

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 Major (1) Have formal learning outcomes been developed? Yes	<p>Written Communication Write and communicate effectively in research papers, critical and theoretical analyses, and other music-related materials (program notes, artists' statements, etc.)</p> <p>Oral Communication Speak clearly in class discussions, presentations, and in the context of public performance</p>	<p>Written Communication Core classes required for graduation require research and writing. Further excellence recognized through honors courses and departmental awards...</p> <p>Oral Communication Many classes require oral presentations and include a class participation component. Many classes require student performances</p>	<p>Written Communication Instructors and/or teaching assistants read written work and provide comments. Awards granted by UG Committee.</p> <p>Oral Communication Instructors and/or teaching assistants provide comments and evaluate presentations.</p>	<p>Written Communication Individual instructors revise courses: UG Committee makes curriculum changes as needed</p> <p>Oral Communication Individual instructors revise courses: UG Committee makes curriculum changes as needed</p>
(6) Date of the last Academic Senate Review? 2012	<p>Quantitative Reasoning: Apply quantitative reasoning in music theory and analysis in core classes and more extensively in music technology courses</p> <p>Information Literacy Access material online and in the library effectively in writing research papers. Achieve proficiency in music-specific software program, such as music notation, recording, and/or production software.</p>	<p>Quantitative Reasoning Projects and assignments in theory and analysis classes, research projects in technology classes</p> <p>Information Literacy Many courses require research papers, and in others, assignments are mediated through music-specific software.</p>	<p>Quantitative Reasoning Instructors and/or teaching assistants evaluate assignments</p> <p>Information Literacy Instructors and/or teaching assistants evaluate research papers, creative and technical projects</p>	<p>Quantitative Reasoning Individual instructors revise courses: UG Committee makes curriculum changes as needed</p> <p>Information Literacy Individual instructors revise courses: UG Committee makes curriculum changes as needed</p>
(6) Date of the last Academic Senate Review? 2012	<p>Critical Thinking Demonstrate the ability to think critically about music, musical culture, and writings about music. Learn to engage with unfamiliar music and musical traditions.</p>	<p>Critical Thinking Courses encourage critical thinking through analysis of musical material and musical-cultural texts. Demonstrate engagement with musical cultures outside of the Department.</p>	<p>Critical Thinking Instructors and/or teaching assistants evaluate through exams, papers, and in discussion sections.</p>	<p>Critical Thinking Individual instructors revise courses: UG Committee makes curriculum changes as needed</p>
(2b) Where are the learning outcomes published? http://musicweb.ucsd.edu/ugrad/	<p>Music Department specific Demonstrate competence in essential musical skills including ear training, keyboard skills, and music theory. Attain musicianship requisite to the demands of student's chosen emphasis.</p>	<p>Music Department specific Successful completion of 12 upper division courses; creative, performative, or research project(s) corresponding to students' chosen emphasis. Honors programs including honors recitals, composition juries, and special projects. Further excellence recognized through departmental awards.</p>	<p>Music Department specific Instructors and/or teaching assistants read written work, assess creative, performance, technical projects, and provide feedback. Honors presentation evaluated by faculty advisor to assess graduation with honors and level of honors. Departmental awards granted by UG Committee.</p>	<p>Music Department specific Individual instructors revise courses: UG Committee makes curriculum changes as needed</p>

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<p>Academic Program</p> <p>Department: Music</p> <p>Major: Music Humanities Major</p> <p>(1) Have formal learning outcomes been developed? Yes</p>	<p>(2a) What are these learning outcomes? Students graduating with a degree should be able to:</p> <p>Written Communication Write and communicate effectively in research papers, critical and theoretical analyses.</p> <p>Oral Communication Speak clearly in class discussions and presentations.</p> <p>Quantitative Reasoning: Apply quantitative reasoning in music theory.</p> <p>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</p> <p>Critical Thinking Demonstrate the ability to think critically about music, musical culture, and writings about music. Learn to engage with unfamiliar music and musical traditions.</p>	<p>(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)?</p> <p>Written Communication Core classes required for graduation require research and writing. Further excellence recognized through honors courses and departmental awards..</p> <p>Oral Communication Many classes require oral presentations and include a class participation component.</p> <p>Quantitative Reasoning Projects and assignments in theory and analysis classes.</p> <p>Information Literacy Many courses require research papers, and in others, assignments are mediated through music-specific software.</p> <p>Critical Thinking Courses encourage critical thinking through analysis of musical material and musical-cultural texts. Demonstrate engagement with musical cultures outside of the Department.</p>	<p>(4) Who interprets the evidence? What is the process?</p> <p>Written Communication Instructors and/or teaching assistants read written work and provide comments. Awards granted by UG Committee.</p> <p>Oral Communication Instructors and/or teaching assistants provide comments and evaluate presentations.</p> <p>Quantitative Reasoning Instructors and/or teaching assistants evaluate assignments.</p> <p>Information Literacy Instructors and/or teaching assistants evaluate research papers as well as concert and field reports.</p> <p>Critical Thinking Instructors and/or teaching assistants evaluate through exams, papers, and in discussion sections.</p>	<p>(5) How are the findings used?</p> <p>Written Communication Individual instructors revise courses; UG Committee makes curriculum changes as needed</p> <p>Oral Communication Individual instructors revise courses; UG Committee makes curriculum changes as needed</p> <p>Quantitative Reasoning Individual instructors revise courses; UG Committee makes curriculum changes as needed.</p> <p>Information Literacy Individual instructors revise courses; UG Committee makes curriculum changes as needed</p> <p>Critical Thinking Individual instructors revise courses; UG Committee makes curriculum changes as needed</p>
<p>(6) Date of the last Academic Senate Review? 2012</p>	<p>Music Department specific Demonstrate competence in essential musical skills including ear training and music theory; show a broad understanding of musical styles and forms in both historical and analytical contexts.</p>	<p>Music Department specific Successful completion of 12 upper division courses; periodic conferences with the Music Humanities faculty advisor.</p>	<p>Music Department Specific Instructors and/or teaching assistants read written work, assess creative, performance, technical projects, and provide feedback. Honors presentation evaluated by faculty advisor to assess graduation with honors and level of honors.</p>	<p>Music Department specific Individual instructors revise courses; UG Committee makes curriculum changes as needed</p>
<p>September 2019</p>	<p>(2b) Where are the learning outcomes published? http://musicweb.ucsd.edu/ugrad/</p>		<p>Departmental awards granted by UG Committee.</p>	

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	(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?
<p>Academic Program</p> <p>Department: Music</p> <p>Major: ICAM Music Major</p> <p>(1) Have formal learning outcomes been developed? Yes</p> <p>(6) Date of the last Academic Senate Review? 2012</p>	<p>Written Communication Write and communicate effectively in research papers, critical and theoretical analyses, technical documentation and other music-related materials (program notes, artists' statements, etc.) Other fields per standard music degree.</p> <p>Oral Communication Speak clearly in class discussions, presentations, and in the context of public presentation of projects.</p>	<p>Written Communication Core classes required for graduation require research and writing.</p> <p>Oral Communication Many classes require oral presentations and include a class participation component. Capstone course requires oral presentation of work. Recording studio classes emphasize group work.</p>	<p>Written Communication Instructors and/or teaching assistants read written work and provide comments</p> <p>Oral Communication Instructors and/or teaching assistants provide comments and evaluate presentations</p>	<p>Written Communication Individual instructors revise courses; UG Committee makes curriculum changes as needed.</p> <p>Oral Communication Individual instructors revise courses; UG Committee makes curriculum changes as needed.</p>
	<p>Quantitative Reasoning: Apply quantitative reasoning in core classes, which require the application of math, physics, and programming competencies to musical matters.</p> <p>Information Literacy Access material online and in the library effectively in writing research papers. Achieve proficiency in music-specific software program, such as music notation, recording, and/or production software.</p>	<p>Quantitative Reasoning Assignments in core classes and capstone senior project</p> <p>Information Literacy Courses require research papers, and demonstrate engagement in musical culture outside the department.</p>	<p>Quantitative Reasoning Instructors and/or teaching assistants evaluate assignments</p> <p>Information Literacy Instructors and/or teaching assistants evaluate research papers as well as concert and field reports</p>	<p>Quantitative Reasoning Individual instructors revise courses; UG Committee makes curriculum changes as needed.</p> <p>Information Literacy Individual instructors revise courses; UG Committee makes curriculum changes as needed.</p>
	<p>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</p>	<p>Critical Thinking Courses encourage critical thinking through engagement with emerging technologies in the course of creative research projects</p>	<p>Critical Thinking Instructors and/or teaching assistants evaluate through exams, papers, projects and in some cases discussion sections with teaching assistants</p>	<p>Critical Thinking Individual instructors revise courses; UG Committee makes curriculum changes as needed.</p>
	<p>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</p>	<p>Music Department specific Successful completion of 12 upper division courses. Completion of two-course capstone project sequence, which might result in a research paper, a creative project, design/implementation of music technology ideas or some hybrid of those.</p>	<p>Music Department specific Instructors and/or teaching assistants read written work, assess creative, performance, technical projects, and provide feedback. Honors presentation evaluated by faculty advisor to assess graduation with honors and level of honors. Departmental awards granted by UG Committee.</p>	<p>Music Department specific Individual instructors revise courses; UG Committee makes curriculum changes as needed.</p>
<p>September 2019</p>	<p>(2b) Where are the learning outcomes published? http://musicweb.ucsd.edu/ugrad/</p>			