Appendix A
UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators for a Capstone Major

Academic Program	(1) Have formal learning outcomes been developed?	(2) What are the learning outcomes? _____ Where are they published? (Please specify)	(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?	(6) Date of last Academic Senate review?
Department: Musicology **Capstone Major:** Music History B.A.	Yes	Students completing the capstone should be able to: • demonstrate, within the context of a specialized topic in music history, specific skills and expertise acquired in earlier coursework, including research, analysis, writing, and general knowledge of music and music history. • identify and analyze appropriate primary sources and musical scores. • acquire a working knowledge of scholarly discourse relative to a specialized topic. • conceive and execute a project that identifies and engages with a problem within a specialized topic. • engage with a community of scholars, presenting one's own work to peers and helping to further the work of those peers through discussion and critique. _____ Learning outcomes published: • in general catalog • on the department website: (in process) • in course syllabi • in town hall meeting documents	**Capstone:** **2-course sequence:** **MH 191T and MH 190** **Senior Thesis** Description: Students not pursuing departmental honors must complete a senior thesis. During their senior year, students take a capstone seminar (MH 191T) in which they formulate their thesis. In addition, they must enroll in a colloquium (MH 190) which brings together students taking supervised tutorial research. Students are expected to present their work and to discuss and help critique the work of their peers.	• Instructor evaluates and grades each student's capstone thesis as well as his/her performance within the capstone course sequence, and any associated tutorials. Feedback on each is provided to the student. Students are also invited to submit their capstone project for the Herb Alpert Prize. • Student reflects on capstone experience and provides feedback via course evaluation and UCLA Senior Survey. • Departmental subcommittee reviews all capstones as part of the department's self review. • Internal and external reviewers provide feedback regarding the overall quality of the program and the capstone experience as part of Academic Senate review.	• To foster students' academic, personal, and professional development. • To inform faculty members' course development and teaching methods and to inform personnel evaluations for faculty merit and promotion. • To assess whether departmental learning outcomes are being met, to ensure continuity of performance standards, and to inform curriculum development. • To determine whether program quality and student performance are appropriate for an elite research university.	2003-2004

Appendix B
UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators for a (Hypothetical) General Science Major Using Program Portfolio

Academic Program	(1) Have formal learning outcomes been developed?	(2) What are the learning outcomes? _____ Where are they published? (Please specify)	(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?	(6) Date of last Academic Senate review?
Department: General Science **Capstone Major:** General Science B.S.	Yes	Students completing the major will be able to: ● master a broad set of knowledge concerning fundamentals in the basic areas of the discipline. ● solve problems by identifying the essential parts of a problem and formulating a strategy for solving the problem. ● understand the objective of scientific experiments, properly carry out the experiments, and appropriately record and analyze the results. ● communicate laboratory experiment concepts and results through effective written and oral skills. _____ Learning outcomes published: ● on the department website ● in the general catalog	**Program Portfolio** Description: Student learning outcomes will be evaluated by examining portfolios of student work products within required courses for the major. An electronic portfolio of student work will be set up for each student majoring in General Science.. The department's Assessment Committee will determine which materials (including copies of final exams, laboratory reports, term papers, etc.) will be electronically placed in the student's electronic file. Assessments of student learning outcomes will use the materials in the student portfolios, as well as other individual student activities (e.g., oral presentations, poster sessions, etc.)	● Instructor evaluates and grades each student's performance in each course and provides feedback to the student. ● Student reflects on program experiences and provides feedback via course evaluations and UCLA Senior Survey. ● Program faculty evaluate the curriculum and the students' collective performance with respect to stated learning outcomes and report their evaluation to the department. Summative assessment findings are also reported within the 8-year program review. ● Internal and external reviewers provide feedback regarding the overall quality of the program and the experiences that relate most directly to student achievement of stated learning outcomes as part of the Academic Senate review.	● To foster students' academic, personal, and professional development. ● To inform faculty members' course development and teaching methods and to inform personnel evaluations for faculty merit and promotion. ● To assess whether departmental/program learning outcomes are being met, to ensure continuity of performance standards, and to inform curriculum development. ● To determine whether program quality and student performance are appropriate for an elite research university.	2005-2006