Exhibit 7.1
UCLA Baccalaureate Degree Programs

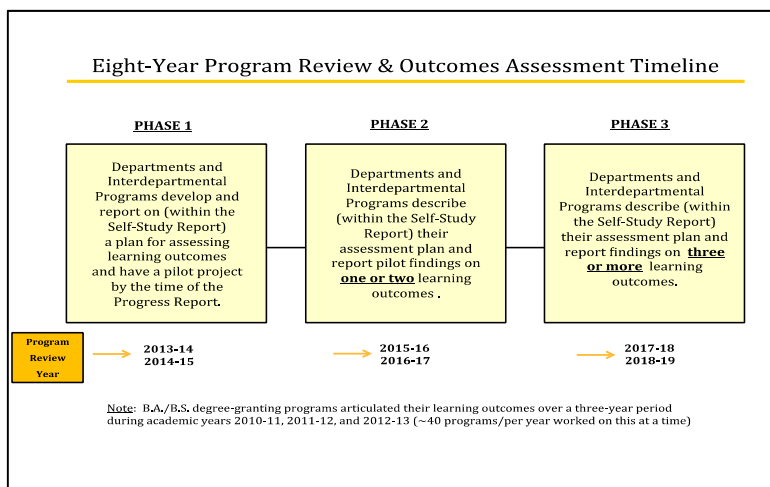**June 2015**

UCLA's last WASC reaccreditation process concluded in June 2010. As of that cycle's Educational Effectiveness Review (December 2009), we had completed 7.1 inventories for 41 of UCLA's baccalaureate degree programs. At that time, we also established a 3-year timetable for completing 7.1 inventories for UCLA's remaining 84 baccalaureate degree programs. That timetable, which was ordered based on when those programs were scheduled to undergo their next Academic Senate review, also coincided with UCLA's 3-year timeline for establishing expected student learning outcomes for all baccalaureate degree programs. As of the end of that timeline (June 2012) all UCLA departments and interdepartmental programs that award B.A. or B.S. degrees had established learning outcomes for undergraduate majors. Those learning outcomes are now posted in the 2015 compilation of UCLA's 7.1 inventories enclosed here.[1]

Rooted in UCLA's commitment to ensuring academic excellence, and as elaborated during our last WASC reaccreditation process and reflected in column (4) of our 7.1 inventories, the campus has developed a framework for assessing educational effectiveness that has three distinct, but complementary, focal points. The first focuses on the *student*, with specific emphasis on evaluating academic performance and understanding students' perspectives on their educational responses. The second attends to *course*-based instruction, incorporating new approaches and feedback mechanisms for evaluating teaching and learning. The third highlights *program* level considerations and is grounded in evaluating learning and performance indicators. The strength of this framework lies in its broad applicability across UCLA's diverse academic programs. Importantly, it offers a common structure for engaging faculty in meaningful dialogue about assessing learning and enhancing educational effectiveness. Simultaneously, the framework provides faculty with the flexibility essential for developing and sustaining effective, program-specific assessment and evaluation plans. Across baccalaureate degree programs, as reflected in column (5) of the 7.1 inventories, insights gleaned serve to enhance the faculty's ability to foster student development, inform instructional and curricular development, and ensure performance standards at levels appropriate for an elite research university.

Currently, UCLA baccalaureate degree programs are in the process of addressing two additional WASC reaccreditation expectations that have evolving implications for the content reflected in the current set of 7.1 inventories:

1. In accordance with UCLA's last reaccreditation process, our Academic Senate formally incorporated (beginning in 2009 for departments scheduled to write their self reviews in 2010) the articulation of learning objectives into the Academic Program Review process.[2] At the same time, the Senate also established a multi-year plan for rolling out associated programmatic expectations with respect to assessing expected student leaning outcomes:

Eight-Year Program Review & Outcomes Assessment Timeline

PHASE 1

Departments and Interdepartmental Programs develop and report on (within the Self-Study Report) a plan for assessing learning outcomes and have a pilot project by the time of the Progress Report.

PHASE 2

Departments and Interdepartmental Programs describe (within the Self-Study Report) their assessment plan and report pilot findings on **one or two** learning outcomes.

PHASE 3

Departments and Interdepartmental Programs describe (within the Self-Study Report) their assessment plan and report findings on **three or more** learning outcomes.

Program Review Year

2013-14
2014-15

2015-16
2016-17

2017-18
2018-19

Note: B.A./B.S. degree-granting programs articulated their learning outcomes over a three-year period during academic years 2010-11, 2011-12, and 2012-13 (~40 programs/per year worked on this at a time)

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[1] Inventories that were not included in the 2010 compilation are noted by a heading (highlighted in yellow) entitled, "New Exhibit 7.1 Insertion Since 2010 Educational Effectiveness Review." Inventories for which there have been substantive amendments to exhibit content since 2010 are accompanied by a heading (highlighted in green) noting change(s).

[2] The Senate has updated these guidelines over time to reflect pertinent expectations for baccalaureate degree programs that are undergoing program review in a given academic year. These guidelines are posted on the Senate's Academic Program Reviews website (http://www.senate.ucla.edu/programreview/) and the Program Review page of UCLA's Learning Outcomes Assessment for Undergraduate Education Programs website (http://www.learningoutcomes.ucla.edu/summarizing.htm) established in 2011. Each fall, the Senate also hosts Program Reviews Orientation meetings for chairs and other key program/unit personnel. Those sessions provide an overview of UCLA's Program Reviews process, including discussion of core elements and expectations, along with updates on new requirements (including considerations related to assessing student learning outcomes) since the unit's last review cycle.

As reflected in column (3) of the accompanying 7.1 inventories, for UCLA's baccalaureate degree programs that are capstone certified, the evaluation of student learning outcomes focuses on students' capstone product(s). For those programs that are *not* capstone-certified, most program faculty to date have elected to adopt a program portfolio approach, orienting their outcomes-focused evaluation efforts around strategic review of student work in selected courses for the major that pertain directly to the particular outcome(s) under consideration.[3] As noted in column (3), the specific plans for some units are still under development and will be articulated as part of the unit's next Academic Senate review.

2. During academic year 2014-15, Assistant Vice Provost for Undergraduate Education Jennifer Lindholm convened a joint faculty/student/administrative workgroup to consider how UCLA: (a) should define the five "core competencies" prioritized by WASC and (b) can most effectively incorporate evaluating, and reporting on, those core competencies as part of our ongoing efforts to evaluate student learning outcomes within baccalaureate degree-granting programs. In April 2015, UCLA's Academic Senate endorsed the Core Competencies Workgroup Report and associated recommendations for action. Accordingly:

    (a) Faculty who are responsible for each of UCLA's 125 baccalaureate degree-granting programs have begun reviewing (as of May 2015) the existing learning outcomes for their respective programs. Specifically, faculty have been asked to consider whether, in cases where the learning outcomes they established prior to WASC's articulation of "core competencies" assessment expectations do *not* currently address all five competencies clearly, those outcomes can be appropriately revised to ensure coverage. Revised outcomes (or accompanying explanation in cases where program faculty determine that it is *not* practicable to address all five outcomes within a given major) will be sent to Assistant Vice Provost Lindholm, with expectation that program responses will be compiled and any applicable revisions to existing learning outcomes will be posted during academic year 2015-16.

    (b) In recognition that the strength of UCLA's Program Review process will continue to play an essential role in the success of campus efforts to incorporate outcomes-focused approaches to evaluating student learning, Senate Review Guidelines text that pertains to "learning outcomes assessment" will be revised (prior to Fall 2015) to encompass considerations (outcomes planning, evaluation, and reporting) regarding core competencies. The guidelines will also remind faculty to include a brief description of how they are defining selected competencies within the context of their particular field/program. To aid review teams in their efforts to provide feedback on topics that are germane for all UCLA baccalaureate degree-granting programs (including, but not limited to, considerations related to evaluating student learning outcomes), the Senate will develop a charge letter for review team members that highlights general guidelines for conducting the review and articulates the topics that must be addressed within the review report.[4]

    (c) The UCLA Senate has reaffirmed that, beyond the fundamental need to satisfy "accountability" considerations, there are potentially compelling educational benefits that accrue when faculty engage students in discussion about what they are expected to learn (and why), encourage them to take ownership of their educational choices, involve them in curricular and programmatic discussions, challenge them to evaluate their own progress in achieving desired outcomes, and enable them to showcase their knowledge, skills, and abilities. The Senate also recognizes that these investments often require faculty and students alike to think in new ways about undergraduate learning and teaching. As such, the Senate concurs that the faculty's emerging commitment to outcomes-oriented evaluation of student learning must be actively supported and that academic units that embrace innovative approaches to understanding and enriching student learning should be rewarded for their efforts.

As UCLA continues to proceed with these engagements, and as we continue to create a campus culture where "outcomes" focused evaluation of learning is increasingly embedded within our undergraduate programs, we will update our 7.1 inventories for baccalaureate degree programs accordingly.

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[3]See also: http://www.learningoutcomes.ucla.edu/assessing.htm
[4]Currently, this information is spread through multiple documents. The Senate concurred that Review Report guidelines should be checked for consistency and condensed into a concise message for review teams as they embark on the site visit.

Exhibit 7.1A
Listing of Majors with Completed Inventories

UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators

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: African American Studies **Major:** African American Studies B.A.	Yes	Graduates with a B.A. in African American Studies will demonstrate: • a critical understanding of key historical moments in Afro-American Studies. • a critical engagement with both humanistic and social scientific approaches to the study of the African American experience. • the ability to research and write critically on topics related to Afro-American Studies. • critical understanding of the concepts of race and racism and their relationship to other identities like class, gender and sexual orientation. • knowledge of some key African American aesthetic, literary, musical and other cultural traditions. • knowledge of key social scientific theories used to explain and describe the African American experience. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalogue (in process)	Assessment plan and findings to be addressed in self-study report for next Academic Senate program review.	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2009-10

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: American Indian Studies **Capstone Major:** American Indian Studies B.A.	Yes	The American Indian Studies major is a designated capstone major. In completing their capstone work, students should: • draw from their prior coursework to identify a key idea or theme that interests them particularly. • demonstrate skills at analyzing and synthesizing knowledge gained in disparate courses. • show their capacity to work collectively with their peers to effectively analyze and synthesize knowledge. • be able to present effectively what they have learned about their selected theme in a final paper or project. • relate academic research and discourse to Native American communities' needs and concerns. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **American Indian Studies I99C** **Research/Service Experience with Paper** Description: Seniors complete a research/service experience and participate in a tutorial (199C) where faculty members help them relate their course-derived academic experience to their original research/service efforts involving Native American Communities. Students complete a research paper and present their work at the academic year-end Research Symposium that is sponsored by the American Indian Studies Interdepartmental Program. Students' project summaries are also represented on the program website.	• Instructor evaluates and grades each student's capstone performance and provides feedback to the student. • Student reflects on capstone experience and provides feedback via course evaluation 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 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.	2014-15

UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators
(New Exhibit 7.1 Insertion Since 2010 Educational Effectiveness Review)

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: Anthropology **Major:** Anthropology B.A.	Yes	Students in the Anthropology B.A. major are expected to demonstrate: • broad-based knowledge of four fields of anthropology, including Archaeological, Biological, Socio-Cultural, and Linguistic Anthropology. Broad-based knowledge includes familiarity with the history, methods, and current theoretical debates within Anthropology. • general knowledge as well as developing skills in working with empirical and anthropological evidence. Proficiency in library research, interpreting data, synthesis, and writing are mandatory. • proficiency formulating and answering anthropological questions including use of current primary scientific literature, searching data bases, identifying appropriate sources, reading and understanding papers, and discriminating quality of research through critical reasoning. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Program Portfolio:** **Sampling Student Work (via Selected Assignments and/or Exam Questions that Relate Directly to Particular Learning Outcomes) in Core Courses for the Major:** Assessment plan details and pilot findings to be addressed in self-study report for next Academic Senate program review (confirmed for AY 2015-16)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2007-08 *(self-study for 2015-16 review currently in process)*

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: Anthropology **Major:** Anthropology B.S.	Yes	Students in the B.S. major are expected to demonstrate: • broad-based knowledge of four fields of anthropology, including Archaeological, Biological, Socio-Cultural, and Linguistic Anthropology. Broad-based knowledge includes familiarity with the history, methods, and current theoretical debates within Anthropology. • general knowledge as well as developing skills in working with empirical and anthropological evidence. Proficiency in library research, interpreting data, synthesis, and writing are mandatory. • proficiency formulating and answering anthropological questions including use of current primary scientific literature, searching data bases, identifying appropriate sources, reading and understanding papers, and discriminating quality of research through critical reasoning. • knowledge and understanding gained through additional coursework in the mathematical, physical and life sciences that is required to meet pre-med requirements. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Program Portfolio:** **Sampling Student Work (via Selected Assignments and/or Exam Questions that Relate Directly to Particular Learning Outcomes) in Core Courses for the Major:** Assessment plan details and pilot findings to be addressed in self-study report for next Academic Senate program review (confirmed for AY 2015-16)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2007-08 *(self-study for 2015-16 review currently in process)*

UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators
<mark>(New Exhibit 7.1 Insertion Since 2010 Educational Effectiveness Review)</mark>

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: Architecture and Urban Design **Major:** Architectural Studies B.A.	Yes	Graduates should: • demonstrate competence in a range of representational techniques including physical and digital modeling, drawing, and analytical diagramming. • be capable of compiling a portfolio or original architectural and three dimensional design proposals. • be familiar with a range of historical and contemporary precedents in architecture including an awareness of the historical, technological, and cultural significance of the work. • be familiar with vocabulary and concepts related to form, organization, and basic tectonics. • be capable of responding to design criticism as an integral part of the design process. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and pilot findings to be addressed in self-study report for next Academic Senate program review (slated for 2016-17)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on capstone experience and provides feedback via course evaluation 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 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.	2007-08

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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: Art **Capstone Majors:** Art B.A.	Yes	Through required coursework leading to and including Senior Studio (Art 150), students demonstrate the following: • familiarity with and competence in a range of techniques and media, and a level of proficiency in utilizing particular media appropriate to advanced-level studio projects. • development of a body of original artwork. • familiarity with historical precedents for, and issues in, contemporary art. • understanding of terms and concepts relevant to contemporary art discourse. • ability to effectively articulate analysis of works of art in order to participate in a studio critique. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Studio Project:** **Required Senior Studio (Art 150); "Contract" Course Electives (Art 197 & 198)** Description: All majors are required to complete a studio-based course emphasizing analysis and criticism of individual creative work and ideas. Students are required to develop and present a body of creative work. Art 150 Senior Studio's primary course objective is to critically address the totality of a student's production as an Art major, in preparation for advancement to graduate school and/or to practice as an artist. The emphasis is upon the relationship between all creative practices students are engaged in, and upon the verbal and written presentation of the ideas and issues central to each student's practice, and upon the student's relationship to, and responsibility toward, the production of art.	• Instructor evaluates and grades each student's capstone performance and final project and provides feedback to the student. Coursework involves substantial in-class presentation and critiques of student works. In some cases, exhibitions and publications are also involved. • Students are asked to submit instructor and course evaluations, which are reviewed by the Chair and, as needed, discussed by the faculty. Students also may provide feedback regarding their capstone experience via the UCLA Senior Survey. • Faculty routinely discuss and address curricular issues—including course experiences, student work, and the overall curriculum and individual courses—in faculty meetings. 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 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.	2008-09

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: Art History **Major:** Art History B.A.	Yes	Students completing the B.A. major will be able to: • conceive and execute a research or creative project on a student-selected topic pertinent to foundational Art History coursework and art historical methodologies. • identify and evaluate documentation relevant to the discipline (artwork images, primary and secondary sources, research findings, publicly disseminated reports and contracts, etc.). • develop an enhanced capacity for writing and research of primary and secondary resources, critical and analytical thinking, and competent familiarity with art historical methodologies. • identify and articulate theses arguments within art historical discourse and areas of specialization and use appropriate research, thinking, and writing skills to develop further. • develop an understanding of the foundations of the discipline as well as the current landscape of the field through engagement with various art worlds, e.g. museums, galleries, etc. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Variable Options** Description: The department offers six capstone formats encompassing experiences ranging from highly involved development of research and writing skills, to service and professional engagement in arts institutions: 1. Honors Thesis 2. Directed Independent Study 3. Advanced Undergraduate Seminar 4. Museum Studies/Internship 5. Research Assistantship 6. Faculty-approved Upper Division Course with Simultaneous Capstone Add-On These experiences emphasize either one-on-one or intimate small group learning experiences, while also allowing for the specific structure and content of each experience to be highly individual and informed by close faculty participation. All formats of the capstone experience require the student to deeply engage with a creative, inquiry-based experience by building upon previously taken coursework and study to further develop knowledge of the discipline through individual research and close interaction with a faculty member.	• Instructor evaluates and grades each student's performance in each course/experience and provides feedback to the student. • Student reflects on capstone experiences and provides feedback via course evaluation 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 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.	2011-12

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: Asian American Studies **Capstone Major:** Asian American Studies B.A.	Yes	In completing their capstone work, all students should be able to: • identify, on the basis of their prior coursework, a key idea or a theme that interests them individually or collectively. • demonstrate skills to utilize and synthesize knowledge gained in disparate courses. • communicate effectively findings and conclusions in a final paper/ report/project and in a public forum. Students participating in an applied research project should be able to: • work collectively with their peers and effectively analyze and synthesize knowledge. • collaborate with community stakeholders on a mutually beneficial applied research project. • relate applied research to the needs and concerns of Asian Americans and/or Pacific Islanders. Students participating in an independent scholarly or creative-expression project should be able to: • formulate and design an individual and original scholarly study or creative project. • Relate academic research and creative expression to the experiences and realities of Asian Americans and/or Pacific Islanders. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Community-based Applied Research** **or** **Independent Scholarly or Creative Expression Project** **(AASD 185 or AASD 187)** Description: The applied research capstone offers students an opportunity to utilize scholarly knowledge and analytical skills to examine problems facing Asian American and Pacific Islander populations, to think creatively and innovatively about evidence-based solutions, and to produce reports that benefit community stakeholders. Students learn to work as a team and to collaborate with community-based organizations. The independent scholarly or creative-expression capstone offers students an opportunity to use scholarly knowledge, analytical skills and creative-expression to examine problems facing Asian American and Pacific Islander populations. Students learn to relate their individualized research projects or creative experiences in Asian American and Pacific Islander populations to the course they have taken for the major, analyzing and synthesizing their notes, readings, and the papers they wrote or the creative projects they produced to draw out common ideas and larger themes. Both capstone experiences enable students to relate several years of academic experience to senior projects that culminate both in a written report and an oral presentation at an academic year-end Academic-Community Forum sponsored by the Department.	• Instructor evaluates and grades each student's capstone performance and provides feedback to the student. • Student reflects on capstone experience and provides feedback via course evaluation 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 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.	2008-09

UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators
(New Exhibit 7.1 Insertion Since 2010 Educational Effectiveness Review)

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: Asian Languages and Cultures **Major:** Asian Humanities B.A.	Yes	Students completing the B.A. Major in Asian Humanities will be able to: • identify major elements of cultures in Asia, with particular attention to their chosen regions of expertise (China, Japan, Korea, or Southeast Asia). • assess the social contours of a given Asian society and explain the ways in which dynamics within communities and other social structures shape the course of events. • understand the role that languages and literatures play in reflecting and influencing Asian societies across time and across different literary genres. • formulate effective arguments, written and oral, that address important themes and issues in the arts and cultures of Asia in ways that are historically appropriate and relevant to particular contexts. • conduct research on elements of Asian languages, literatures and other cultural elements using primary and secondary source materials in effective and critical fashion. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and pilot findings to be addressed in self-study report for next Academic Senate program review (slated for 2016-17)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2008-09

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: Asian Languages and Cultures **Major:** Asian Religions B.A.	Yes	Students completing the B.A. Major in Asian Religions will be able to: • appreciate the central place of religion in the cultures of Asia, paying particular attention to a student's specific region of expertise (e.g., China, Japan, Korea, or South or Southeast Asia) and principal tradition of focus (e.g., Buddhism, Confucianism, Hinduism); • understand the crucial role of languages and written documents in the development of religious beliefs and practices; • write clearly and effectively on both general and specialized topics in Asian religions, in ways that are sensitive to the complex dynamics and transformations of religion across Asian cultural boundaries; • formulate research projects on Asian religions using primary and secondary source materials in an effective and critical fashion; • demonstrate a working knowledge of one Asian language at an intermediate level; • demonstrate basic exposure to the Buddhist argot of one specific Asian language (e.g., Chinese, Japanese, Korean, Sanskrit, or a relevant Southeast Asian language). _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and pilot findings to be addressed in self-study report for next Academic Senate program review (slated for 2016-17)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2008-09

Inventory of Educational Effectiveness Indicators
(New Exhibit 7.1 Insertion Since 2010 Educational Effectiveness Review)

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: Asian Languages and Cultures **Major:** Chinese B.A.	Yes	Students completing the B.A. Major in Chinese will be able to: • speak, read, and write modern Chinese at an advanced level. • demonstrate competence in reading classical Chinese. • have a broad knowledge of Chinese cultural, religious, and/or literary history, from early periods to the modern era. • demonstrate disciplinary familiarity in analyzing texts, objects, and historical trends. • write clearly and effectively on general and specialized topics in Chinese civilization, in ways that draw upon the complex dynamics and cultural transformations across the history of China. • formulate research projects that engage critically and thoughtfully with primary and secondary materials. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and pilot findings to be addressed in self-study report for next Academic Senate program review (slated for 2016-17)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2008-09

UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators
(New Exhibit 7.1 Insertion Since 2010 Educational Effectiveness Review)

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: Asian Languages and Cultures **Major:** Japanese B.A.	Yes	Students completing the Japanese B.A. Major will: • demonstrate advanced knowledge of the Japanese language, both written and oral. • demonstrate a broad knowledge of Japanese cultural history from ancient times to the present. • demonstrate, within the context of a specialized topic in the study of Japanese language and culture, specific skills and expertise acquired in earlier coursework, including research, analysis, and writing. • be able to identify primary sources in Japanese and analyze them within their historical and cultural context. • acquire a working knowledge of scholarly discourse relative to a specialized topic in the study of Japanese culture. • conceive and execute research projects that identify and engage with a specialized topic in the study of Japanese culture. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and pilot findings to be addressed in self-study report for next Academic Senate program review (slated for 2016-17)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2008-09

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: Asian Languages and Cultures **Major:** Korean B.A.	Yes	Students completing the Korean B.A. Major will be able to: • demonstrate advanced knowledge of written and spoken Korean. • have a broad knowledge of Korean history, literature, thoughts, and religions from the ancient to the modern era • engage in critical comparisons of historical and other narratives. • relate historical and cultural developments in Korea with other countries in East Asia and beyond. • discuss the scholarly literature about a topic of their area of expertise and analyze texts, cultural objects, and historical developments based on their disciplinary knowledge. • conduct research projects using primary and secondary source materials critically and persuasively. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and pilot findings to be addressed in self-study report for next Academic Senate program review (slated for 2016-17)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2008-09

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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: Atmospheric and Oceanic Sciences **Major:** Atmospheric, Oceanic, and Environmental Sciences B.S.	Yes	Students are expected to: • exhibit mastery of the basic principles and tools of science via the major's and College's lower division requirements (calculus, physics, chemistry, computer program, writing). • show a fundamental understanding the atmospheric and oceanic sciences via the major's upper division course requirements. • demonstrate analytical and mathematical skills by applying learned concepts and tools to solve relevant theoretical, computational, and empirical problems. • be able to apply what they have learned through their course of study to independently identify, analyze, and understand real-world problems and issues. • demonstrate ability to effectively communicate (orally and in writing) the results and conclusions of their work. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and findings to be addressed in self-study report for next Academic Senate program review.	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2010-11

UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators

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: Bioengineering **Capstone Major:** Bioengineering B.S.	Yes	Graduates should be able to: • apply advanced knowledge of mathematics, science, and engineering principles to address problems at the interface of biology and engineering. • design a system, component, or process to meet desired needs. • function on multi-disciplinary teams. • identify, formulate, and solve engineering problems. • communicate effectively. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **3-course series:** **Bioengineering 182ABC** **Team Project in Product Design** Description: Students work in teams to develop innovative bioengineering solutions to meet specific design criteria. Course work entails construction of student designs, project updates, presentations of final projects in written and oral format, and team competition.	• Instructor evaluates, grades, and provides feedback to each student throughout each quarter based on individual projects and group projects. In-class presentations are open to all students and to Bioengineering faculty. All presentations are also posted on the course website and available to all teams. Teams compete for grades, intermediate prizes, and their group being entered into the Bioengineering Hall of Fame. • Students complete surveys at the end of each quarter to determine their perspectives of the experience. Students are also able to provide feedback on their capstone experience via the UCLA Senior Survey. • Instructors meet frequently to determine the strengths and weakness of the course in order to improve the learning process. These deliberations also contribute to the department's self-review process. 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 capstone experience as part of Academic Senate review. • External reviewers provide feedback regarding the overall quality of the program and the capstone experience as part of the Accreditation Board for Engineering and Technology (ABET) 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 is appropriate for an elite research university. • To assure congruence between the knowledge and skills expected of UCLA engineering undergraduates and the expectations of the field's professional and technical society members.	2008-09 *(self-study for 2015-16 review currently in process)*

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: César E. Chávez Department of Chicana & Chicano Studies **Capstone Program for the Major:** Chicana and Chicano Studies B.A.	Yes	Graduating Chicana and Chicano Studies majors or minors will be able to: • demonstrate working knowledge of the major findings and methods of the disciplines from which they have drawn their Chicana and Chicano Studies course work (including race, class, gender, and sexuality paradigms). • conceive and execute a research or creative project on a student-selected topic pertinent to the Chicana and Chicano Studies coursework and the Chicana/o or Latina/o community. • identify and evaluate relevant documentation (primary and secondary sources, research findings, and publicly disseminated reports and proposals) regarding the study. • demonstrate appropriate levels of scholarly discourse on the topic, by discussing the project with a community of scholars, and with student peers, the larger community, and other stakeholders. • have greater capacity to be of lifelong service to the Chicana/o / Latina/o community and to global society in the tradition of César Chávez and scholar activist exemplars. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Variable Options** Description: <u>Senior Honors Thesis</u>: Under the guidance of a faculty member, eligible students participate in a three-quarter sequence in which they complete a thesis of at least 30 pages or a significant creative project. <u>Directed Individual Research or Senior Project</u>: Under faculty supervision, students engage in research or other creative endeavor that culminates in a paper or project. <u>Upper Division Course with Capstone Add On Course</u>: Students work under the direction of a faculty member to elaborate a capstone paper or creative project that is pertinent to the main course and that is of enhanced value to the Chicana/o-Latina/o community.	• Instructor evaluates and grades each student's capstone performance and provides feedback to the student. • Student reflects on capstone experience and provides feedback via course evaluation 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 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.	2007-08 *(self-study for 2015-16 review currently in process)*

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: Chemical and Biomolecular Engineering **Capstone Major:** Chemical Engineering B.S.	Yes	Graduates should be able to: • apply knowledge of mathematics, physics, chemistry, biology, and chemical and biological engineering, especially for the integration of molecular- to micro-scale information into macro-scale analysis and design of chemical and biochemical processes and products. • design a chemical or biological system, component, or process that meets technical and economical design objectives with consideration of environmental, social, and ethical issues, as well as sustainable development goals. • function on multi-disciplinary teams. • identify, formulate, and solve complex chemical and biological engineering problems. • communicate effectively, both orally and in writing. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **2-quarter sequence:** **ChE 108A and 108B** **Team Project in Product Design** Description: Students work individually and learn how to integrate chemical engineering fundamentals taught in prior required classes for the design of chemical processes (ChE108A); then they work in groups to produce a paper design of a realist chemical process using appropriate software tools (ChE 108B).	• Students work individually in 108A and are graded by the instructor on homework assignments and exams. In 108B, students work in groups and, depending on the instructor, students' individual contributions are identified through individual homework assignments and/or exams, their performance on specific aspects of the design process within the team they were assigned to, performance in group oral presentations, and/or scores from confidential student evaluations of themselves and team members. Projects are also presented orally in class. • Students complete course surveys, which list course outcomes and ask student the degree to which they were satisfied. Students may also provide related feedback on their capstone experience via the UCLA Senior Survey. • Faculty review capstone course(s) and evaluate students' collective performance as part of the department's self-review process. 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 capstone experience as part of Academic Senate review. • External reviewers provide feedback regarding the overall quality of the program and the capstone experience as part of the Accreditation Board for Engineering and Technology (ABET) 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. • To assure congruence between the knowledge and skills expected of UCLA engineering undergraduates and the expectations of the field's professional and technical society members.	2012-13

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: Chemistry and Biochemistry **Major:** Biochemistry B.S.	Yes	Expected learning outcomes for Biochemistry majors are provided on the attached page. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Program Portfolio:** **Sampling Student Work (via Selected Assignments and/or Exam Questions that Relate Directly to Particular Learning Outcomes) in Core Courses for the Major:** Assessment plan details and pilot findings to be addressed in self-study report for next Academic Senate program review (confirmed for AY 2015-16)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2006-07 *(self-study for 2015-16 review currently in process)*

Department of Chemistry and Biochemistry

Learning Outcomes for the Bachelor of Science Degree in Biochemistry

The knowledge learned by graduates with a B.S. major in Biochemistry will enable them to:

1) understand atomic structure, bonding, and non-covalent forces.

2) be familiar with the essential molecular components of living systems – including DNA, RNA and proteins – their chemical structures and hierarchical organization into supramolecular machines, organelles, and cells.

3) understand central metabolic processes, including their relationship to energy conversions in the cell, and mechanisms by which cellular processes are energetically coupled. Be familiar with the chemical and biophysical principles underlying respiration and photosynthesis.

4) understand the ways in which information is encoded and transmitted in biology, including how linear protein sequences encode three-dimensional structures, and how nucleic acid sequences and their modifications encode genetic and epigenetic traits. Be familiar with genomic structure and organization.

5) understand the molecular basis for control and signaling processes in the cell, including mechanisms of genetic regulation, posttranslational modification, and molecular transport.

6) have an atomic level understanding of the chemistry and interactions involved in recognition and catalysis by macromolecules and their cofactors.

7) be familiar with techniques for macromolecular separation, identification, and assays for activity.

8) understand the principles of molecular evolution and the use of DNA and protein sequences in inferring biological function and common ancestry. Understand the role of genomic sequence data in biological discovery.

9) understand the elements of hypothesis-driven and discovery-driven modes of acquiring biochemical knowledge.

The skills learned by graduates with a B.S. major in Biochemistry will enable them to:

1) prepare solutions and complex mixtures of defined concentration, and perform elementary chemical syntheses.

2) purify macromolecules from complex mixtures based on physical and chemical properties.

3) characterize purified macromolecules with regard to biophysical properties and biological activities; identify macromolecules based on sequence data.

4) design rigorous controls for biochemical experiments; use them to interpret results critically.

5) model simplified biochemical and biophysical systems – chemical reactions and other cellular processes – with appropriate equations in order to extract physical parameters such as equilibrium and rate constants.

6) conduct literature searches and computational studies (e.g. using sequence databases) to gain information about the functions of biological molecules.

7) handle chemicals and biological reagents safely.

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: Chemistry and Biochemistry **Major:** Chemistry B.S.	Yes	Expected learning outcomes for Chemistry majors are provided on the attached page. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Program Portfolio:** **Sampling Student Work (via Selected Assignments and/or Exam Questions that Relate Directly to Particular Learning Outcomes) in Core Courses for the Major:** Assessment plan details and pilot findings to be addressed in self-study report for next Academic Senate program review (confirmed for AY 2015-16)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2006-07 *(self-study for 2015-16 review currently in process)*

Department of Chemistry and Biochemistry

Learning Outcomes for the Bachelor of Science Degree in Chemistry

The knowledge learned by graduates with a B.S. major in Chemistry will enable them to:

1) demonstrate a broad mastery of fundamental chemical knowledge in the four of the five foundation areas of the discipline (analytical, inorganic chemistry, organic chemistry, physical chemistry, biochemistry).

2) demonstrate in-depth problem solving, critical thinking, and analytical reasoning in three of the foundation areas.

3) use computers in data acquisition and processing; use software tools for exploration and investigation of chemistry principles and models.

4) identify and investigate new areas of research.

5) understand the ethical responsibilities of chemists and the role of chemistry in addressing contemporary societal and global issues.

The skills learned by graduates with a B.S. major in Chemistry will enable them to:

1) perform basic laboratory procedures and techniques in at least four of the foundation areas involving the synthesis of molecules, and the measurement of chemical properties, structures and phenomena.

2) describe the theory and know how to operate modern chemical instrumentation such as FT-IR, FT-NMR, UV-visible spectroscopy, GC, GC-MS, and electrochemical instruments.

3) conduct experimental work and handle all chemicals in a safe manner following OSHA-approved regulations and procedures.

4) work effectively in groups and teams of diverse peers to solve scientific problems.

5) communicate chemical knowledge and experimental results through written reports and oral presentations.

6) use chemical information resources to search and access current and prior research, and chemical and safety databases.

UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators
(New Exhibit 7.1 Insertion Since 2010 Educational Effectiveness Review)

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: Chemistry and Biochemistry **Major:** Chemistry/Materials Science B.S.	Yes	Expected learning outcomes for Chemistry/Materials Science majors are provided on the attached page. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Program Portfolio:** **Sampling Student Work (via Selected Assignments and/or Exam Questions that Relate Directly to Particular Learning Outcomes) in Core Courses for the Major:** Assessment plan details and pilot findings to be addressed in self-study report for next Academic Senate program review (confirmed for AY 2015-16)	• Instructor evaluates and grades each student's capstone performance and provides feedback to the student. • Student reflects on capstone experience and provides feedback via course evaluation 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 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.	2006-07 *(self-study for 2015-16 review currently in process)*

Department of Chemistry and Biochemistry

Learning Outcomes for the Bachelor of Science Degree in Chemistry/Materials Science

The knowledge learned by graduates with a B.S. major in Chemistry/Materials Science will enable them to:

1) demonstrate a broad mastery of fundamental chemical knowledge in nanoscience and in four of the five foundation areas of the discipline (analytical, inorganic chemistry, organic chemistry, physical chemistry, biochemistry).

2) demonstrate in-depth problem solving, critical thinking, and analytical reasoning in three of the foundation areas.

3) use computers in data acquisition and processing; use software tools for exploration and investigation of chemistry principles and models.

4) identify and investigate new areas of research.

5) understand the ethical responsibilities of chemists and the role of chemistry in addressing contemporary societal and global issues.

The skills learned by graduates with a B.S. major in Chemistry/Materials Science will enable them to:

1) perform basic laboratory procedures and techniques in at least four of the foundation areas involving the synthesis of molecules, and the measurement of chemical properties, structures and phenomena.

2) describe the theory and know how to operate modern chemical spectroscopic instrumentation (such as FT-IR, FT-NMR, UV-visible spectroscopy, GC, GC-MS) electrochemical instrumentation, and nanoscience instrumentation.

3) conduct experimental work and handle all chemicals in a safe manner following OSHA-approved regulations and procedures.

4) work effectively in groups and teams of diverse peers to solve scientific problems.

5) communicate chemical knowledge and experimental results through written reports and oral presentations.

6) use chemical information resources to search and access current and prior research, and chemical and safety databases.

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: Chemistry and Biochemistry **Major:** General Chemistry B.S.	Yes	Expected learning outcomes for General Chemistry majors are provided on the attached page. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Program Portfolio:** **Sampling Student Work (via Selected Assignments and/or Exam Questions that Relate Directly to Particular Learning Outcomes) in Core Courses for the Major:** Assessment plan details and pilot findings to be addressed in self-study report for next Academic Senate program review (confirmed for AY 2015-16)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2006-07 *(self-study for 2015-16 review currently in process)*

Department of Chemistry and Biochemistry

Learning Outcomes for the Bachelor of Science Degree in General Chemistry

The knowledge learned by graduates with a B.S. major in General Chemistry will enable them to:

1) demonstrate a broad mastery of fundamental chemical knowledge in the five foundation areas of the discipline (analytical, inorganic chemistry, organic chemistry, physical chemistry, biochemistry).

2) demonstrate in-depth problem solving, critical thinking, and analytical reasoning in two of the foundation areas.

3) integrate chemical knowledge with a complementary field to provide a coherent interdisciplinary understanding of the two disciplines.

4) use computers in data acquisition and processing and available software for exploration and investigation of chemistry principles and models.

5) identify and investigate new areas of research.

6) understand the ethical responsibilities of chemists and the role of chemistry in addressing contemporary societal and global issues.

The skills learned by graduates with a B.S. major in General Chemistry will enable them to:

1) perform basic laboratory procedures and techniques in at least four of the foundation areas involving the synthesis of molecules, and the measurement of chemical properties, structures and phenomena.

2) describe the theory and know how to operate modern chemical instrumentation such as FT-IR, FT-NMR, UV-visible spectroscopy, GC, GC-MS, and electrochemical instruments.

3) conduct experimental work and handle all chemicals in a safe manner following OSHA-approved regulations and procedures.

4) work effectively in groups and teams of diverse peers to solve scientific problems.

5) communicate chemical knowledge and experimental results through written reports and oral presentations.

6) use chemical information resources to search and access current and prior research, and chemical and safety databases.

UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators

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: Civil and Environmental Engineering **Capstone Major:** Civil Engineering B.S.	Yes	Graduates should: • understand and be able to apply the basic mathematical and scientific concepts that underlie the modern field of Civil Engineering. • possess the ability to meaningfully contribute to major Civil Engineering design projects. • be capable of working productively with others as part of a team. • possess critical thinking skills, problem solving abilities, and familiarity with the computational procedures essential to the field. • possess effective oral and written communication skills. ——— Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **One major design project course in two areas:** **Environmental Engineering; Geotechnical Engineering; Structural Engineering and Mechanics; Water Resources Engineering** **CEE 121; 135L; 144; 147; 157B; 157C; 157L** **Team Project in Product Design** Description: In each of the major field design courses students work individually and in groups to complete design projects. To do so they must draw on their prior coursework, research the needed materials and possible approaches to creating their device or system, and come up with creative solutions. This process enables them to integrate many of the principles they have learned previously and apply them to real systems.	• Instructor evaluates and grades each student's project contributions and course performance and provides feedback to the student. • Students complete course surveys, which list course outcomes and ask student the degree to which they were satisfied. Students may also provide related feedback on their capstone experience via the UCLA Senior Survey. • Faculty review capstone course(s) and evaluate students' collective performance as part of the department's self-review process. 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 capstone experience as part of Academic Senate review. • External reviewers provide feedback regarding the overall quality of the program and the capstone experience as part of the Accreditation Board for Engineering and Technology (ABET) 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. • To assure congruence between the knowledge and skills expected of UCLA engineering undergraduates and the expectations of the field's professional and technical society members.	2012-13

UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators

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: Classics **Capstone Majors:** Classical Civilization B.A. Greek B.A. Greek and Latin B.A. Latin B.A.	Yes	Students are expected to: • demonstrate, within the context of a specialized topic in classical studies, specific skills and expertise acquired in earlier coursework, including research, analysis, and writing. • identify and analyze appropriate ancient sources, material evidence and/or other forms of primary documents appropriate to the study of classical antiquity and its reception. • acquire a working knowledge of scholarly discourse relative to a specialized topic. • conceive and execute a project that identifies and engages with a specialized topic. • engage with a community of scholars, presenting one's own work to peers and learning to further the work of others through discussion and critique. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Advanced Departmental Seminar (Classics 191) with Paper or Project** Description: Within thematically devised seminars that reflect current trends in the discipline, students work closely with a faculty member on a focused topic of research, engage in presentations and weekly discussions, and complete a written paper or project.	• Instructor evaluates and grades each student's seminar performance and capstone product and provides feedback to the student. Beginning in the 2008-2009 academic year, students also will be invited to present their work to the Undergraduate Classical Society and department. • Student reflects on capstone experience and provides feedback via course evaluation and UCLA Senior Survey. • Every three years the Undergrad Affairs Committee, in consultation with participating faculty, evaluates the capstone course and the students' collective performance and reports its 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 capstone experience 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 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.	2013-14

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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?
College of Letters and Science: College Honors Programs **Capstone Major:** Individual Field of Concentration B.A. or B.S.	Yes	Students completing the Capstone Experience in the Individual Field of Concentration should be able to: • design a course of study showing a deep understanding of how the disparate disciplines from which they have drawn their Major course work are connected. • understand research methodologies of different disciplines and cohere them and/or show how the methodologies of one discipline can illuminate the understanding of another • demonstrate ability to read in the scholarly discourse and style of different disciplines and find a voice in their written thesis that speaks to an interdisciplinary audience. • write a thesis that demonstrates mastery of the diverse fields and imagination as a result of seeking knowledge and research sources, and of producing scholarly work outside of traditionally defined academic boundaries. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Individually-designed Major with Senior Thesis** **(Directed Research 199)** Description: The Individual Field of Concentration allows highly qualified and motivated College Honors students who have well-defined, interdisciplinary interests that cannot be accommodated within an existing major (or major and minor combination) in the traditional academic disciplines to design their own major under faculty and counselor guidance. Students must write a detailed proposal describing the content and intellectual purpose of the major and itemizing its pre-major and major requirements. Two faculty sponsors must commit to guiding the student through completion of the major. The Capstone Project is a Senior Thesis of 40+ pages that addresses a salient issue in the interdisciplinary topic of the Individual Major's theme. As applicable, the project may include submission of other media such as video, film, and music CDs.	• The student works with one or both sponsoring faculty in a Directed Research 199 (sometimes in two such courses) and prepares draft of sections for the Senior Thesis/Project. Instructor evaluates and gives feedback in tutorial. Both faculty sponsors read, assess, and grade the final capstone project and provide feedback to the student. • Students evaluate the courses they take as part of the Individual Major through end-of-quarter course evaluations. • Faculty submit letters of Approval of Thesis/Project completion for completion of the Individual Major to Honors Program. The thesis is read by the AVP for Honors and given a second vetting for style and good writing, with guided opportunity for the student to do a final polish on the prose. These are submitted to the College with a letter of submittal for final approval of completion of the Major by the VP for Undergraduate Education. Upon approval, the Registrar is notified of the degree completion. Summative assessment findings are also reported within the 8-year program review. • During the Program Review of Honors Programs, reviewers provide feedback regarding the overall quality of the program. Sample theses are available for 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.	2011-12

Inventory of Educational Effectiveness Indicators
(New Exhibit 7.1 Insertion Since 2010 Educational Effectiveness Review)

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: Communication Studies **Major:** Communication Studies B.A.	Yes	Students are expected to: • demonstrate mastery of major substantive areas of communication studies, including: (1) Mass Communication and Media Institutions, (2) Interpersonal Communication, (3) Communication Technology and Digital Systems, and (4) Political and Legal Communication. • place particular communication events or examples in context of broader patterns of human activity. • critically evaluate arguments based on evidence. • design and implement original research projects. • use their acquired general and disciplinary-based knowledge and skills to complete an applied project that demonstrates core competencies in communication studies. • actively participate in "learning in practice" opportunities at UCLA and beyond. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan details and pilot findings to be addressed in self-study report for next Academic Senate program review (slated for 2016-17)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2008-09

UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators
(New Exhibit 7.1 Insertion Since 2010 Educational Effectiveness Review)

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: Comparative Literature **Major:** Comparative Literature B.A.	Yes	Comparative Literature graduates should: • be able to analyze literary texts by means of close reading and situating them in their aesthetic, historical and cultural contexts. • know several different methods of analyzing literature. • understanding the importance of reading texts in their specific cultural context. • be able to read literary texts in two languages. • be able to write clearly written structured analytic essays. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan details and pilot findings to be addressed in self-study report for next Academic Senate program review (slated for 2016-17)	• Instructor evaluates and grades each student's capstone performance and provides feedback to the student. • Student reflects on capstone experience and provides feedback via course evaluation 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 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.	2007-08

UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators
(Updated to Reflect Revised Capstone Experience Since 2010 Educational Effectiveness Review)

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?
Interdepartmental Program: Computational and Systems Biology **Capstone Major:** Computational and Systems Biology B.S.	Yes	Students are expected to: • demonstrate critical thinking skills and familiarity with research techniques needed to successfully pursue a research project in computational and systems biology. • conceive and execute a research project upon which the student engages current methods and theory. • communicate original scholarly findings to peers both in oral and written form. • work productively as part of a research team. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Mathematical and computational systems biology modeling and research sequence (Pre-Capstone and Capstone I and II) resulting in a Senior Thesis.** **Capstone Courses CM186 and CM187** Description: The Capstone is a senior-level sequence of two courses integrating the discipline via mathematical modeling, simulation and active research and report writing. The experience culminates with completion of the Senior Thesis requirement.	• Students present their undergraduate research in class presentations and written reports. They are also encouraged to present their work at the annual UCLA Undergraduate Research Conference as well as submit their work for publication in the UCLA Undergraduate Research Journal. • Students reflect on capstone experiences via student quarterly meeting as well as through undergraduate student representative. • As part of the interdepartmental self-review, the advisory committee composed of 7 faculty and 1 undergraduate student as well as the student affairs officer meet to evaluate and revise program requirements as necessary. 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 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 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.	2009-10

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: Computer Science **Capstone Major:** Computer Science B.S.	Yes	Graduates should be able to: • apply the basic mathematical and scientific concepts that underlie modern computer science and engineering. • design a software or digital hardware system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability. • function productively with others as part of a team, including those with different specialties within computer science and computer engineering. • identify, formulate, and solve computer software and hardware related engineering problems. • communicate effectively. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **CS 130 or CS152B** **Team Project in Product Design** Description: Students electing to complete their capstone in Software Engineering (CS 130) are required to gather requirements for, design, implement, test, and deliver a software product. Assignments are derived from real-world problems and require integration of several software engineering methods and creative solutions to problems for which no solutions are known. Alternatively, students may take a Digital Design Project Laboratory (CS152B) in which they propose an open ended project; then work for 6 weeks on the approved project. Multidisciplinary projects are encouraged and each team works with multiple devices/tools to develop their systems.	• Instructor evaluates and grades each student's capstone performance and provides feedback to the student. Projects are presented twice in class, with outside reviewers present and making comments. • Students complete course surveys, which list course outcomes and ask student the degree to which they were satisfied. Students may also provide related feedback on their capstone experience via the UCLA Senior Survey. • Faculty review capstone course(s) and evaluate students' collective performance as part of the department's self-review process. 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 capstone experience as part of Academic Senate review. • External reviewers provide feedback regarding the overall quality of the program and the capstone experience as part of the Accreditation Board for Engineering and Technology (ABET) review and the Computing Sciences Accreditation Board (CSAB).	• 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 is appropriate for an elite research university. • To assure congruence between the knowledge and skills expected of UCLA engineering undergraduates and the expectations of the field's professional and technical society members.	2014-15

UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators

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: Computer Science **Capstone Major:** Computer Science and Engineering B.S.	Yes	Graduates should be able to: • apply the basic mathematical and scientific concepts that underlie modern computer science and engineering. • design a software or digital hardware system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability. • function productively with others as part of a team, including those with different specialties within computer science and computer engineering. • identify, formulate, and solve computer software and hardware related engineering problems. • communicate effectively. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **CS152B** **Team Project in Product Design** Description: Students must take a Digital Design Project Laboratory (CS152B) in which they propose an open ended project; then work for 6 weeks on the approved project. Multidisciplinary projects are encouraged and each team works with multiple devices/tools to develop their systems.	• Instructor evaluates and grades each student's capstone performance and provides feedback to the student. Projects are presented twice in class, with outside reviewers present and making comments. • Students complete course surveys, which list course outcomes and ask student the degree to which they were satisfied. Students may also provide related feedback on their capstone experience via the UCLA Senior Survey. • Faculty review capstone course(s) and evaluate students' collective performance as part of the department's self-review process. 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 capstone experience as part of Academic Senate review. • External reviewers provide feedback regarding the overall quality of the program and the capstone experience as part of the Accreditation Board for Engineering and Technology (ABET) review and the Computing Sciences Accreditation Board (CSAB).	• 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 is appropriate for an elite research university. • To assure congruence between the knowledge and skills expected of UCLA engineering undergraduates and the expectations of the field's professional and technical society members.	2014-15

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: Design | Media Arts **Capstone Major:** Design | Media Arts B.A	Yes	The Design | Media Arts major is a designated capstone major. Through the capstone experience, students demonstrate their capacities to: • immerse themselves in their subject matter to acquire deep understanding.(Research) • explore and develop ideas by listening to and observing patterns. (Ideation/Creative Development) • define the event and its surroundings, the mise en scène, the ethos — character, mood, feeling, essence, principles, rationale, attitude, voice, looks — of their idea. (Creative Direction) • develop the specifics of their design. (Design Direction) • conceptualize how their idea is going to reach its audience; how and when it will launch; how it will stay relevant and vibrant. (Communication Strategy) • design the specifics (with exactitude) of each one of the elements of their visual vocabulary, from graphic elements—color palette, typography, logotypes, symbols—to photography, videography, and illustrations; define their spatial, material and auditory elements. (Design) • research thoroughly all production methods that are appropriate and relevant for their piece. (Production/Fabrication) • analyze, review and critique others' work. (Critical Analysis) _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Advanced Project with Senior Show Presentation (combination of 159A, B, or C)** Description: All Design | Media Arts majors complete two senior project courses that are directed by their individual goals. Students work on an advanced project of their own, which entails full engagement with the design process, starting from research to fabrication. The courses focus on career choice and culminate in a final project that will be showcased at the Senior Show, which takes place in the spring quarter.	• Instructor evaluates and grades each student's capstone performance and provides feedback to the student. • Student reflects on capstone experience and provides feedback via course evaluation 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 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.	2006-07

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: Earth, Planetary, and Space Sciences **Major:** Applied Geophysics B.S. *(Department name change as of Fall 2013—former name was Earth and Space Sciences)*	Yes	Students will: • use skills and knowledge set from previous course work. • define research methodology and data to be used. • place project into context of current state of understanding. • complete research project from conception to written report. • orally present results at research symposium or publish brief report of the field experience. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Field Research with Paper** **(ESS 136A, B, C)** Description: Students in the Applied Geophysics major are required to take three linked courses in Applied Geophysics with the third being a field course in which they perform geophysical mapping to solve a geological problem based on the methods learned in all three courses and in the previous courses of the major. For ESS 136C, they write an extensive report that summaries the problem, the fieldwork, and computer analysis. The goal of the sequence is for students to synthesize their geophysical training in an extensive field experience and prepare them for careers as professional geophysicists.	• Instructor evaluates the student's work, provides feedback to the student, and submits a grade. • Students reflect on capstone experience and provide feedback via Course Evaluation, Department Exit Survey, and UCLA Senior Survey. • Departmental Curriculum Committee comprised of six faculty members, the student affairs officer, and an undergraduate student representative meets quarterly to review the curriculum. 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 capstone experience 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 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.	2012-13

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Inventory of Educational Effectiveness Indicators

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: Earth, Planetary, and Space Sciences **Capstone Majors:** Geology B.S. Geology/Engineering Geology B.S. *(Department name change as of Fall 2013—former name was Earth and Space Sciences)*	Yes	Students will: • use skills and knowledge set from previous course work. • define research methodology and data to be used. • place project into context of current state of understanding. • complete research project from conception to written report. • orally present results at research symposium or publish a brief report of the field experience. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **ES 121** **Field Research with Paper** Description: Students take a field course offered as a lecture in the spring followed by five weeks of field work in the summer. Students complete a series of field exams, create a new geological map of a specific field study, and a summary report.	• Instructor evaluates the student's work, provides feedback to the student, and submits a grade. • Student reflects on capstone experience and provides feedback via Course Evaluation, Department Exit Survey, and UCLA Senior Survey. • Departmental Curriculum Committee comprised of six faculty members, the student affairs officer, and an undergraduate student representative meets quarterly to review the curriculum. 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 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 is appropriate for an elite research university.	2012-13

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: Earth, Planetary, and Space Sciences **Capstone Majors:** Earth and Environmental Science B.A. Geology/Paleobiology B.S. Geophysics and Space Physics B.S. *(Department name change as of Fall 2013—former name was Earth and Space Sciences)*	Yes	Students will: • use skills and knowledge set from previous course work. • define research methodology and data to be used. • place project into context of current state of understanding. • complete research project from conception to written report. • orally present results at research symposium or publish brief report of the field experience. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Individual Research with Paper** **(ESS 199)** Description: Students in Geophysics and Space Physics, Earth and Environmental Science, and Geology/Paleobiology are required to take a four unit research course (ESS 199) in their final year that integrates knowledge obtained in their major. Each student works with a faculty member, providing a unique opportunity to focus on a topic of research. Students write a research paper and give a seminar either in the disciplinary seminar series or in the undergraduate research symposium that is held each year. The goal is for students to synthesize their training in a research experience and prepare them for careers as professional geologists and geophysicists.	• Instructor evaluates the student's work, provides feedback to the student, and submits a grade. • Students reflect on capstone experience and provide feedback via Course Evaluation, Department Exit Survey, and UCLA Senior Survey. • Departmental Curriculum Committee comprised of six faculty members, the student affairs officer, and an undergraduate student representative meets quarterly to review the curriculum. 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 capstone experience 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 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.	2012-13

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(New Exhibit 7.1 Insertion Since 2010 Educational Effectiveness Review)

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: Ecology and Evolutionary Biology **Major:** Biology B.S.	Yes	Students are expected to: • acquire a broad foundation in basic biological concepts and principles across different levels of biological organization from molecules to ecosystems. • effectively communicate scientific information both orally and in writing. • demonstrate an understanding of the processes involved in generation of new knowledge, including the scientific method, data collection and analysis. • be able to critically evaluate scientific concepts that are presented in a diversity of venues, from scientific articles to the popular press. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Program Portfolio:** **Sampling Student Work (via Selected Assignments that Relate Directly to Particular Learning Outcomes) in Core Courses for the Major:** **Preliminary Emphasis on Laboratory Courses EEB 198/199:** Description: Faculty responsible for the Biology B.S. major feel strongly that laboratory experiences are among the most important students can gain. These courses also readily enable the collection of "direct evidence" of student learning via laboratory reports and papers. Embarking on outcomes-focused assessment via core laboratory courses required for the major will enable program faculty to evaluate students' proficiencies with respect to understanding how new knowledge is gained and compare student performance over time. Program faculty are also in the midst of ongoing curricular experimentation with "flipping the classroom" and giving students more hands-on experiential learning opportunities. They anticipate that insights gleaned through their outcomes-focused analyses of student learning within selected courses may help to inform curricular design and decision-making pertaining to the incorporation of new, labor intensive, and comparatively expensive educational programming.	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2014-15

UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators

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: Ecology and Evolutionary Biology **Capstone Majors:** Ecology, Behavior, and Evolution B.S. Marine Biology B.S.	Yes	Students are expected to: • demonstrate broad-based knowledge of the fundamentals acquired through coursework, including general knowledge as well as developing skills in library research, interpreting data, synthesis, and scientific writing. • utilize the current primary scientific literature, including searching data bases, identifying appropriate sources, and reading and understanding papers. • use knowledge gained in classroom and during discussions to conceive and execute their own project, including developing their own questions and hypotheses, designing an appropriate theoretical or empirical/experimental approach, executing this approach, and analyzing and interpreting data. • communicate original scientific work to colleagues and mentors in oral and written form. • exhibit strong teamwork and problem solving skills. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Field Quarter:** **Combination of 2 to 4 Courses from either the Field Biology Quarter (FBQ) or the Marine Biology Quarter (MBQ) or Equivalent** **Field Research with Paper** Description: Students apply theory and technique learned through four years of classroom and laboratory experience to their own independent projects. The main purpose of the capstone is to provide a unique field experience that involves designing and executing a research project. Students are aided in the scientific process of learning about a new ecosystem, developing relevant questions, designing conceptually-based projects, troubleshooting and completing the work, and writing a publication-caliber manuscript.	• Instructor evaluates and grades each student's capstone performance and provides feedback to students. The culminating project/research paper is presented to the program participants in an in-class, oral presentation. Participants also have the opportunity to present their research to the scientific community at the annual Biology Research Symposium held each Spring term. • Student reflects on capstone experience and provides feedback via course evaluation and UCLA Senior Survey. • As part of its self-review, the department evaluates each course within the capstone experience using the Evaluation of Instruction Program (EIP) forms for each instructor and each teaching assistant. Supplemental evaluation is done on a case-by-case basis when instructors request an informal, anonymous survey of participating students' options regarding program content and general structure. The department has also appointed a joint FBQ/ MBQ committee to discuss all issues regarding capstone experiences. The committee reviews each program for its content, duration, cost, objectives, etc. Their program analysis is brought to the Chair and faculty for final approval. The Curriculum Committee also works with the FBQ/MBQ Committee Co-Chairs to ensure that current departmental curriculum accommodates the needs of the FBQ/MBQ programs. 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 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.	2014-15

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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: Economics **Major:** Business Economics B.A.	Yes	Students who complete the Business Economics degree should be adept in: • applying microeconomics to understand the interaction of individuals and organizations in markets, and the role of public policy in shaping those interactions. • applying macroeconomics to understand the functioning of market economies at regional, national, and global levels, and the role of public policy in shaping those interactions. • understanding and applying the principles of accounting in analyzing business problems. • obtaining and using data to evaluate hypotheses with tables, charts, and statistical analyses. • using appropriate analytical perspectives and approaches to frame problems involving the interaction of people, organizations, markets, and society; identify effective strategic approaches to problem solving; and gather and organize key information to facilitate problem solving. • employing effective written, oral, and interpersonal communication skills within academic and business contexts. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Program Portfolio:** **Sampling Student Work (via Selected Assignments and/or Exam Questions that Relate Directly to Particular Learning Outcomes) in Core Courses for the Major:** Assessment plan details and pilot findings to be addressed in self-study report for next Academic Senate program review (confirmed for AY 2015-16)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2007-08 *(self-study for 2015-16 review currently in process)*

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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: Economics **Major:** Economics B.A.	Yes	Expected learning outcomes for Economics students are provided on the attached page. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Program Portfolio:** **Sampling Student Work (via Selected Assignments and/or Exam Questions that Relate Directly to Particular Learning Outcomes) in Core Courses for the Major:** Assessment plan details and pilot findings to be addressed in self-study report for next Academic Senate program review (confirmed for AY 2015-16)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2007-08 *(self-study for 2015-16 review currently in process)*

Department of Economics

Learning Objectives for the Economics Major[5]

Critical Thinking

Students are expected to be able to:

- apply economic analyses to their everyday lives and see economics in real world situations.

- apply the materials learned in our program to policy relevant issues and be able to understand current events and to assess the likely impact of specific policies put forth by various government entities.

- evaluate the role played by assumptions in arguments made for and against economic and policy issues.

Quantitative Reasoning

Students are expected to:

- use quantitative evidence along with the economic models to assess the validity of various economic and policy relevant arguments.

- understand statistical methodology and interpret statistical evidence.

- use data to construct quantitative economics arguments and understand the statistical problems associated with interpreting the results.

- understand the role of sample selection/endogeneity in affecting results and how one might best correct for these issues.

Communication Skills

Students are expected to be able to:

- formulate written arguments that state assumptions and hypotheses and evaluate the evidence pro and con.

- present a carefully reasoned economic argument orally and respond to questions pertaining to their argument.

- present a carefully reasoned economic argument by means of graphs, figures, and charts, and potentially through the use of packages such as PowerPoint or similar products.

Learning in Practice

Students are expected to:

- possess a working knowledge of information data bases and know how to use the web to assist in the gathering of reliable information.

- know how to locate and use primary data sources (e.g., Current Population Surveys, Census, American Community Surveys).

- use their knowledge to understand and evaluate current economic events and new economic ideas.

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[5] Based on learning objectives developed by our colleagues at UC Berkeley

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Department: Electrical Engineering **Capstone Major:** Electrical Engineering B.S. (Biomedical Engineering Specialization) (Computer Engineering Specialization) (Electrical Engineering Specialization)	Yes	Graduates should be able to: • apply knowledge of mathematics, science, and engineering. • design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability. • function on multi- disciplinary teams. • identify, formulate, and solve engineering problems. • communicate effectively. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Design Course Pertaining to Students' Selected Option or Pathway:** **EE113D, EE115D, EE129D, EE164D, EE173D, EE180D, EE181D** **Team Project in Product Design** Description: Students complete a design course in which they must integrate their knowledge of the discipline and engage in a creative design with realistic and professional constraints.	• Instructor evaluates and grades each student's contributions as part of the product design team and provides feedback to the student. Class presentations are also required. • Students complete course surveys, which list course outcomes and ask student the degree to which they were satisfied. Students may also provide related feedback on their capstone experience via the UCLA Senior Survey. • Faculty review capstone course(s) and evaluate students' collective performance as part of the department's self-review process. • Internal and external reviewers provide feedback regarding the overall quality of the program and the capstone experience as part of Academic Senate review. Summative assessment findings are also reported within the 8-year program review. • External reviewers provide feedback regarding the overall quality of the program and the capstone experience as part of the Accreditation Board for Engineering and Technology (ABET) 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. • To assure congruence between the knowledge and skills expected of UCLA engineering undergraduates and the expectations of the field's professional and technical society members.	2014-15

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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: English **Capstone Program for the Majors:** American Literature and Culture B.A. English B.A.	Yes	The American Literature and Culture major and the English major offer designated capstone programs. Students are expected to demonstrate: • proficiency within a broad-based knowledge/skill set (research methods; critical thinking; analytical writing). • familiarity with basic material for project; such material could include data from a variety of sources (academic archives, new media resources, etc). • familiarity with relevant scholarly debates and current debates in the relevant field. • ability to conceive and execute an independent project. • skills in seminar or workshop format, oral and written communication, and defense of scholarship. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone: Advanced Seminar (with Paper or Project); Senior Honors Thesis administered through Departmental Honors Program (Critical Essay or Creative Writing Project); or Enrollment and Participation in a Graduate Seminar (with Critical Essay)** Description: Advanced Seminar: Seminars are centered on student participation and independent research, with a focus on critical analysis of secondary literature. Senior Honors Thesis: Eligible students participate in a four-quarter sequence in which they review major critical trends in literary scholarship and then write a thesis under the supervision of their faculty director. Graduate Seminar Participation: For the truly exceptional student, this capstone option provides significant exposure to high-level critical conversation in literary studies.	• Instructor evaluates and grades each student's capstone performance and provides feedback to the student. Written papers are also eligible for the departmental annual undergraduate essay contest as well as the Humanities Division writing contest. • Student reflects on capstone experience and provides feedback via course evaluation 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 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.	2008-09

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: Ethnomusicology **Capstone Major:** Ethnomusicology B.A. (Jazz Studies Concentration) (World Music Concentration)	Yes	Through an internship, the writing of a thesis, and/or the preparation of a recital, each student: • demonstrates a broad-based knowledge base, and competency in performance, writing, and/or composition. • demonstrates the ability to apply knowledge and experience to the specific requirements of the capstone. • conceives and successfully completes a project that is individually expressive of the student's specific interests and acquired expertise. • displays, through a written document or live presentation, as appropriate, the requisite communication and (in some cases) teamwork required by work in this field. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Variable Courses** **Studio Project** Description: The capstone project is individualized to the student and requires either a creative process through music performance/composition, a research project, or an internship with a self-reflective journal detailing the experience. Students in the Jazz Studies Concentration are required to perform a one hour recital or complete a research project. Students in the World Music Concentration are required to take courses in the advanced study of traditional and focal instrumental world music. They are also required to complete one of four emphasis areas: General World Music, Performance/Composition, Public Ethnomusicology, or Scholarly Research.	• All students are graded individually by at least two faculty—their advisor and one other member of the emphasis-advising cluster, with feedback provided to the student. Public performances for students in the performance/composition emphasis are required. A Senior Colloquium session for students doing research papers and completing internships is planned. • Student reflects on capstone experience and provides feedback via course evaluation and UCLA Senior Survey. Student feedback was used in the recent reformulation of the capstone during the most recent Senate Review • Department continually reviews the curriculum both on a regular basis and in preparation for the department's self-review process. Monitoring the overall program will be the job of the Director of Undergraduate Studies (always a ladder-rank faculty member), who consults frequently with the undergraduate advisory and reports to the department chair. 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 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 is appropriate for an elite research university.	2013-14

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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: Film, Television, and Digital Media **Capstone Majors:** Film and Television B.A. (Screenwriting Area) (Directing/Production Area) (Documentary/Television Area) (Animation Area) (Cinema and Media Studies Area)	Yes	Learning outcomes are delineated for each area discipline (see attached). _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **One required departmental sponsored internship (FTV 194/195) plus coursework related to senior thesis concentration area.** **Senior Thesis Project: Film, Animation, Video Production or Directed Individual Research with Paper** Description: Key components of filmmaking are learned through lectures and questions from the students. All courses, including Capstone senior thesis projects, involve work shopping individual projects. Specific issues and problems are discussed. Each student problem solves his/her own with help from fellow students. Group participation in the creation and production of each student's project is core to the curriculum. This is a creative program, by its very nature.	• Instructor evaluates and grades each student's capstone senior thesis project and provides feedback to the student. At the end of the academic year, the department presents its one-week Festival on campus which is open to the public and potential employers. • Students evaluate the course, their experiences in the course and the teaching of it through the end-of-quarter Evaluation of Instruction Program questionnaire that originates from the UCLA Evaluation of Instruction Program. The Area Head of Undergraduate program reviews instructors or curriculum (the latter with Undergraduate Faculty Committee approval). Further, the final projects that appear in the end-of-year Festival give insight and evaluation of the success of each area's capstone projects. Students may also provide feedback on their capstone experience via the UCLA Senior Survey. • Each area of the Undergraduate program is represented on the Undergraduate Faculty Committee. Regularly, Capstone classes are re-evaluated based on adequate required prerequisite (core) classes. Two undergraduate representatives, elected by the undergraduate students, sit in on and participate in this quarterly Undergraduate Faculty Committee. In addition, the Senate Faculty reviews potential problems that might inhibit capstone (thesis) curriculum. The Vice Chairs of Production and of Cinema & Media Studies work closely with the Chair of FTVDM. 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 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.	2010-11

Screenwriting:
To structure a clear narrative
To create a clear and consistent tone
To create well-developed, compelling characters
To create character progression
To identify and articulate a clear premise
To compose dialogue with subtext
To employ fundamental elements of narrative: character desire, action, stakes, and conflict
To employ elements of dramaturgy (dramatic irony, foreshadowing, etc.)

Directing:
To use visual language expressively
To cast effective performers appropriate to story and character
To obtain convincing performances
To creatively and skillfully execute story beats
To communicate theme by cohesively employing visual and aural elements
To express story through blocking of camera and performers
To control a clear and consistent tone
To employ dramatically effective use of visual or special effects

Cinematography:
To employ camera placement and movement to enhance mood, story and externalize character
To employ composition and lenses to enhance mood, story and externalize character
To employ lighting to complement production design
To employ lighting to enhance mood, story and externalize character
To execute appropriate and consistent exposure and color
To employ exposure and color to enhance mood, story and externalize character
To execute appropriate focus
To create depth and perspective through lighting and shot design

Editing:
To orient the audience to geography and action
To create invisible cuts except when intentional and appropriate to the material
To execute cuts appropriate to the mood, story, and character
To employ cuts to reveal new emotional or narrative information
To employ transitions intrinsic to mood, story and theme
To employ pace and rhythm that enhance emotional content and audience involvement
To arrange structure to support and propel narrative
To use reaction shots to enhance performance
To cadence dialogue editing to enhance performance
To create meaning through the juxtaposition of shots

Production Design:
To employ design elements (e.g., color, texture, form) to externalize mood, story and character
To create a unifies design that supports the story
To employ wardrobe, hair, and makeup to externalize character
To employ settings and dressings to externalize characters and establish mood
To employ appropriate action props to externalize character
To create an aesthetic beauty that heightens the overall expression of the story
To employ color to externalize mood, story, and character
To employ objects, signifiers, and signs appropriate to character and story

Sound:
To create a consistent quality in the finished sound track
To create a unified sound design that supports story
To create a landscape of sound that heightens the overall expression of the story

To utilize sound elements to describe the images
To create sounds that orient the viewer to time and place
To employ music appropriate to the mood, theme and character
To mix sounds to create an effective balance between dialogue, music, and effects
To create seamless sound cuts except when intentional and appropriate to material
To create a soundtrack that is in sync with the image
To create convincing dialogue replacement

Other Production Elements:
To create production value
To execute creative, and technically seamless, visual and special effects

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: French and Francophone Studies **Capstone Major:** French B.A.	Yes	Graduates in the French major will be able to: • demonstrate a mastery of the French language, both written and oral. • demonstrate, within the context of a specialized topic in French and Francophone studies, specific skills and expertise acquired in earlier coursework, including research, analysis and writing • identify and analyze appropriate primary sources • acquire a working knowledge of scholarly discourse relative to a specialized topic • conceive and execute a project that identifies and engages with 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: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **French I91B** **Senior Seminar with Research Paper** Description: Students in the major must complete a capstone seminar (French 191B) offered once a year. The capstone experience provides students with a unique opportunity to work closely with a faculty member on a focused topic of research. Capstone seminars are thematically devised to reflect current trends in the discipline, introduce students to a focused area of research, and engage them in presentations and weekly discussions. Students are expected to give a formal class report and write a research paper demonstrating language proficiency, critical and creative thinking, analytical skills and a cultural perspective. An Honors project may replace the capstone seminar requirement.	• Instructor evaluates and grades each student's capstone performance and provides feedback to the student. • Student reflects on capstone experience and provides feedback via course evaluation and UCLA Senior Survey. • Program faculty evaluate the curriculum, including students' collective capstone performance, and report their evaluation to the department. Summative assessment findings are also reported in the 8-year program 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 is appropriate for an elite research university.	2009-2010

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: French and Francophone Studies **Capstone Major:** French and Linguistics B.A.	Yes	Graduates in the French and Linguistics major will be able to: • demonstrate a technical mastery of the French language: its pronunciation (phonetics and phonology), its history and its structure (syntax). • acquire a working knowledge of scholarly discourse relative to a specialized French linguistics topic (phonology, syntax and sociolinguistics). • demonstrate, within the context of a specialized topic, specific skills and expertise acquired in earlier coursework, including speaking, analysis, and writing. • demonstrate, within the context of a specialized topic, how to analyze spoken discourse including regional variations. • engage in a class taught in the Department of French and Francophone Studies with a community of scholars through discussion and critique on a specialized topic in French linguistics as a result of the practical part of courses taken in the French/Francophone Department and in the Linguistics Department. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu UCLA General Catalog	**Capstone:** **French I91B** **Senior Seminar with Research Paper** Description: Students in the major must complete a capstone seminar (French 191B) offered once a year. The capstone experience provides students with a unique opportunity to work closely with a faculty member on a focused topic of research. Capstone seminars are thematically devised to reflect current trends in the discipline, introduce students to a focused area of research, and engage them in presentations and weekly discussions. Students are expected to give a formal class report and write a research paper demonstrating language proficiency, critical and creative thinking, analytical skills and a cultural perspective. An Honors project may replace the capstone seminar requirement.	• Instructor evaluates and grades each student's capstone performance and provides feedback to the student. • Student reflects on capstone experience and provides feedback via course evaluation and UCLA Senior Survey. • Program faculty evaluate the curriculum, including students' collective capstone performance, and report their evaluation to the department. Summative assessment findings are also reported in the 8-year program 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 is appropriate for an elite research university.	2009-2010

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: Gender Studies **Capstone Major:** Gender Studies B.A.	Yes	Students completing the Gender Studies B.A. will: • demonstrate a working knowledge of the field of gender studies. • understand key theoretical approaches to the study of women, gender, and sexuality. • demonstrate the ability to construct well-written analytic essays and give an oral presentation for a seminar or other suitable venue. • conduct a research project that involves the consultation of scholarly literatures and presentation of evidence to support an argument. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Senior Seminar** **Gender Studies 187** **Original Paper, Project, or Review** Description: Gender Studies senior seminars (187) offer advanced research training in which students conduct original research while engaging readings that consider how disciplinary and interdisciplinary research has been conducted and critiqued. Themes vary by instructor and term. Students pursue independent research related to the course theme, with faculty guidance, then share and critique other student works in progress. Senior seminar students are expected to produce a significant work to complete the course, which may include an original research paper, a media project, or an in-depth literature review.	• Instructor evaluates and grades each student's capstone performance and provides feedback to the student. • Student reflects on capstone experience and provides feedback via course evaluation 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 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.	2007-08 _(self-study for 2015-16 review currently in process)_

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: Geography **Major:** Geography B.A.	Yes	Graduates should be able to demonstrate: • comprehensive knowledge of the main strands of physical and human geography including familiarity with major theoretical perspectives. • command of various geographical methods and techniques such as remote sensing, cartography, and field methods. • skills in collecting and analyzing geographical data. • proficiency in written arguments drawing on appropriate sources and methods in the geographical literature. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and findings to be addressed in self-study report for next Academic Senate program review (projected 2018-19)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2009-10

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: Geography **Major:** Geography/Environmental Studies B.A.	Yes	Graduates should be able to demonstrate: • comprehensive knowledge of the main strands of physical and human geography including familiarity with major theoretical perspectives. • command of various geographical methods and techniques such as remote sensing, cartography, and field methods. • skills in collecting and analyzing geographical data. • proficiency in written arguments drawing on appropriate sources and methods in the geographical literature. • familiarity with a range of environmental problems at different geographical scales, their analysis, modeling and various policy responses to them. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and findings to be addressed in self-study report for next Academic Senate program review (projected 2018-19)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2009-10

UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators
(New Exhibit 7.1 Insertion Since 2010 Educational Effectiveness Review)

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: Germanic Languages **Capstone Major:** German B.A.	Yes	Students should: • draw from their prior coursework to identify a key idea or theme that interests them particularly. • demonstrate skills at analyzing and synthesizing knowledge gained in disparate courses. • show their capacity to work collectively with their peers to effectively analyze and synthesize knowledge. • be able to present effectively what they have learned about their selected theme in a final paper or project. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Seminar with Final Paper or Project** **(German 191)** Description: During their senior year, each major will participate in a seminar where, under the guidance of a senior member of the faculty, they will reflect individually and collaboratively on their prior coursework for the major, review their work in those courses, and draw out common ideas and larger themes. For each student, the seminar culminates in a paper or project that presents their thinking on a larger idea or theme that interests them particularly.	• Instructor evaluates each component of student's capstone performance, both in the seminar and in presenting the final paper/project, and provides feedback to the student. • Students reflect on capstone experience via course evaluations and the UCLA Senior Survey. • Internal and external pressures (to reduce to units required to satisfy the major, to respond to 8-year reviews, to consider capstone seminars, to rationalize major requirements, etc.) mean that the undergraduate curriculum is continually under review by the faculty. Summative assessment findings are also reported in the 8-year program review. • Internal and external reviewers provide feedback regarding the overall quality of the program and the capstone experience 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 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.	2007-08 *(self-study for 2015-16 review currently in process)*

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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: Germanic Languages **Major:** Scandinavian Languages and Cultures B.A.	Yes	Scandinavian Languages and Cultures graduates will be able to: • demonstrate a mastery of a single Nordic language, both written and oral. • demonstrate knowledge of the other Nordic languages. • demonstrate, within the context of the study of Scandinavian Languages and Cultures, specific skills and expertise acquired in earlier coursework, including research, analysis and writing. • identify, evaluate, and analyze appropriate primary sources. • acquire a working knowledge of scholarly discourse in Scandinavian Languages and Cultures. • conceive and execute a project that identifies and engages with a specialized topic in Scandinavian Languages and Cultures. • 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: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Program Portfolio:** **Sampling Student Work (via Selected Assignments and/or Exam Questions that Relate Directly to Particular Learning Outcomes) in Core Courses for the Major:** Assessment plan details and pilot findings to be addressed in self-study report for next Academic Senate program review (confirmed for AY 2015-16)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2007-08 *(self-study for 2015-16 review currently in process)*

UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators

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?
Interdepartmental Program: Global Studies **Capstone Major:** Global Studies B.A.	Yes	Students must: • demonstrate appropriate mastery of a specialized area of global studies. • demonstrate a critical understanding of current scholarly concerns, literature and debates. • identify and analyze primary sources. • design and carry out a research project, drawing on both primary sources and appropriate scholarly literature. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Global Studies 191, 194, 199A & 199B** **Senior Seminar and Research Design Course Resulting in Thesis** Description: As students progress through the major, they move progressively from a set of broad themes, theories, and perspectives to a more specialized focus about which they will develop a specific research expertise and on which they will write an undergraduate thesis. The fall seminar (GS 191) begins the process of focusing on an area of study from which a thesis topic can develop. The research design course (GS 194) is taken parallel to this: it makes the students aware that soon they will be embarking on an individual project, helps them think about how they will develop it, and provides direction on finding which faculty may be appropriate advisors. At the end of the two-quarter thesis sequence (GS 199A & GS 199B) students must submit a thesis.	• In the process of research and writing, students receive individualized input from the seminar instructor and the faculty advisor. At the end of the two-quarter sequence, each student's thesis is graded by the advisor under the supervision of the Chair of the Global Studies IDP. • All courses are evaluated by the students at the conclusion of their senior year with an eye to their overall relevance in completing the capstone project. Students may also provide feedback on their capstone experience via the UCLA Senior Survey. • Departmental curriculum committee reviews capstone course(s) and evaluates students' collective performance. Students will be surveyed as to their experience. The IDP Chair is responsible for making sure that the work is of the required standard. 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 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.	2014-15

UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators

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: History **Capstone Major:** History B.A.	Yes	Students must: • demonstrate appropriate mastery of a specialized area of history. • demonstrate a critical understanding of current scholarly concerns, literature and debates. • identify and analyze primary sources. • design and carry out a research project, drawing on both primary sources and appropriate scholarly literature. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone: Advanced Seminar (in 191 series) with Paper** Description: Students are required to complete one variable topics seminar through which they complete a culminating project, which is typically a single-authored research paper. Goals for the history capstone include gaining familiarity with a specialized field of scholarship as well as with historical research methods, then putting these to use in a creative project of historical research in original sources and formulating a coherent thesis, supported by clearly-articulated evidence.	• Instructor evaluates and grades each student's capstone performance and provides feedback to the student. • Student reflects on capstone experience and provides feedback via course evaluation and UCLA Senior Survey. • Departmental Undergraduate Affairs Committee reviews capstone course(s) and evaluates students' collective performance as part of the department's self-review. 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 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.	2014-15

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?
Center for Interdisciplinary Instruction: Institute of the Environment and Sustainability **Capstone Major:** Environmental Science B.S. *(Department name change as of 2011—former name was Institute of the Environment)*	Yes	Students graduating with a B.S. in Environmental Science should: • be able to apply the theories or concepts from courses within their major to the analysis of environmental science issues. • be able to contribute meaningfully to the analysis and solution of particular environmental science issues involving multiple disciplines and multiple stakeholders with different perspectives. • possess critical thinking skills, problem solving abilities, and familiarity with the computational and data collection and analysis procedures essential to the field. • be able to identify ethical issues raised by a particular environmental science issue and analyze the consequences of various professional dilemmas. • possess effective oral and written communication skills. • be capable of working productively with others as part of a team. ——————— Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Year-long Practicum:** **Environmental 180ABC** **Real-world Team Project with Paper** Description: In collaboration with a local agency or nonprofit institution, students work individually and in groups to complete projects that require them to integrate many of the skills and principles they have learned throughout the curriculum and apply them to real systems. Students attend lectures and presentations on common tools and methodologies (180A); then they work on an environmental case study (180B and 180C).	• Instructor evaluates each student's individual homework assignments relating to the project and the specific aspects of the project he/she is responsible for within the team. Each student receives a grade for the project and the course. Capstone project results will be presented orally to appropriate agencies and non-governmental organizations. • Students reflect on capstone experience and complete a capstone evaluation. They may also provide feedback via the UCLA Senior Survey. • Faculty Advisory Committee for the Environmental Science Degree reviews the curriculum leading to the capstone courses. • Faculty Advisory Committee for the Environmental Science Degree reviews the content of the course and the materials produced by students receive progress reports and final reports orally from the instructors, and reviews the student evaluation comments. 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 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 ensure that students have the necessary skills and knowledge to complete the capstone successfully. • To determine if departmental learning outcomes are being met and to inform curriculum development. • To determine whether program quality and student performance is appropriate for an elite research university.	2008-09 *(self-study for 2015-16 review currently in process)*

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?
Center for Interdisciplinary Instruction: Institute for Society and Genetics **Major:** Human Biology and Society B.A.	Yes	Graduates of the Human Biology and Society B.A. program will be able to: • demonstrate a strong foundation of knowledge both in social science and in evolutionary biology and genetics, with the skills to critically analyze and evaluate both qualitative and quantitative data, as well as social and biological theories. • formulate effective and convincing written and oral arguments that integrate biological and social evidence. • work well together in multi-disciplinary teams, with skills at communicating across disciplines and leveraging knowledge from multiple perspectives. • demonstrate proficiency in at least one area of concentration at the interface between biology and society. • integrate ethical, legal and societal concerns in their framework for planning, conducting and assessing research; use societal and biological information to critically assess complex real-world problems and employ interdisciplinary skills to help solve these problems. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Capstone:** **Society and Genetics 108** **Culminating Collaborative Research Project** Description (Pilot): All majors complete a culminating academic project that demonstrates their capacities to analyze and synthesize knowledge, show their capacity to work collaboratively with peers, and display their ability to communicate complex, interdisciplinary content to various publics. Students present their work to peers and Institute faculty. (Capstone Application in Process)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2013-14

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?
Center for Interdisciplinary Instruction: Institute for Society and Genetics **Major:** Human Biology and Society B.S.	Yes	Graduates of the Human Biology and Society B.S. program will be able to: • demonstrate a strong foundation of knowledge both in social science and in evolutionary biology and genetics, with the skills to critically analyze and evaluate both qualitative and quantitative data, as well as social and biological theories. • formulate effective and convincing written and oral arguments that integrate biological and social evidence. • work well together in multi-disciplinary teams, with skills at communicating across disciplines and leveraging knowledge from multiple perspectives. • demonstrate proficiency in at least one area of concentration at the interface between biology and society. • integrate ethical, legal and societal concerns in their framework for planning, conducting and assessing research; use societal and biological information to critically assess complex real-world problems and employ interdisciplinary skills to help solve these problems. • show broad comprehension of mathematical, physical and life sciences from additional prerequisite coursework to meet pre-med requirements. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Capstone:** **Society and Genetics 108** **Culminating Collaborative Research Project** Description (Pilot): All majors complete a culminating academic project that demonstrates their capacities to analyze and synthesize knowledge, show their capacity to work collaboratively with peers, and display their ability to communicate complex, interdisciplinary content to various publics. Students present their work to peers and Institute faculty. (Capstone Application in Process)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2013-14

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: Integrative Biology and Physiology **Major:** Physiological Science B.S.	Yes	Students completing the Physiological Science major must: • demonstrate broad-based knowledge of the fundamentals of anatomy and vertebrate physiology acquired through coursework. • demonstrate an ability to address scientific questions or solve problems using quantitative and inquiry-related skills, including developing hypotheses, designing and performing experiments, analyzing data, and interpreting results. • read and understand primary scientific literature, understand key questions and hypotheses, interpret results and conclusions, and discriminate quality through critique. • gain an appreciation for research by participating in one or more laboratory experiences. • value science and research and their relevance to one's own life and society. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Program Portfolio:** **Sampling Student Work (via Selected Assignments and/or Exam Questions that Relate Directly to Particular Learning Outcomes) in Core Courses for the Major:** Description: Department evaluation of student learning outcomes focuses the work they complete within the Physiological Science core courses (specifically, the Foundations in Physiological Science sequence PS 111A, 111B), including laboratory applications (111L). Additional evidence is gleaned through performance in selected elective courses in which students are required to write papers, perform independent or group-oriented projects, participate in discussions, and interact directly with faculty, as well as through additional laboratory coursework and, in selected cases, individual contract work for College or Departmental honors credit.	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2013-14

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?
Interdepartmental Program: International & Area Studies **Capstone Majors:** African and Middle Eastern Studies B.A. Asian Studies B.A. European Studies B.A. Latin American Studies B.A. *(European Studies was folded into International and Area Studies Interdepartmental Program as of Spring 2012)*	Yes	The African and Middle Eastern Studies major, Asian Studies major, European Studies major, and Latin American Studies major are designated capstone majors. Through their capstone work, students are expected to: • engage in an in-depth analysis of a specific region or a thematic subject that spans regions. • demonstrate critical understanding of issues relevant to a specific region or thematic subject and specific skills acquired in earlier coursework, including research, analysis, and writing. • identify and analyze appropriate sources, material evidence, and/or other forms of primary documents appropriate to the study of international & area studies. • show proficiency engaging collaboratively with peers by providing constructive feedback on written drafts and oral presentations, and using similar peer feedback to enhance the quality of their own work. • communicate complex ideas effectively in a seminar setting. • • acquire a working knowledge of scholarly discourse relative to a specialized topic. • conceive and execute a project that identifies and engages with a specialized topic. • demonstrate ability to effectively communicate their research findings, both orally and in writing. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Capstone:** **IAS 191** **Senior Seminar with Paper or Project** **or** **Travel Abroad with Paper or Project:** Description: All students must complete either a senior capstone seminar or travel abroad program that includes a culminating paper or project. The experience provides each student with an opportunity to work closely with a faculty member on a focused topic of research dealing with a specific region or a thematic subject that spans regions. Students also present their work to peers.	• Instructor evaluates and grades each student's capstone performance and provides feedback to the student. • Student reflects on capstone experience and provides feedback via course evaluation 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 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.	2008-09 *(self-study for 2015-16 review currently in process)*

UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators

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?
Interdepartmental Program: International Development Studies **Capstone Major:** International Development Studies B.A.	Yes	Students completing the capstone should be able to: • demonstrate, within the context of a specialized topic in development studies, specific skills and expertise acquired in earlier coursework, including original research, data analysis, clear and cogent writing, and general knowledge of major issues in development studies. • identify, analyze, and select relevant data from primary and secondary sources (both library and on-line). • acquire a working knowledge of the broader scholarly discourse pertaining to the study of development. • conceive and execute an original research project that identifies and engages with a focused problem within a specialized sub-topic of development studies. • 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: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Advanced Seminar with Paper or Project** **(Intl Dev 191)** Description: During their senior year, International Development Studies majors must complete an advanced seminar that provides them with a unique opportunity to work closely with a faculty member on a focused topic of research. Students consult with the Academic Counselor to select a 191 seminar topic that is closest to their personal interest. The seminars are thematically devised to reflect current trends in the field of development studies, introduce students to a focused area of research, and engage them in presentations and weekly discussions. The seminar culminates in a written paper or project. Students are also expected to give a formal class (i.e., seminar) report.	• Instructor evaluates and grades each student's capstone performance and provides feedback to the student. • Students reflect on capstone experience and provide feedback via course evaluation and UCLA Senior Survey. • IDS program Advisory Committee reviews capstone course(s) and evaluates students' collective performance as part of the department's self-review. 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 capstone experience as part of the Academic Senate Review. Our Faculty Advisory Committee (IDS/FAC) meets quarterly to monitor the program and to discuss such issues as may arise.	• 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 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.	2008-09

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: Italian **Capstone Major:** Italian B.A. Italian and Special Fields B.A.	Yes	The Italian major and the Italian and Special Fields majors are designated capstone majors. Graduates completing the capstone are expected to: • demonstrate mastery of an area of Italian culture defined as Italian customs, traditions, geography, language, contemporary Italian life, contributions of Italians to the world. • identify and analyze appropriate primary sources. • acquire a working knowledge of scholarly discourse relative to a specialized topic. • conceive and execute a project that identifies and engages with a specialized topic in Italian or in Italian and a field related to Italian. • present their work to peers under the guidance of a designated faculty mentor who facilitates discussion and peer review. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Italian I99B** **Interdisciplinary Research Project or Thesis** Description: During their senior year, students in both Italian majors will conceptualize, design, and complete an interdisciplinary research project or thesis. Students work closely with a faculty member on a focused topic, integrating what they have learned in the course of their major studies at UCLA and delving into further research and critical analysis of the topic. Normally, the 199B project will issue into a research paper of 15-25 pages; however, depending on the topic, other types of creative work may be approved.	• Instructor evaluates and grades each student's capstone performance and provides feedback to the student. • Student reflects on capstone experience and provides feedback via course evaluation 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 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.	2014-15

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: Linguistics **Major:** Applied Linguistics B.A.	Yes	Students completing the Applied Linguistics B.A. are expected to: • demonstrate broad-based knowledge of the fundamentals of applied linguistics, including language structure and language use in relation to culture, society, communication, and language acquisition. • demonstrate developing skills in library research, analytical methods, data collection and interpretation, analytic writing, and/or involvement with the community, for language related issues. • understand and value diverse perspectives on language use and language users in society and diverse methods of research in applied linguistics. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and findings to be addressed in self-study report for next Academic Senate program review.	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2013-14 (internal review)

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: Linguistics **Major:** Linguistics B.A. Linguistics and Anthropology B.A. Linguistics and Asian Languages and Cultures B.A. Linguistics and Computer Science B.A. Linguistics and English B.A. Linguistics and French B.A. Linguistics and Italian B.A. Linguistics and Philosophy B.A. Linguistics and Psychology B.A. Linguistics and Scandinavian Languages B.A. Linguistics and Spanish B.A.	Yes	Students must demonstrate: • the ability to apply critical thinking skills through the analysis of linguistic data in the linguistic subfields of *phonetics*, *phonology*, and *syntax*. • the ability to apply critical thinking skills through the analysis of linguistic data in at least one linguistic subfield other than those listed in (1); these fields may be, but are not limited to *morphology*, *semantics*, *mathematical linguistics*, and *language change*. • understanding of advanced theoretical concepts and/or analytical techniques in at least one subfield of linguistics from (1) or (2) competence in at least one area of *laboratory*, *experimental*, or *field* research in linguistics. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and pilot findings to be addressed in self-study report for next Academic Senate program review (slated for 2016-17)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on capstone experience and provides feedback via course evaluation 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 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.	2008-09

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: Materials Science and Engineering **Capstone Majors:** Materials Engineering B.S.	Yes	Graduates should be able to: • apply knowledge of mathematics, natural science, and engineering to the analysis of materials and other systems. • design a system, component, or process to meet desired needs. • learn and work independently, and practice leadership and teamwork in and across disciplines. • identify formulate, and solve engineering problems. • communicate effectively in oral, graphic, and written forms. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Capstone:** **Mat Sci 140** **Team Project in Product Design** Description: Students complete two individual projects involving materials selection, treatment, and serviceability. Successful completion requires working knowledge of physical properties of materials and strategies and methodologies of using materials properties in the materials selection process. Students also gain hands on experience in selecting materials for mechanical, thermal, electronic, optoelectronic, and magnetic applications.	• Instructor evaluates and grades each student's written reports and presentations and provides feedback to the student. Individual and group presentations are also required. • Students complete course surveys, which list course outcomes and ask student the degree to which they were satisfied. Students may also provide related feedback on their capstone experience via the UCLA Senior Survey. • Faculty curriculum committee reviews capstone course(s) and evaluates students' collective performance. 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 capstone experience as part of Academic Senate review. • External reviewers provide feedback regarding the overall quality of the program and the capstone experience as part of the Accreditation Board for Engineering and Technology (ABET) 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 is appropriate for an elite research university. • To assure congruence between the knowledge and skills expected of UCLA engineering undergraduates and the expectations of the field's professional and technical society members.	2014-15

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: Mathematics **Majors:** Applied Mathematics B.S. Mathematics B.S. Mathematics of Computation B.S.	Yes	Applied Mathematics, Mathematics, and Mathematics of Computation graduates: • should have a strong mathematical content knowledge of single and multivariate differential and integral Calculus and differential equations. • will be familiar with linear algebra, techniques of proof and the foundations of real analysis. • learn how to synthesize material, problem, solve, and think abstractly. • will be able to perform basic computer programming, especially in C++. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and findings to be addressed in self-study report for next Academic Senate program review.	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on capstone experience and provides feedback via course evaluation 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 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.	2010-11

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: Mathematics **Major:** Financial Actuarial Mathematics B.S.	Yes	Mathematics/Applied Science graduates: • should have a strong mathematical content knowledge of single and multivariate differential and integral Calculus and differential equations. • will be familiar with linear algebra, techniques of proof and the foundations of real analysis. • learn how to synthesize material, problem, solve, and think abstractly. • will be able to perform basic computer programming, especially in C++. • will be able to pass at least the first four preliminary Society of Actuary exams and be familiar with basic statistical analysis (probability distributions, random variables, survey sampling, testing, data summary, sums of squares principle, testing general linear hypothesis in regression, inference procedures). _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and findings to be addressed in self-study report for next Academic Senate program review.	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on capstone experience and provides feedback via course evaluation 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 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.	2010-11

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: Mathematics **Capstone Major:** Mathematics for Teaching B.S.	Yes	Mathematics for Teaching Major graduates will: • make sense of problems and persevere in solving them, developing several solutions; • reason quantitatively, geometrically and algebraically in problem situations; • construct viable arguments and critique the reasoning of others; • use tools (including calculators, software, compass and straightedge, and concrete models) strategically; • have a broad background in the important mathematical results in the areas of algebra, analysis and geometry, statistics, probability, and mathematical modeling; and • be familiar with research and current issues in mathematics education _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Model Lesson Presentation, Paper, and Portfolio** **(Math 105ABC)** Description: Mathematics for Teaching majors must, in their senior year, complete a year-long "Mathematics and Pedagogy for Teaching Secondary Mathematics" sequence of courses. This sequence serves to connect students' undergraduate course work to the secondary mathematics curriculum, as well as to deepen their understanding of the mathematics they will teach. Emphasis is on problem solving and the use of technology in secondary school teaching, as well as research-based instructional strategies. The experience culminates with student presentations of model lesson plans, a paper that traces a mathematical topic through the secondary and undergraduate curriculum, and a completion of a portfolio that showcases their work throughout the course.	• Instructor evaluates and grades each student's capstone performance and provides feedback to the student. • Student reflects on capstone experience and provides feedback via course evaluation 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 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.	2010-11

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?
Interdepartmental Program: Mathematics/Atmospheric and Oceanic Sciences **Capstone Major:** Mathematics/Atmospheric and Oceanic Sciences B.S.	Yes	Students are expected to: • acquire a fundamental knowledge of the atmospheric and oceanic sciences, and the mathematical tools that enable research to be conducted. • identify potential research areas available for exploration that fit their interests. • acquire experience in conceiving and executing research projects designed to evaluate hypotheses. • propose, execute and evaluate a research project, individually or in small groups, and with the assistance and supervision of a faculty mentor. • deliver a tangible capstone product. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **AOS 199** **Directed Individual Research with Project or Thesis** Description: Students must complete an individual project or thesis to be selected with the assistance of the program advisors and faculty mentor. The topic should reflect integrative applications of math to atmospheric and oceanic sciences. Students are expected to embark on a significant, independent piece of work that applies knowledge gained in their coursework in a new and unique way.	• Instructor evaluates and grades each student's capstone performance and provides feedback to the student. • Student reflects on capstone experience and provides feedback via course evaluation and UCLA Senior Survey. • Departmental committee reviews capstone course(s) and evaluates students' collective performance as part of the department's self-review. 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 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.	*Program's first Academic Senate review will be 2016-17*

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?
Interdepartmental Program: Mathematics/Economics **Major:** Mathematics/Economics B.S.	Yes	Mathematics/Economics graduates should be able to demonstrate: • a strong mathematical content knowledge of single and multivariate differential and integral Calculus and differential equations. • familiarity with linear algebra, techniques of proof and the foundations of real analysis. • ability to synthesize material, problem, solve, and think abstractly. • ability to perform basic computer programming, especially in C++. • familiarity with various principles of macro and micro economics (analysis, institutions, policy). _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and findings to be addressed in self-study report for next Academic Senate program review (slated for 2016-17)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on capstone experience and provides feedback via course evaluation 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 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.	*Program's first Academic Senate review will be 2016-17*

UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators

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: Mechanical and Aerospace Engineering **Capstone Major:** Aerospace Engineering B.S.	Yes	Graduates should be able to: • apply knowledge of mathematics, science, and engineering. • design a system, component, or process to meet desired needs. • function as a productive member of a team, which considers multiple aspects of an engineering problem. • identify, formulate, and solve engineering problems. • communicate effectively, both orally and in writing. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **2-quarter sequence:** **MAE 154A and 154B** **Team Project in Product Design** Description: Students are exposed to the conceptual and design phases in the development of a new aircraft (MAE 154A); then they develop a structural design of a light-weight aircraft wing, as detailed in the design specifications (MAE 154B).	• Instructor evaluates and grades each student's contribution to the project design team and final product and provides feedback to the student. Design reports are also reviewed and critiqued by a randomly selected competitive team, and the short review report becomes part of the graded material determining the final grade of each student. Final designs are also presented in class and are open to questions and critiqued by the class and the instructor. • Students complete course surveys, which list course outcomes and ask student the degree to which they were satisfied. Students may also provide related feedback on their capstone experience via the UCLA Senior Survey. • Faculty review capstone course(s) and evaluate students' collective performance as part of the department's self-review process. • Internal and external reviewers provide feedback regarding the overall quality of the program and the capstone experience as part of Academic Senate review. • External reviewers provide feedback regarding the overall quality of the program and the capstone experience as part of the Accreditation Board for Engineering and Technology (ABET) 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. • To assure congruence between the knowledge and skills expected of UCLA engineering undergraduates and the expectations of the field's professional and technical society members.	2007-08 *(self-study for 2015-16 review currently in process)*

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: Mechanical and Aerospace Engineering **Capstone Major:** Mechanical Engineering B.S.	Yes	Students graduating with a B.S. should be able to: • apply knowledge of mathematics, science, and engineering. • design a system, component, or process to meet desired needs. • function as a productive member of a team, which considers multiple aspects of an engineering problem. • identify, formulate, and solve engineering problems. • communicate effectively, both orally and in writing. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **2-quarter sequence:** **MAE 162B and 162M** **Team Project in Product Design** Description: Students work in teams to propose, design, analyze, and build a mechanical or electromechanical device, which has to be novel (MAE 162B); then they produce a paper system design and report for more complex system (MAE 162M).	• Instructor evaluates and grades each student's project and course performance and provides feedback to students. Projects are also presented in class. • Students complete course surveys, which list course outcomes and ask student the degree to which they were satisfied. Students may also provide related feedback on their capstone experience via the UCLA Senior Survey. • Faculty review capstone course(s) and evaluate students' collective performance as part of the department's self-review process. 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 capstone experience as part of Academic Senate review. • External reviewers provide feedback regarding the overall quality of the program and the capstone experience as part of the Accreditation Board for Engineering and Technology (ABET) 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. • To assure congruence between the knowledge and skills expected of UCLA engineering undergraduates and the expectations of the field's professional and technical society members.	2007-08 *(self-study for 2015-16 review currently in process)*

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: Microbiology, Immunology, and Molecular Genetics **Major:** Microbiology, Immunology, and Molecular Genetics B.S.	Yes	Students completing the MIMG major will be able to: • demonstrate knowledge of key disciplinary concepts acquired through coursework. • address scientific questions or solve problems using quantitative, computational, and inquiry-related skills, including developing hypotheses, designing and performing experiments, analyzing data, and interpreting results. • execute database searches for scientific literature and bioinformatics data related to investigatory tasks. • read, analyze, and use scientific papers in the development of research projects, in discussions with peers and mentors, and as evidence to substantiate conclusions in written assignments. • improve written and oral communication skills. • effectively work in both individual and collaborative contexts. • value research and its relevance to one's own life and society. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Program Portfolio:** **Sampling Student Work (via Selected Assignments and/or Exam Questions that Relate Directly to Particular Learning Outcomes) in Core Courses for the Major:** Description: The assessment of student learning outcomes for MIMG majors focuses on the dual research-path laboratory component of the undergraduate curriculum, which is required for degree fulfillment. Irrespective of which research path students elect to pursue, the curriculum has been purposefully structured to help students achieve expected learning outcomes. In addition to indirect evidence of student learning (in the form of student self-reports of perceived learning), direct evidence is derived from a rubric-guided evaluation of an embedded course assignment. Faculty teaching the courses develop the rubric and an external, expert content evaluator then uses the rubrics to rate student work, reporting a total score for the higher-order cognitive skills associated with learning outcomes. Digital portfolios are used to archive selected assignments from all students in the laboratory program.	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2013-14

UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators
(New Exhibit 7.1 Insertion Since 2010 Educational Effectiveness Review)

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: Molecular, Cell, and Developmental Biology **Major:** Molecular, Cell, and Developmental Biology B.S.	Yes	Graduates in Molecular, Cell and Developmental Biology should: • acquire broad-based knowledge of the fundamental tenets of molecular, cell and developmental processes through coursework. • using the scientific method, demonstrate an ability to test questions and solve problems n these processes, using quantitative and inquiry-related skills. • demonstrate the ability to ask questions about, and the analytical skills to evaluate, primary scientific literature within the discipline of the major. • communicate laboratory findings effectively, in writing and orally. • exhibit appropriate awareness of issues associated with responsible conduct of research. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and pilot findings to be addressed in self-study report for next Academic Senate program review (slated for 2016-17)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2008-09

UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators

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: Music **Capstone Major:** Music B.A. (Composition Concentration) (Music Education Concentration)	Yes	Students demonstrate through preparing and executing their senior recitals: • a level of proficiency appropriate for their role in the recital. • an understanding of performance practices appropriate to the repertory being performed, as acquired in previous coursework and through research. • an ability to assemble an effective program in terms of pacing and variety. • requisite stage presence, and an ability to communicate with their audience in performance. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Variable Courses** **Senior Recital** Description: Composition Concentration students must complete either Scoring for Symphony Orchestra (121A) or Scoring for Wind Ensemble (124B). Students must program a set of their original compositions ready for performance, assemble the performers, rehearse them, and perform in recital. Music Education students must prepare and perform a recital, and will normally also complete a Teacher's Certification program through the School of Education Teacher Education Program. The overarching goal of the music capstone is for students to learn about the real world with respect to putting on concerts.	• Composition: Faculty member composers evaluate student's recital. Music Education: The instrumental instructor evaluates the student's recital as part of the course assessment. • Students reflect on capstone experience and provide feedback via course evaluation and UCLA Senior Survey. • Departmental Area Councils review capstone courses and recitals, in order to evaluate students' collective performance. 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 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 evaluation 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 is appropriate for an elite research university.	2010-11

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: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**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. 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 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.	2013-14

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: Near Eastern Languages and Cultures **Major:** Ancient Near East Civilizations & Egyptology B.A.	Yes	Ancient Near Eastern Civilizations & Egyptology major graduates will be able to: • demonstrate a mastery of the ancient near east and its history. • demonstrate, within the context of the study of the Ancient Near East and Egyptology, specific skills and expertise acquired in earlier coursework; including research, analysis and writing. • identify, evaluate and analyze historical monuments, periods in time, vocabulary, concepts, as well as historical figures. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and pilot findings to be addressed in self-study report for next Academic Senate program review (slated for 2016-17)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2008-09

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Department: Near Eastern Languages and Cultures **Major:** Arabic B.A.	Yes	Arabic major graduates will be able to: • demonstrate a mastery of the Arabic language, both written and oral. • demonstrate knowledge of some other Arabic dialects such as Iraqi, Egyptian, etc. • be able to read texts in Arabic and analyze the language as well as the cultural context. • demonstrate, within the context of the study of the Ancient Near East and Egyptology, specific skills and expertise acquired in earlier coursework; including research, analysis and writing. • identify, evaluate and analyze historical monuments, periods in time, vocabulary, concepts, as well as historical figures. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and pilot findings to be addressed in self-study report for next Academic Senate program review (slated for 2016-17)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2008-09

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Department: Near Eastern Languages and Cultures **Major:** Iranian Studies B.A.	Yes	Iranian Studies major graduates will be able to: • demonstrate a mastery of the Persian language, both written and oral. • be able to read texts in Arabic and analyze the language as well as the cultural context. • demonstrate, within the context of the study of Iranian Studies, specific skills and expertise acquired in earlier coursework; including research, analysis and writing. • identify, evaluate and analyze historical monuments, periods in time, vocabulary, concepts, as well as historical figures. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and pilot findings to be addressed in self-study report for next Academic Senate program review (slated for 2016-17)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2008-09

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Department: Near Eastern Languages and Cultures **Major:** Jewish Studies B.A.	Yes	Jewish Studies major graduates will be able to: • demonstrate a mastery of the Hebrew language, both written and oral. • be able to read texts in Arabic and analyze the language as well as the cultural context. • demonstrate, within the context of the study of Jewish Studies, specific skills and expertise acquired in earlier coursework; including research, analysis and writing. • identify, evaluate and analyze historical monuments, periods in time, vocabulary, concepts, as well as historical figures. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and pilot findings to be addressed in self-study report for next Academic Senate program review (slated for 2016-17)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2008-09

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Department: Near Eastern Languages and Cultures **Major:** Middle Eastern Studies B.A.	Yes	Middle Eastern Studies major graduates will be able to: • demonstrate a mastery of a Middle Eastern language, both written and oral. • be able to read texts in Arabic and analyze the language as well as the cultural context. • demonstrate, within the context of the study of Middle Eastern Studies, specific skills and expertise acquired in earlier coursework; including research, analysis and writing. • identify, evaluate and analyze historical monuments, periods in time, vocabulary, concepts, as well as historical figures. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and pilot findings to be addressed in self-study report for next Academic Senate program review (slated for 2016-17)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2008-09

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Interdepartmental Program: Neuroscience **Capstone Major:** Neuroscience B.S.	Yes	Students should be able to: • generate testable scientific hypotheses and develop a research plan to test such hypotheses. • work on research projects independently and in small group settings. • evaluate and discuss primary literature and evaluate the validity of hypotheses generated by others. • communicate effectively in writing and orally. • demonstrate creative thinking. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Two options:** **Two Quarters of Independent Research within Faculty Lab (NS 198AB or NS199AB)** or **Laboratory Methods Course with Series of Research Modules (NS 101L)** **Research with Paper/Reports** Description: Students may opt to complete one research-related course that is comprised of two quarters of independent research (NS199A and NS199B) or honors research (NS 198A and NS198B). Alternatively, students complete a laboratory methods course (NS 101L) that requires working in small groups on a series of research modules.	• Students constantly present their findings to the faculty mentor's research group. Their scientific endeavor culminates in both a paper written in scientific journal format, and a presentation at the annual Neuroscience Poster Day. The mentor signs documentation and assigns a grade at the end of the student's project. • Student reflects on capstone experience and provides feedback via course evaluation and UCLA Senior Survey, as well as at the annual NS Student town meeting. • The Chair of the Neuroscience IDP meets with the Vice Chair—who is Chair of the Curriculum Committee—and directly oversees the quality and nature of the projects that students propose. In addition, the Faculty Curriculum Committee meets regularly to discuss curricular issues and constantly evaluates new proposed courses. Additionally, the Curriculum Committee periodically carries out a full review of the program's courses. 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 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.	2005-06 *(self-study for 2015-16 review currently in process)*

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?
School: Nursing **Capstone Major:** Nursing B.S. (Pre-license)	Yes	Expected learning outcomes for students who complete the capstone are provided on the attached page. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog • materials provided to existing and potential students.	**Capstone:** **Clinically-based Scholarly Project (N169)** Description: Students must complete a senior scholarly project approved by a designated faculty member. For example, students may choose to perform a needs assessment of knowledge, perceptions and beliefs about a specialized topic; compare their findings to the national standard of care and published evidence-based research; determine whether practice and standards of care are consistent and, as applicable, work with faculty mentors to develop an appropriate intervention in the practice area.	• Faculty members evaluate the capstone projects and provide feedback to the students, as well as a verbal summary report to the Undergraduate Program Committee (UPC). • In addition to course evaluations completed by the students, the Evaluation Committee will develop an exit survey that will address the significance of the capstone project, a general program evaluation, preparation for practice, and for graduate study. • The Undergraduate Program Committee (UPC) and faculty members will review the data provided and findings from the evaluation survey and will use this information to make curricular changes as needed. Summative assessment findings are also reported within the 8-year program review. • Faculty from other top-tier Schools of Nursing participate with UCLA faculty from other disciplines in the UCLA Academic Senate review process.	• 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.	2008-09

School of Nursing
Nursing B.S. (Pre-license) Learning Outcomes

In completing the capstone course, students are expected to show proficiency in the following areas of professional practice:

- Selecting, evaluating, and applying appropriate theory and research findings concerning individual-and population-based health promotion and disease prevention, biobehavioral and health systems, social environmental, and cultural and human diversity to the nursing process with a variety of clients, families, and communities from diverse cultural backgrounds.

- Utilizing the nursing process to promote biopsychosocial health and disease prevention and to support the resources of culturally diverse clients and families in community-and/or hospital-based settings.

- Demonstrating effective communication and collaboration skills with clients and their families, research participants, other health professionals, colleagues, and policymakers.

- Identifying practice-based problems and hypotheses and critique research on issues of importance to nursing and healthcare delivery within culturally diverse hospital- and community-based settings.

- Participating effectively in professional and community organizations and/or interest groups relevant to healthcare delivery and modify nursing standards and practices in keeping with current trends.

- Demonstrating leadership as a member of the health team to plan, manage and evaluate care of individuals, families, and communities for culturally diverse populations.

- Practicing hospital- and community-based nursing based upon the principles of ethics, social justice, and law.

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Department: Philosophy **Major:** Philosophy B.A.	Yes	Graduates with a B.A. in Philosophy will be able to: • demonstrate a solid foundation in logic, the history of philosophy (ancient, medieval, and modern), and either ethics and value theory or metaphysics and epistemology. • critically analyze and evaluate arguments in historical texts. • critically analyze and evaluate arguments in the contemporary philosophical literature. • demonstrate the ability to formulate and clearly present valid and sound arguments • develop both oral and written skills that display both skill at argument and the ability to engage honestly with difficult and possibly controversial topics. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and findings to be addressed in self-study report for next Academic Senate program review.	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2012-13

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Department: Physics and Astronomy **Major:** Astrophysics B.S.	Yes	Astrophysics graduates should: • demonstrate mastery of the fundamental principles and applications of classical mechanics, electricity and magnetism, quantum mechanics, statistical mechanics, and thermodynamics along with the associated necessary mathematical skills in differential equations, analysis, and linear algebra. • demonstrate proficiency in basic lab skills, including understanding and using modern instrumentation and computers. • have developed their critical scientific thinking. • be able to retrieve and organize scientific information. • be able to apply scientific methodology to qualitatively and quantitatively analyze a wide variety of physical phenomena. • be able to present clear written and oral accounts of scientific results, old and new. • have a good understanding of astronomy and astrophysics, including planets, stars, galaxies and cosmology and the relevant underlying physical processes that govern these systems. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Program Portfolio:** **Sampling Student Work (via Selected Assignments and/or Exam Questions that Relate Directly to Particular Learning Outcomes) in Core Courses for the Major:** Assessment plans and pilot findings to be addressed in self-study report for next Academic Senate program review (confirmed for AY 2015-16)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2007-08 *(self-study for 2015-16 review currently in process)*

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Department: Physics and Astronomy **Major:** Biophysics B.S.	Yes	Biophysics graduates should: • demonstrate mastery of the fundamental principles and applications of classical mechanics, electricity and magnetism, quantum mechanics, statistical mechanics, and thermodynamics along with the associated necessary mathematical skills in differential equations, analysis, and linear algebra. • demonstrate proficiency in basic lab skills, including understanding and using modern instrumentation and computers. • have developed their critical scientific thinking. • be able to retrieve and organize scientific information. • be able to apply scientific methodology to qualitatively and quantitatively analyze a wide variety of physical phenomena. • be able to present clear written and oral accounts of scientific results, old and new. • have mastered knowledge in the basic biological sciences. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Program Portfolio:** **Sampling Student Work (via Selected Assignments and/or Exam Questions that Relate Directly to Particular Learning Outcomes) in Core Courses for the Major:** Assessment plan details and pilot findings to be addressed in self-study report for next Academic Senate program review (confirmed for AY 2015-16)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2007-08 *(self-study for 2015-16 review currently in process)*

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Department: Physics and Astronomy **Major:** Physics B.A.	Yes	Physics (B.A.) graduates should: • demonstrate mastery of the fundamental principles and applications of classical mechanics, electricity and magnetism, quantum mechanics, statistical mechanics, and thermodynamics along with the associated necessary mathematical skills in differential equations, analysis, and linear algebra. • demonstrate proficiency in basic lab skills, including understanding and using modern instrumentation and computers. • have developed their critical scientific thinking. • be able to retrieve and organize scientific information. • be able to apply scientific methodology to qualitatively and quantitatively analyze a wide variety of physical phenomena. • be able to present clear written and oral accounts of scientific results, old and new. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Program Portfolio:** **Sampling Student Work (via Selected Assignments and/or Exam Questions that Relate Directly to Particular Learning Outcomes) in Core Courses for the Major:** Assessment plan details and pilot findings to be addressed in self-study report for next Academic Senate program review (confirmed for AY 2015-16)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2007-08 *(self-study for 2015-16 review currently in process)*

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Department: Physics and Astronomy **Major:** Physics B.S.	Yes	Physics (B.S.) graduates should: • demonstrate mastery of the fundamental principles and applications of classical mechanics, electricity and magnetism, quantum mechanics, statistical mechanics, and thermodynamics along with the associated necessary mathematical skills in differential equations, analysis, and linear algebra. • demonstrate proficiency in basic lab skills, including understanding and using modern instrumentation and computers. • have developed their critical scientific thinking. • be able to retrieve and organize scientific information. • be able to apply scientific methodology to qualitatively and quantitatively analyze a wide variety of physical phenomena. • be able to present clear written and oral accounts of scientific results, old and new. • show mastery of a specialized area of physics of their choice, such as condensed matter or plasma physics. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Program Portfolio:** **Sampling Student Work (via Selected Assignments and/or Exam Questions that Relate Directly to Particular Learning Outcomes) in Core Courses for the Major:** Assessment plan details and pilot findings to be addressed in self-study report for next Academic Senate program review (confirmed for AY 2015-16)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2007-08 *(self-study for 2015-16 review currently in process)*

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Department: Political Science **Major:** Political Science B.A.	Yes	Students are expected to: • understand basic political processes and institutions as these operate in different national and cultural contexts. • place particular political events in context of broader patterns and contexts. • evaluate arguments about political processes and events in an objective fashion, consciously separating normative from positive analysis. • use statistical evidence in arguments and critically evaluate arguments based on statistical evidence. • demonstrate familiarity with various approaches to the study of politics, and their application in different geographic and substantive areas. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Program Portfolio:** **Sampling Student Work (via Selected Assignments and/or Exam Questions that Relate Directly to Particular Learning Outcomes) in Core Courses for the Major** **&** **"E-Portfolio"** Description: Political Science faculty have prioritized "mapping" learning outcomes with all departmental courses, with emphasis on making transparent to students the specific learning goals of each course and encouraging individual faculty to evaluate student work and assign grades with those learning goals in mind. To supplement this course-focused approach to evaluating student learning outcomes, the department has also applied for a large internal grant to build an online platform to host an interactive CV, or e-portfolio, for its majors. If funded, students would be able to create, over time, a profile page that would include "badges" received for demonstrating competence related to departmental learning outcomes. Videos or other media presentations of student projects could also be incorporated. To support their evaluation of students' strengths and weaknesses relative to expected learning outcomes, program faulty intend to include analysis of aggregated data from these student portfolios	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2014-15

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: Psychology **Capstone Major:** Cognitive Science B.S.	Yes	Students must: • be able to identify a research topic and hypothesis that will be tested or a fieldwork project and goals. • demonstrate that they can organize and integrate information related to the topic or project in a clear manner in their own words. • demonstrate the ability to find and utilize supporting literature relevant to their project or topic. • successfully relate their paper to their experience in the lab or fieldwork setting. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **2-quarter sequence:** **PSYCH 195B or 196B (co-requisite 194C option)** **Internship with Paper** **or** **Research Apprenticeship with Paper** Description: Students learn practical applications and/or receive direct research experience in the field; acquire career skills; and receive preparation for graduate and professional work in a number of interdisciplinary fields. Students produce papers during each quarter of their experience.	• Internship: Internship site supervisor evaluates the student's performance, participation in a weekly seminar meeting, and the research paper. Research Apprenticeship: The faculty advisor evaluates the student's performance, participation in weekly seminar, and the research paper. Upon completion of the internship or the apprenticeship, the supervisor fills out an Evaluation of Student report confirming that all requirements have been fulfilled. Papers are returned to students with feedback and students are encouraged to present their work at the annual Psychology Undergraduate Research Conference and submit their work to the Undergraduate Psychology Journal. • Student reflects on capstone experience via UCLA Senior Survey. Currently, students in the capstone course do not complete an evaluation. • As part of the department's self-review, the Psychology Department Undergraduate Studies Committee, comprised of departmental faculty, reviews all curriculum requirements. 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 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.	2011-12

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Department: Psychology **Major:** Psychobiology B.S.	Yes	Students must: • demonstrate thorough knowledge of neuroanatomy, including the lobes of the brain, major anatomical landmarks, cranial nerves, and major subcortical structures. • demonstrate an understanding of the sequence of events that result in an action potential and neural transmission. • be able to analyze the behavior of neurons in circuits, and be able to predict how other neurons in the circuit will react when other neurons are depolarized or hyperpolarized. • demonstrate an understanding of sensory systems, including signal transmission, neuroanatomical connections, and response properties of neurons in primary cortical areas. • demonstrate knowledge of principles of associative learning, mechanisms of neuroplasticity, and properties of different memory systems and the brain systems that support them. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and findings to be addressed in self-study report for next Academic Senate program review.	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2011-12

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Department: Psychology **Major:** Psychology B.A.	Yes	Students must: • demonstrate the ability to design an experiment in a field of Psychology. They must be able to formulate a hypothesis based on their knowledge of the current literature on the topic. They must demonstrate that they apply principles of control groups and appropriate methodology. • demonstrate an awareness of the major research methods in their chosen are of psychology, and they must demonstrate the ability to apply the appropriate statistical methods in analyzing the data. • demonstrate that they can write up the results of their experiment. They must be able to relate their findings to the current literature and interpret them in this context. • be able to discuss their results in front of a group of other students. Students must be able to verbally communicate the ideas motivating their experiment. They must be able to make their experiment clear to those not familiar with the methods, and answer questions. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and findings to be addressed in self-study report for next Academic Senate program review.	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2011-12

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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?
Interdepartmental Program: Religion, Study of **Capstone Major:** Study of Religion B.A.	Yes	Through their capstone experience, students are expected to: • demonstrate the ability to plan a major project and carry it through a lengthy process that concludes with writing a cogent and convincing document. • apply knowledge of a wide-ranging bibliography and of methods of research in writing the prospectus describing the major project and the plan for completing it. • develop skills essential to conducting original research using various methodologies (e.g., oral history, field research, archival research). • organize research data into a coherent and persuasive form for oral presentation to their peers in the seminar. ———— Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Advanced Seminar with Paper or Project** **(Religion 191)** Description: All students in the Study of Religion major must complete an advanced seminar (Religion 191) that provides them with a unique opportunity to work closely with a faculty member on a focused topic of research dealing with religion. Various topics are treated in the context of current trends and methods in the Study of Religion. All students in the seminar are expected to comment extensively on the weekly reading assignments, to make at least one major oral presentation of their research-in-progress, and to bring all this work together in a long paper (ca. 25 pages) or a research project in another form.	• Instructor evaluates and grades each student's seminar performance including the capstone project and provides ongoing feedback to the student throughout the quarter. • The student evaluates the capstone experience and provides feedback via the end-of-course evaluation and UCLA Senior Survey. • Every three years the Academic Advisory Committee for the major, in consultation with participating faculty, will evaluate the success of each capstone course taught since the previous evaluation, including the students' collective performance, and report its evaluation to the Dean of Humanities. Summative assessment findings are also reported within the 8-year program review. • Every eight years, internal and external reviewers of the IDP major will provide feedback regarding the overall quality of the program and the capstone experience 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 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.	2010-11

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?
Unit: School of the Arts and Architecture **Major:** Individual Major B.A.	Yes	Students completing the Individual Major in the School of the Arts and Architecture should be able to: • design a course of study showing a deep understanding of how the disparate disciplines from which they have drawn their major course work are connected. • demonstrate an understanding of how the research and creative methodologies of different disciplines or artistic genres can interface with and illuminate the understanding of another. • demonstrate the ability to read in the scholarly discourse and style of different disciplines and find a voice in their written thesis that speaks to an interdisciplinary audience. • write a thesis that demonstrates mastery of the diverse fields and imagination that have been explored as a result of seeking knowledge and research sources, and of producing scholarly and creative work, outside of traditionally defined academic boundaries. • produce a final paper or creative project which synthesizes and integrates a principal theme or themes common to the courses and diverse fields of knowledge comprising the major. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and findings to be addressed in self-study report for next Academic Senate program review (slated for 2016-17)	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	*Program's first Academic Senate review as a freestanding major will be 2016-17*

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: Slavic, East European, and Eurasian Languages and Cultures **Capstone Majors:** Central and East European Languages and Cultures B.A. Russian Language and Literature B.A. Russian Studies B.A.	Yes	Students are expected to: • incorporate knowledge and foreign language skills acquired in major courses to formulate an independent study topic and design a research project. • select and use original sources in Russian or another Slavic or East European language to prepare a conference paper. • prepare appropriate media for a public presentation. • complete the actual conference presentation and field questions from the audience. • edit the research paper and submit it to an academic journal. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Seminar with Research Paper and Conference Presentation (191T)** Description: Students completing a major within the Department of Slavic Languages and Literatures must complete a Capstone Seminar and present their paper in the Slavic Department's annual Undergraduate Research Conference. Through the capstone experience, students learn how to plan, research, and write a substantial academic essay. They also hone their writing skills and engage in scholarly dialogue with their peers on topics being developed in the seminar.	• Instructor evaluates and grades each student's capstone performance and provides feedback to the student. • Student reflects on capstone experience and provides feedback via course evaluation 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 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.	2012-13

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: Sociology **Major:** Sociology B.A.	Yes	Graduates should be able to: • critically evaluate social and political arguments in light of empirical data. • formulate effective and convincing written and oral arguments that integrate sociological evidence. • demonstrate an understanding of the difference between an individual-level and collective-level explanation of behavior. • demonstrate an understanding of the major sociological methods, including interviewing, ethnography, conversation analysis, content analysis, survey design and statistical analysis, the types of questions they can be used to answer, and their limitations. • demonstrate an understanding of several of the major classical contemporary sociological theoretical perspectives and be able to use these theories to analyze contemporary or historical events or phenomena. • formulate empirical research questions that examine how individuals' biographies are shaped by institutions, patters of social inequality or cultural practice. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Program Portfolio:** **Sampling Student Work (via Selected Assignments and/or Exam Questions that Relate Directly to Particular Learning Outcomes) in Core Courses for the Major:** Description: For each learning outcome, key classes (and assignments therein) are identified. Student work is sampled and reviewed by the department's assessment committee.	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2013-14

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: Spanish and Portuguese **Major:** Portuguese B.A.	Yes	Graduates in Portuguese will be able to: • demonstrate oral, aural, and written mastery of the Portuguese language. • demonstrate, within the context of specialized topics in Portuguese and Luso-Brazilian studies, specific skills and expertise acquired in earlier coursework, including research, analysis, and writing. • identify and analyze appropriate primary sources. • acquire a working knowledge of scholarly discourse relative to a specialized topic. • conceive and execute research projects that identify and engage with 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: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and findings to be addressed in self-study report for next Academic Senate program review.	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2011-12

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Department: Spanish and Portuguese **Capstone Majors:** Spanish B.A.	Yes	Graduates in Spanish will be able to: • demonstrate a mastery of the Spanish language, both written and oral. • demonstrate, within the context of a specialized topic in Spanish and Spanish American studies, specific skills and expertise acquired in earlier coursework, including research, analysis, and writing. • identify and analyze appropriate primary sources. • acquire a working knowledge of scholarly discourse relative to a specialized topic. • conceive and execute a project that identifies and engages with 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: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Senior Seminar** **(Spanish 191A)** Description: During their senior year, students in the Spanish major must complete a capstone seminar (Spanish 191A). The capstone provides students with a unique opportunity to work closely with a faculty member on a focused topic of research. The seminar will be thematically devised to reflect current trends in the discipline, introduce students to a focused area of research, and engage them in presentations and weekly discussions. Students are expected to give a formal class report and write a research paper.	• Instructor evaluates each component of student's capstone performance, provides feedback to the student, and assigns a grade. The seminar also requires in-class presentations. • Students reflect on capstone experience and provide feedback via Course Evaluation, Department Exit Survey, and UCLA Senior Survey. • Every three years the Undergraduate Affairs Committee, in consultation with participating faculty, will evaluate the capstone course and the students' collective performance and report its 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 capstone experience 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 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.	2011-12

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Department: Spanish and Portuguese **Capstone Major:** Spanish and Community and Culture B.A.	Yes	Graduates in Spanish and Community and Culture will be able to: • demonstrate a mastery of the Spanish language, both written and conversational. • conduct and interpret research to determine the needs of specific communities. • demonstrate a critical understanding of and an ability to apply theories within a service context. • demonstrate sensitivity to diversity and cultural differences. • perform scholarly presentations that tie current issues to research and theory. • articulate the value of civic engagement. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone: Community-based, Experiential Learning with Paper** Description: Students complete two community-based and experiential learning courses coupled with two elective courses and a 1-2 unit adjunct. Reflective journals, final projects, and in-class presentations are required.	• Instructor evaluates each component of student's capstone performance, provides feedback to the student, and assigns a grade. All core courses also require in-class presentations. • Student reflects on capstone experience and provides feedback via course evaluation and UCLA Senior Survey. • Department evaluates courses and experiences based on feedback from community partners and students. 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 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 is appropriate for an elite research university.	2011-12

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Department: Spanish and Portuguese **Major:** Spanish and Linguistics B.A.	Yes	Graduates in Spanish and Linguistics will be able to: • demonstrate a technical mastery of the Spanish language: its pronunciation (phonetics and phonology), its history (historical linguistics), and its structure (syntax). • demonstrate, within the context of a specialized topic, how to do basic spoken language research in Spanish linguistics, mainly Latin American Spanish and Chicano Spanish or Los Angeles vernacular. • identify and analyze appropriate primary linguistic sources, mainly within the Generative framework. • acquire a working knowledge of scholarly discourse relative to a specialized Spanish linguistics topic (phonology, syntax and historical linguistics). • conceive and execute a project that identifies and engages with a specialized topic in Spanish linguistics as a result of the practical part of the Phonetics and Phonology class and the Syntax class. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and findings to be addressed in self-study report for next Academic Senate program review.	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2011-12

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Department: Spanish and Portuguese **Major:** Spanish and Portuguese B.A.	Yes	Graduates in Spanish and Portuguese will be able to: • demonstrate oral, aural, and written mastery of the Spanish and Portuguese languages. • demonstrate, within the context of specialized topics in Portuguese and Luso-Brazilian studies and Spanish and Spanish American studies, specific skills and expertise acquired in earlier coursework, including research, analysis, and writing. • identify and analyze appropriate primary sources. • acquire a working knowledge of scholarly discourse relative to a specialized topic. • conceive and execute a project that identifies and engages with 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: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	Assessment plan and findings to be addressed in self-study report for next Academic Senate program review.	• Instructor evaluates and grades each student's performance in each course and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2011-12

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Inventory of Educational Effectiveness Indicators

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: Statistics **Capstone Major:** Statistics B.S.	Yes	Students will: • be able to restate an investigative question in terms of a statistical model or algorithm. • verbally communicate statistical results clearly to a non-technical audience. • successfully relate theoretical concepts to a real-world problem in a written report. • demonstrate the ability to find appropriate research literature appropriate to the investigative task. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **2-quarter sequence:** **Statistics 140SL & Statistics 141SL** **Real-world Team Project/ Statistical Consulting Clinic** Description: Students work in small groups to solve problems posed by real community-based or campus-based clients. The capstone gives students an opportunity to put into practice some concepts and ideas that otherwise might remain theoretical and/or abstract and to synthesize the many topics and ideas they have studied with the goal of solving a real-world problem.	• Instructor evaluates and grades each student individually based on the student's team's final project, the student's individual contribution (as determined anonymously by team members and by faculty observation), and by client satisfaction and provides feedback to the student. All teams make oral presentations to the class and invited members of the public, including clients. • Quarterly student evaluations and exit interviews for graduating seniors are used to provide feedback on the capstone experience from the students' perspectives. • Faculty discuss capstone consulting experience with clients. • The chair, undergraduate vice chair, and the course instructor evaluate the course annually. Summative assessment findings are also reported within the 8-year program review. • Departmental faculty meet semi-annually with an external review board consisting of scientists and statisticians in the private sector who hire statisticians. • Internal and external reviewers provide feedback regarding the overall quality of the program and the capstone experience 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 the program can be improved from the clients' perspective. • To assess whether departmental learning outcomes are being met, to ensure continuity of performance standards, and to inform curriculum development. • To evaluate the appropriateness of departmental curriculum from the perspective of these board members • To determine whether program quality and student performance is appropriate for an elite research university.	2009-10

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: Theater **Capstone Majors:** Theater B.A.	Yes	Students should be able to: • demonstrate broad-based knowledge of fundamentals through coursework, including general knowledge as well as specialized skills. • successfully relate their experience in a studio, production or fieldwork setting. • communicate effectively, both orally and in writing. • engage with a community of artists and scholars presenting theatrical work. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog	**Capstone:** **Applied creative, academic, or internship project** **131C (Playwriting)** **163C (Directing)** **180 (Design/Production; General Theater Studies; Acting/Musical Theater; Teaching Artist Program)** Description: Theater capstone classes represent the highest level of student scholarship/artistic achievement in each of the undergraduate specializations. They are the culmination of all of the broad educational courses and core foundational courses that have come before. Group participation in the creation and production of each student's project is core to the curriculum. Capstone classes vary by specialization area, and require individual projects or performances, a major artistic contribution to a theater production, or an individual course of study resulting in a research paper.	• Instructor evaluates and grades each student's capstone project and provides feedback to the student. Whether in production or writing a senior research paper, each student is meeting with a faculty member helping to shape and guide the performance, the design, or the research process. • Students evaluate the course, their experiences in the course and the teaching of it through the end-of-quarter Evaluation of Instruction Program questionnaire. Designated faculty review instructors or curriculum (the latter with Faculty Committee approval). Further, the public performances given insight and evaluation of the success of each area's capstone projects. Students may also provide feedback on their capstone experience via the UCLA Senior Survey. • Most areas of the undergraduate program are represented on the Undergraduate Faculty Committee. At a special meeting held in the Fall quarter, Capstone classes are re-evaluated yearly based on adequate required prerequisite (core) classes. An undergraduate representative sits in on and participates in this quarterly Undergraduate Faculty Committee. In addition, Senate Faculty yearly reviews potential problems that might inhibit capstone (thesis) curriculum. 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 capstone experience as part of Academic Senate review. • Internal and external reviewers provide feedback and analysis regarding overall quality of the program and the capstone experience as part of the department's reaccreditation by the National Association of Schools of Theater.	• 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 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. • To assure congruence between the knowledge and skills expected of Theater undergraduates and the expectations of our accrediting agency, N.A.S.T.	2011-12

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: World Arts and Cultures/Dance **Major:** Dance B.A.	Yes	Students completing the Dance major will be able to: • choreograph dances in a variety of settings, cultural contexts, and media, with an emphasis on progressive approaches. • engage creatively with issues tied to community, activism, and intercultural and interdisciplinary dance-making. • think critically about the relationship between esthetics and politics through choreography, writing, research and discussion. • demonstrate advanced proficiency in at least two movement disciplines. • analyze dance works in terms of vocabulary, location, syntax and their political, cultural and historical implications. • recognize key concepts within the field of Critical Dance Studies. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Program Portfolio:** **Sampling Student Work (via Selected Assignments and/or Exam Questions that Relate Directly to Particular Learning Outcomes) in Core Courses for the Major:** Assessment plan details and pilot findings to be addressed in self-study report for next Academic Senate program review (confirmed for AY 2015-16)	• Instructor evaluates and grades each student's capstone performance and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2006-07 *(self-study for 2015-16 review currently in process)*

UCLA's WASC Exhibit 7.1
Inventory of Educational Effectiveness Indicators
(New Exhibit 7.1 Insertion Since 2010 Educational Effectiveness Review)

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: World Arts and Cultures/Dance **Major:** World Arts and Cultures B.A.	Yes	Students completing the World Arts and Cultures major will be able to: • demonstrate a variety of approaches to visual and performance-based art making, broadly conceived, in cross-cultural contexts. • collaboratively conduct and interpret field-based research with specific communities. • demonstrate a critical understanding of, and an ability to apply, a variety of theories regarding cultural production and representation. • demonstrate sensitivity to diversity and cultural differences, particularly as articulated within various forms of governance, national and international policy, transnational art and curatorial practices, and museums and heritage sites. • produce literate analyses that supplement and affirm the relevance of diverse cultural productions. • develop informed interpretations not only of the way art functions within communities but also how the links between art and community are created and represented. • articulate the value of civic engagement within a variety of social contexts. _____ Learning outcomes published: • www.learningoutcomes.ucla.edu • UCLA General Catalog (in process)	**Program Portfolio:** **Sampling Student Work (via Selected Assignments and/or Exam Questions that Relate Directly to Particular Learning Outcomes) in Core Courses for the Major:** Assessment plan details and pilot findings to be addressed in self-study report for next Academic Senate program review (confirmed for AY 2015-16)	• Instructor evaluates and grades each student's capstone performance and provides feedback to the student. • Student reflects on course experiences and provides feedback via course evaluation 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 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.	2006-07 *(self-study for 2015-16 review currently in process)*