><i>Our students must complete three introductory writing courses before declaring the Writing major. These courses – 8A (Writing Fiction), 8B (Writing Poetry), and 8C (Writing Non-Fiction) – are intended to do several things. Students are expected to read and discuss works in the respective genres, to produce works of fiction, poetry, or non-fiction themselves, and to learn the terminology and concepts used to discuss or evaluate such texts. Students typically take tests on the academic material presented and produce portfolios of creative work.</i></p> <p><i>After declaring the Writing major, students are required to take twelve upper division courses in the Literature Department. At least six of these courses must be writing workshops; while two must be literature courses outside the writing section. Students take workshops in such topics as writing fiction, writing poetry, screen writing, science writing, distributing literature, writing for children, etc. These courses are taught by recognized experts in the various writing genres. While no course work can guarantee that a student will become an important novelist, for instance, these workshops give students the experience to proceed into careers involving writing or into graduate writing programs. Students are also required to complete one of the 140-148 sequence courses which include Stylistics and Grammar, Teaching of Writing, and Theory for Writers. In all Writing courses, students produce a portfolio of creative writing or critical papers, depending on the content of the course. All student writing is evaluated by faculty/teaching staff and responded to with detailed comments to optimize student learning. In workshop classes, students also benefit from learning to provide and receive peer critique. Writing students demonstrate learning by revising their creative work.</i></p> <p><i>Writing students who obtain a 3.5 GPA or better by their senior year are able to participate in a department wide Honors Seminar in which they produce a long creative project under the direction of a chosen advisor.</i></p> <p><i>We are considering adding a three course sequence, Critical Foundations in Writing, to the requirements for the major. The first and second quarters of this sequence would help students gain an in-depth familiarity with major canonical and alternative texts of fiction and poetry. We would look at these texts from the writer’s</i></p>	<ul style="list-style-type: none"> <i>Faculty and teaching staff evaluate student progress in every class. A capstone class could provide a further evaluation of student work.</i> 	<p><i>We are considering instituting a program of surveying Writing majors who have graduated to see if their degrees have proven helpful in their subsequent careers. We could attempt to discover how many have been accepted to MFA programs, published their writing, or found work in which their experience with creative writing has been helpful (i.e. high school English teacher, technical writer, editor, etc.).</i></p>

<p>Department: Literature</p> <p>Major: B.A. in Literature/ Writing (continued)</p>		<p><i>perspective, discussing how they are constructed as much or more than what they “say.” The course would also familiarize students with important theory and criticism of special relevance to writers. These courses would allow us to accomplish our stated goals D and E from section two of this statement. The third quarter of Critical Foundations would be a “capstone” class in which students would work on advanced creative or critical projects of their own choosing under the supervision of the instructor. The work produced in this capstone class would be part of the students’ permanent records. (The capstone class might replace the department’s Honors Seminar for Writing students.) Students would begin the Critical Foundations sequence in their junior year and take the capstone class as seniors. Majors are encouraged to study abroad in one of the UC Education Abroad Program’s many affiliated universities or on an exchange program based in other US universities or study abroad consortia. Up to five classes taken abroad can be applied to any of the Department’s nine major programs, and six can be applied to the Composite Major. Participation in these programs results in greater facility with the language and culture of the host countries and, thereby, broadens majors’ skill sets and knowledge in their specific concentrations.</i></p> <p><i>All students who have achieved at least an overall 3.5 GPA and a 3.7 GPA in the major by the end of their junior year are invited in the fall of their senior year to join the Department’s Honors Seminar. This entails taking part in two quarters of advanced work, first in a winter quarter seminar (LTWL 191) then a quarter of independent work on an honors thesis that will be defended before a three person faculty committee at the end of spring term.</i></p>		
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	Where are they published? (Please specify)			
<p>Department: <i>Literature</i></p> <p>Major: <i>B.A. in Literatures in English</i></p> <p>(1) Have formal learning outcomes been developed? <i>Yes</i></p> <p>(6) Date of last Academic Senate Review? <i>2012-13</i></p>	<p>Students graduating with a degree should be able to:</p> <ul style="list-style-type: none"> • <i>Identify major literary periods, the rationale for that periodization, and the literary production of that period.</i> • <i>Identify and integrate knowledge of important ethnic components of literatures written in English.</i> • <i>Identify and integrate knowledge of the interrelationship of the English-language literary tradition with literatures with a non-Anglophone world literary tradition.</i> • <i>Understand and integrate a history of critical traditions with basic historical survey knowledge.</i> • <i>Analyze and critique literary production with reference to current theoretical paradigms.</i> • <i>Write effective papers of literary analysis and critique.</i> • <i>These requirements are published on the Department's website and in individual handouts and materials furnished students by staff academic advisors.</i> <hr/> <p>Learning outcomes published:</p> <ul style="list-style-type: none"> • <i>Syllabi for major component upper- and lower-division survey courses.</i> • <i>Overview of course requirements for a concentration in Literatures in English.</i> 	<p>Data/Evidence:</p> <ul style="list-style-type: none"> • <i>Students apply base knowledge of periods, etc. acquired in lower-division courses to more concentrated study in upper-division courses.</i> • <i>Students are required to enroll in and complete at least one lower-division course in ethnic literature.</i> • <i>Students are required to enroll in and complete at least one course in world literatures.</i> • <i>Students are required to enroll in and complete at least three upper-division courses in a secondary literature, one of which is taught entirely in that second language.</i> • <i>Students are required to enroll in and complete at least one course in literary theory or literary history.</i> • <i>Students are required to write papers totaling a minimum of 2500 words in lower-division courses and 4000 words in upper-division courses.</i> 	<ul style="list-style-type: none"> • <i>Staff advisors track progress of majors toward completing required classes.</i> • <i>Faculty sectional advisers are available to consult with students about structuring their individual programs.</i> • <i>Teaching faculty routinely consult and offer guidance to students who enrolled in their classes. Frequently their interpretation of a student's accomplishment of the aims of the program are specifically articulated in letters of recommendation written in support of a student's application to graduate or professional school or for other employment.</i> • <i>Teaching faculty are required by the department to provide extracurricular mentoring through programs such as the McNair Program and the Academic Internship program, which give students one-on-one training in advanced skills.</i> 	<ul style="list-style-type: none"> • <i>A student is admitted to graduate or professional school comprises a significant "proof" that a student has completed a satisfactory undergraduate preparation.</i> • <i>A graduate is hired in a field of employment that uses the skills of analysis, critique, writing, and research learned in the major.</i>

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	(2) Where are they published? (Please specify)			
<p>Department: <i>Literature</i></p> <p>Major: <i>B.A. in Literatures n German</i></p> <p>(1) Have formal learning outcomes been developed? <i>Yes</i></p> <p>(6) Date of last Academic Senate Review? <i>2012-13</i></p>	<p><i>Literatures in German</i> is one of the ten majors offered by the Literature Department. Students work closely with the faculty of the German Section to develop a high level of proficiency in reading, writing, and speaking the German language, and in analyzing the aesthetic, cultural, and historical dimensions of literary, philosophical, and filmic texts. The major prepares students not only for graduate study in German Literature and German Studies, but for a wide range of professional schools that require skills in critical analysis and argumentative writing (such as Law and International Relations). The major points students toward international careers involving the German-speaking countries and Europe in general.</p> <p>Students graduating with a degree should be able to:</p> <ul style="list-style-type: none"> • Read, write, speak, and understand German with near-native fluency. • Analyze diverse texts with sensitivity for their aesthetic, argumentative, socio-cultural, and historical dimensions. • Write effectively on a wide range of topics. • Understand past and contemporary issues in the German-speaking world with reference to their broad cultural contexts. <hr/> <p>Learning outcomes published:</p> <ul style="list-style-type: none"> • <i>UC San Diego General Catalog:</i> http://infopath-1.ucsd.edu/catalog/ • http://infopath.ucsd.edu/catalog • http://literature.ucsd.edu/ 	<p>Data/Evidence:</p> <ul style="list-style-type: none"> • <i>Completion of nine upper-division German courses (LTGM), two of which are in literature written before 1850, with a grade of C- or better.</i> • <i>Completion of three courses in a secondary language, at least one of which is upper-division, with a grade of C- or better.</i> • <i>Completion of a total of twelve upper-division Literature courses, with a grade of C- or better.</i> • <i>Participation in one of the UC Education Abroad Programs in Germany, or another study-abroad program in a German-speaking country, is strongly encouraged.</i> • <i>Graduating seniors with a GPA of at least 3.5 may opt to write a Seniors Honors Thesis of 30-50 pages. The student defends the thesis at a one-hour oral exam before a committee chaired by a member of the German Section and consisting of three Literature faculty members.</i> 	<ul style="list-style-type: none"> • <i>Students develop their programs of study in consultation with the Literature Department Undergraduate Advisor and the German Section faculty.</i> • <i>Students work closely in small classes with German Section faculty members, who develop course material, supervise student performance, and assign all grades.</i> • <i>Courses taken in Germany are assigned grades by UC study-center Directors. If petitioned for use in fulfilling the requirements of the major, they are again reviewed by the Head of the German Section at UCSD.</i> • <i>Before student graduation, all course work for the major must be approved by the Head of the German Section and the Literature Department's Director of Undergraduate Studies.</i> • <i>Students anonymously evaluate all courses and instructors.</i> 	<ul style="list-style-type: none"> • <i>CEP conducts periodic reviews of the major.</i> • <i>Outside accreditation committees conduct periodic reviews of the major.</i> • <i>The faculty of the German Section and of the Literature Department determine the requirements for the major and adjust them if necessary.</i> • <i>Course instructors use student and committee feedback to modify and develop courses and course offerings.</i>

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<p>Department: <i>Literature</i></p> <p>Major: <i>B.A. in Literatures in Italian</i></p> <p>(1) Have formal learning outcomes been developed? <i>Yes</i></p> <p>(6) Date of last Academic Senate Review? <i>2012-13</i></p> <p>Department:</p>	<p>Students graduating with a degree should be able to:</p> <ul style="list-style-type: none"> • <i>demonstrate a cultural proficiency in Italian language and literature. We define cultural proficiency as the ability:</i> <ul style="list-style-type: none"> <i>a. to read those texts that educated Italians read and</i> <i>b. to articulate, in speech and writing, complex ideas that would enable to students to develop meaningful relationships with educated Italians.</i> • <i>work at an advanced level in a secondary language/literature, including the ability to successfully complete at least one upper division course in literature, film, etc.</i> • <i>develop a critical vocabulary that facilitates the interpretation and analysis of many types of data.</i> • <i>develop and employ a broad bicultural literacy that includes the ability:</i> <ul style="list-style-type: none"> <i>a. to assess and appreciate ideas and texts from (at least) two cultural perspectives (Italian and U.S.) and</i> <i>b. to understand nation-building and diasporic processes and cultures.</i> <hr/> <p>Learning outcomes published:</p> <ul style="list-style-type: none"> • <i>These outcomes are published partially in the UC San Diego General Catalog (http://infopath-1.ucsd.edu/catalog/), partially on our syllabi.</i> • <i>This outcomes/assessment exercise has led us to discuss and move to implement changes in catalog descriptions, especially as they apply to the description of expected student outcomes.</i> 	<p>Data/Evidence:</p> <ul style="list-style-type: none"> • <i>All Italian literature majors must complete two years of language study (or the equivalent) before advancing to the upper division classes in the major. At UCSD, first year language courses have been taught in both Linguistics and Literature. Professors Jed and De Marchi Gherini developed the Literature department first year Italian language sequence (LTIT 1A-B-C) with the precise learning outcomes of the major in mind. The second year Italian language sequence, developed by Prof. De Marchi Gherini, has the dual purpose of consolidating linguistic competence and providing students with tools for developing a broad proficiency in Italian culture.</i> • <i>Students in every Italian literature class produce between 2,500 and 4000 words of writing and work on revising their writing after receiving feedback from the instructor.</i> • <i>All majors must fulfill a secondary literature requirement that includes at least one upper division class taught exclusively in that language. Students majoring in Italian literature may choose English as their secondary literature, but they may also choose from the other literatures offered in our department and even pursue a dual literature major (in, say, Italian and Spanish).</i> • <i>In order to insure both breadth and depth in Italian literature, the Italian literature major requires the following courses:</i> <ul style="list-style-type: none"> <i>a. LTIT 100, Introduction to Italian Literature. Typically, an Italian literature major will take this course 2 or 3 times, each time focusing on different authors or genres of the Italian literary canon.</i> <i>b. LTIT 115, Medieval Studies. This course, which focuses most regularly on the works of Dante Alighieri, insures that students are exposed to an early period of Italian literature.</i> <i>c. LTIT 161, Advanced Stylistics and Conversation. This course is most centrally engaged in training students to articulate, in speech and writing, complex ideas that would enable them to develop meaningful relationships with educated Italians.</i> 		<ul style="list-style-type: none"> • <i>Individual course instructors regularly use student feedback (CAPE and informal feedback) to modify courses from year to year.</i> • <i>The program director regularly solicits student feedback for the planning of curriculum.</i> • <i>The program faculty is in regular contact with the Education Abroad Program staff in Italy.</i> • <i>This outcomes/assessment exercise has led us to think about more regular curriculum meetings.</i>

<p><i>Literature</i></p> <p>Major: <i>B.A. in Literatures in Italian (continued)</i></p>		<p><i>d. one course in Italian North American Culture. This course (that can be fulfilled by courses offered either under the rubric of Italian literature or Cultural Studies) is most centrally engaged in introducing students to the problematics of nation-building and diasporic processes and cultures.</i></p> <ul style="list-style-type: none"> • <i>Each major must early on in the process fill out course planning forms that are reviewed and approved by faculty and staff to be sure that their progress within their program adheres to requirements. Students also are expected to consult faculty advisers and/or staff periodically as they move towards graduation.</i> • <i>All student writing is evaluated by faculty/teaching staff and responded to with detailed comments to optimize student's learning progress.</i> • <i>Most upper division courses require student participation in discussions and activities in order to improve communication skills and build a community of scholars within each class and the broader cohort of majors.</i> • <i>Majors are encouraged to study abroad in one of the UC Education Abroad Programs in Italy or on an exchange program based in other US universities or study abroad consortia. Up to five classes taken abroad may be applied to the Italian literature major. Participation in these programs results in greater facility with the language and culture of the host countries and, thereby, broadens majors' skill sets and knowledge in their specific concentrations.</i> • <i>Italian literature majors who have achieved at least an overall 3.5 GPA and a 3.7 GPA in the major by the end of their junior year are invited in the fall of their senior year to join the Literature Honors Seminar. This entails taking part in two quarters of advanced work, first in a winter quarter seminar (LTWL 191) then a quarter of independent work on an honors thesis that will be defended before a three-person faculty committee at the end of spring term.</i> • <i>This outcomes/assessment exercise has led the Italian literature faculty to discuss and move to implement changes in catalogue descriptions, especially as they apply to the description of expected student outcomes.</i> • <i>Further, we are considering the addition of individual portfolios or capstone courses for seniors in the Italian literature major.</i> 		
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<p>Department: <i>Literature</i></p> <p>Major: <i>B.A. in Literatures in Spanish</i></p> <p>(1) Have formal learning outcomes been developed? <i>Yes</i></p> <p>(6) Date of last Academic Senate Review? <i>2012-13</i></p>	<p>Students graduating with a degree should be able to:</p> <ul style="list-style-type: none"> • <i>Have a basic understanding of Spanish and Latin American literatures in their social and historical contexts</i> • <i>To write clearly and effectively in Spanish and be capable of developing a coherent argument</i> • <i>To be skilled at interpreting and analyzing literary and other texts</i> • <i>Have an understanding of and appreciation for the cultural diversity of Spain, Latin America, and Latino immigrant communities in the U.S.</i> <hr/> <p>Learning outcomes published:</p> <ul style="list-style-type: none"> • <i>Department website</i> • <i>UC San Diego General Catalog: http://infopath-1.ucsd.edu/catalog/</i> 	<p>Data/Evidence:</p> <p><i>Students apply base knowledge of periods, etc. Building on the writing and analytic skills gained in courses required by UCSD colleges or, in the case of transfer students, courses that articulate with UCSD courses, students will develop a knowledge of Spanish and Latin American literatures in their social and historical contexts (LTSP 130A and B) and come to understand and appreciate the cultural diversity of the Spanish-speaking world, including U.S. Latino communities (all courses). They will gain further experience interpreting literary texts and writing clearly and effectively in Spanish (all courses).</i></p> <ul style="list-style-type: none"> • <i>Our curriculum map for majors (* = required):</i> <p><i>*LTSP 50A: Introduction to Spanish Peninsular literature, review of grammar and usage, essay writing, and oral presentation</i></p> <p><i>*LTSP 50B or C: Introduction to Latin American literature, review of grammar and usage, essay writing, and oral presentation</i></p> <p><i>*LTSP 130A: Survey of Spanish Peninsular literature, from 15th to 20th century, essay writing and literary analysis</i></p> <p><i>*LTSP 130B: Survey of Spanish Peninsular literature, from 16th to 20th century, essay writing and literary analysis</i></p> <p><i>*Seven additional upper division LTSP courses, which may include LTSP 170 Contemporary Theories of Cultural Production and LTSP 173 Problems in Spanish and Latin American Literary History</i></p>	<ul style="list-style-type: none"> • <i>Individual faculty not only assess students based on their performance in courses, but also act as advisors as well as instructors, guiding students in improving their outcomes.</i> • <i>The Spanish section Undergraduate Advisor and Undergraduate Office staff work individually with students to monitor their progress and guide them in improving their outcomes</i> • <i>Some questions on course evaluation forms concern some of these outcomes. We will propose revising course evaluation forms so that they will more closely match learning outcomes.</i> 	<ul style="list-style-type: none"> • <i>Student evaluations are regularly used for mentoring new teachers so that their efforts in the classroom most effectively produce the desired learning outcomes.</i> • <i>The Spanish section as a whole meets annually to review and if necessary revise the curriculum and discuss pedagogical matters. We will focus these meetings around the learning outcomes and revise curriculum and pedagogy accordingly.</i> • <i>Individual faculty in the Spanish section will be able to use this assessment form itself to focus their course planning and pedagogical approaches on the achievement of the desired learning outcomes.</i>