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: Music Major: Music Major (1) Have formal learning outcomes been developed? Yes	**Written Communication** Write and communicate effectively in research papers, along with concert reports, program notes and other music related materials	**Written Communication** Core classes required for graduation require research and writing	**Written Communication** Instructors and/or teaching assistants read written work and provide comments	**Written Communication** Individual instructors revise courses: UG Committee makes curriculum changes as needed
	Oral Communication Speak clearly in class presentations and in the context of public performance	**Oral Communication** Many classes require oral presentations and include a class participation component. Many classes require student performances	**Oral Communication** Instructors and/or teaching assistants provide comments and evaluate presentations.	**Oral Communication** Individual instructors revise courses: UG Committee makes curriculum changes as needed
	Quantitative Reasoning: Apply quantitative reasoning in music theory and analysis in core classes and more extensively in music technology courses	**Quantitative Reasoning** Projects and assignments in the theory and analysis classes, research projects in technology classes	**Quantitative Reasoning** Instructors and/or teaching assistants evaluate assignments	**Quantitative Reasoning** Individual instructors revise courses: UG Committee makes curriculum changes as needed
	Information Literacy Access material online and in the library effectively in writing research papers. Seek out musical knowledge in a variety of social and institutional spaces	**Information Literacy** Courses require research papers, and demonstrate engagement in musical culture outside the department.	**Information Literacy** Instructors and/or teaching assistants evaluate research papers as well as concert and field reports	**Information Literacy** Individual instructors revise courses: UG Committee makes curriculum changes as needed
(6) Date of the last Academic Senate Review? 2012	**Critical Thinking** Demonstrate the ability to think critically about music, musical culture, and writings about music	**Critical Thinking** Courses encourage critical thinking through analysis of musical material and musical-cultural texts	**Critical Thinking** Instructors and/or teaching assistants evaluate through exams, papers, and in some cases discussion sections with teaching assistants	**Critical Thinking** Individual instructors revise courses: UG Committee makes curriculum changes as needed
	Music Department specific Demonstrate competence in essential musical skills including ear training, keyboard skills, and music theory; show a broad understanding of musical styles and forms in both historical and analytical contexts; demonstrate competence within a chosen field of emphasis	**Music Department specific** Successful completion of 12 upper division courses; Honors programs including honors recitals, composition juries, and special projects	**Music Department specific** Instructors and/or teaching assistants read written work and provide comments; Honors presentation evaluated by faculty advisor to assess graduation with honors and level of honors	**Music Department specific** Individual instructors revise courses: UG Committee makes curriculum changes as needed
December 16, 2016	**(2b) Where are the learning outcomes published?** http://musicweb.ucsd.edu/ugrad/			

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: Music **Major: Music Humanities Major** **(1) Have formal learning outcomes been developed?** **Yes** **(6) Date of the last Academic Senate Review?** **2012**	**Written Communication** Write and communicate effectively in research papers, along with concert reports, program notes and other music related materials	**Written Communication** Core classes required for graduation require research and writing.	**Written Communication** Instructors and/or teaching assistants read written work and provide comments	**Written Communication** Individual instructors revise courses: UG Committee makes curriculum changes as needed
	Oral Communication Speak clearly in class presentations and in the context of public performance	**Oral Communication** Many classes require oral presentations and include a class participation component; many classes require student performances	**Oral Communication** Instructors and/or teaching assistants provide comments and evaluate presentations.	**Oral Communication** Individual instructors revise courses: UG Committee makes curriculum changes as needed
	Quantitative Reasoning: N/A	**Quantitative Reasoning** N/A	**Quantitative Reasoning** N/A	**Quantitative Reasoning** N/A
	Information Literacy Access material online and in the library effectively in writing research papers; seek out musical knowledge in a variety of social and institutional spaces	**Information Literacy** Courses require research papers, and demonstrate engagement in musical culture outside the department	**Information Literacy** Instructors and/or teaching assistants evaluate research papers as well as concert and field reports.	**Information Literacy** Individual instructors revise courses: UG Committee makes curriculum changes as needed
	Critical Thinking Demonstrate the ability to think critically about music, musical culture, and writings about music	**Critical Thinking** Courses encourage critical thinking through analysis of musical material and musical-cultural texts	**Critical Thinking** Instructors and/or teaching assistants evaluate through exams, papers, and in some cases discussion sections with teaching assistants	**Critical Thinking** Individual instructors revise courses: UG Committee makes curriculum changes as needed
	Music Department specific Demonstrate competence in essential musical skills including ear training, keyboard skills, and music theory; show a broad understanding of musical styles and forms in both historical and analytical contexts; demonstrate competence within a chosen field of emphasis	**Music Department specific** Successful completion of 12 upper division courses; periodic conferences with the Music Humanities faculty advisor	**Music Department specific** Instructors and/or teaching assistants read written work and provide comments	**Music Department specific** Individual instructors revise courses: UG Committee makes curriculum changes as needed
December 16, 2016	**(2b) Where are the learning outcomes published?** **http://musicweb.ucsd.edu/ugrad/**			

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: Music Major: ICAM Music Major (1) Have formal learning outcomes been developed? Yes	**Written Communication** Write and communicate effectively in research papers, along with concert reports, program notes and other music related materials	**Written Communication** Core classes required for graduation require research and writing.	**Written Communication** Instructors and/or teaching assistants read written work and provide comments	**Written Communication** Individual instructors revise courses: UG Committee makes curriculum changes as needed.
	Oral Communication Speak clearly in class presentations and in the context of public performance	**Oral Communication** This major requires a senior capstone project oral presentations and include a class participation component.	**Oral Communication** Instructors and/or teaching assistants provide comments and evaluate presentations	**Oral Communication** Individual instructors revise courses: UG Committee makes curriculum changes as needed.
	Quantitative Reasoning: Apply quantitative reasoning in core classes, which require the application of math, physics, and programming competencies to musical matters.	**Quantitative Reasoning** Assignments in core classes and capstone senior project	**Quantitative Reasoning** Instructors and/or teaching assistants evaluate assignments	**Quantitative Reasoning** Individual instructors revise courses: UG Committee makes curriculum changes as needed.
	Information Literacy Access material online and in the library effectively in writing research papers. Seek out musical knowledge in a variety of social and institutional spaces	**Information Literacy** Courses require research papers, and demonstrate engagement in musical culture outside the department.	**Information Literacy** Instructors and/or teaching assistants evaluate research papers as well as concert and field reports	**Information Literacy** Individual instructors revise courses: UG Committee makes curriculum changes as needed.
(6) Date of the last Academic Senate Review? 2012	**Critical Thinking** Demonstrate the ability to think critically about music, musical culture, digital media, music technology and writings about music and technology including critical analysis and technical documentation	**Critical Thinking** Courses encourage critical thinking through engagement with emerging technologies in the course of creative research projects	**Critical Thinking** Instructors and/or teaching assistants evaluate through exams, papers, projects and in some cases discussion sections with teaching assistants	**Critical Thinking** Individual instructors revise courses: UG Committee makes curriculum changes as needed.
	Music Department specific Produce music technology projects of professional quality using a variety of interactive media, hardware and software platforms; show a broad understanding of musical technologies and trends in both theoretical and practical contexts; Demonstrate competence in one or more areas of music technology, such as performance, digital audio, signal processing, programming, or recording	**Music Department specific** Successful completion of 12 upper division courses	**Music Department specific** Instructors and/or teaching assistants provide comments and evaluate presentations	**Music Department specific** Individual instructors revise courses: UG Committee makes curriculum changes as needed.
December 16, 2016	**(2b) Where are the learning outcomes published?** http://musicweb.ucsd.edu/ugrad/			