

UCLA report for the

WASC CAPACITY AND PREPARATORY REVIEW



DECEMBER 2007

Capacity and Preparatory Review Report

**Prepared by UCLA for the
Western Association of Schools and Colleges**

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Annotated List of Appendices

Appendix A – An Annotated Endnote Chart for Each Essay

Appendix A contains an Endnote Chart for each essay that provides a link for each cited document, dataset, website, and comment. Some endnotes link to documents or data that UCLA has included as evidence of our Commitment to Institutional Capacity. Others link to information that will assist the reader in gaining more information about the topics discussed. Each item included as evidence has been matched to a specific Criteria for Review (CFR).

Appendix B – UCLA’s Report and its Relationship to the 42 WASC Criteria for Review

Part 1: Includes a chart showing how different elements of UCLA’s capacity report relate to the 42 Criteria for Review (CFR). The chart illustrates how each of the following elements embraces the CFR: seven essays, evidentiary documents (cited in the essays), datasets in the electronic portfolio, and stipulated policies.

Part 2: Includes a worksheet for one of the seven essays to illustrate, by example, how content statements in an essay were matched to relevant CFRs.

Appendix C – Timeline and Essay Workgroups

Part 1: Contains an annotated timeline of the campus processes for the development of the UCLA report for the WASC *Capacity and Preparatory Review*; the timeline demonstrates an extensive engagement of the UCLA community, including faculty, administrators, students, alumni, and staff.

Part 2: Includes a membership list for each of the seven essay workgroups.

Appendix D – Electronic Data Portfolio

Appendix D contains a listing of the institutional data posted in the electronic data portfolio. These include an updated set of data charts contained in UCLA’s *Institutional Proposal*, as well as other datasets specified by WASC.

Appendix E – UCLA’s Stipulated Statement and Policies

Appendix E contains UCLA’s *Stipulated Statement* and a list with web-links for all the policies and documents identified in appendix 1 of the *WASC Handbook*.

Introduction to the Report and Appended Materials

UCLA initiated its reaccreditation with the Western Association of Schools and Colleges (WASC) by submitting an ambitious [Institutional Proposal](#)¹ in May 2006 that was approved by the WASC [Proposal Review Committee](#)² in July. Using the *Proposal* as the basis for its work, UCLA entered the second phase of reaccreditation and now submits its report for the *Capacity and Preparatory Review* and the site visit, which is scheduled for March 2008. The report, vetted and endorsed by relevant groups of faculty, students, and administrators demonstrate that:

1. UCLA “functions with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structures to fulfill its purposes” (WASC’s Core Commitment to Institutional Capacity), and that
2. UCLA is prepared to fulfill its obligations for the WASC *Educational Effectiveness Review*. For this third phase of the reaccreditation process, UCLA will demonstrate a strong commitment to WASC’s Core Commitment to Educational Effectiveness by showing that we have “clear and appropriate educational objectives at the institutional and program level” and employ processes of review, including the use of data, which assure our students are learning and performing at a level appropriate for the degree awarded.

To prepare for the capacity report and site visit, UCLA’s Acting Chancellor Norman Abrams appointed a [WASC Steering Committee](#)³ charged with overseeing the process, which included: 1) development of a comprehensive [UCLA WASC Reaccreditation Website](#)⁴; 2) appointment of seven [Essay Workgroups](#)⁵ responsible for drafting the essays; 3) review and finalization of essays submitted by the workgroups; 4) distribution of draft reports for review by Academic Senate agencies, administrative councils, student governing groups, and other UCLA constituents (defined below); and 5) preparation of the final essays and appendices for submission to WASC.

Our report includes [seven reflective essays](#)⁶ first introduced in our *Proposal*. The opening essays on *Academic Strategic Planning (Essay 1)* and *Academic Senate Program Reviews (Essay 2)* illuminate UCLA’s commitment to strategic planning and shared governance. They also demonstrate our capacity for self review, how we sustain our operations through effective organizations and decision-making bodies, and the ways in which key resources are aligned to achieve UCLA’s goal of sustaining a quality environment for education, research, and service. Furthermore, both essays review our progress in making effective use of “indicators of institutional performance” to support planning, decision making, and improvement. [Performance Indicators](#)⁷ was a special theme selected by UCLA for its 1998 WASC reaccreditation, and the campus continues to benefit from the work undertaken during that review.

The next two essays, *UCLA’s Commitment to Diversity (Essay 3)* and *Ten Years of General Education Reform at UCLA (Essay 4)* consider our progress related to the other two themes featured in our WASC report of ten years ago, [Diversity](#)⁸ and [General Education](#)⁹. We opted to include an essay on these topics to reflect on our progress—defined by successes and challenges—and to demonstrate how UCLA works collectively to shape institutional direction and advance the role of higher education in relationship to society at large. These essays, as well as the first two, address UCLA’s response to a few recommendations included in the [Commission’s action letter](#)¹⁰ for the 1998 WASC review.

The last three essays—*Shaping Undergraduate Education via the Capstone Experience (Essay 5)*, *Using Educational Technology to Enhance Learning and Teaching (Essay 6)*, and *Facilitating Interdisciplinary Education and Research (Essay 7)*—represent the three “special themes” that UCLA

selected for its *Educational Effectiveness Review*. We realize the effectiveness report is intended by WASC to be substantially different from the capacity report, and our inclusion of these three essays is not meant to blur this difference. But because one goal of the capacity report is to demonstrate our preparedness to fulfill our obligations for the upcoming effectiveness review, the theme workgroups began by developing essays to explore UCLA's capacity for institutional engagement with programs that would promote the development of undergraduate capstone experiences, the advancement of learning and teaching through the appropriate use of educational technology, and the improvement of education and research by facilitating innovative interdisciplinary efforts.

This capacity report ends with a *Concluding Essay* that summarizes UCLA's commitment to capacity and educational effectiveness. Here, we also consider our successes and challenges in meeting the Commission's four Standards, and we end with comments about our ability to complete UCLA's report for the *Educational Effectiveness Review* within the next 12 months (by December 2008).

Each of the seven essays includes endnotes that are hyperlinked to a variety of documents, datasets, websites, or comments. Many of these were included as evidence to demonstrate our Commitment to Institutional Capacity or to document UCLA's general culture of evidence. Others were included to assist and instruct readers wanting more information about specific issues raised. A complete list of the endnotes for each essay is posted in **Appendix A**.

WASC has outlined four Accreditation Standards and several accompanying Criteria for Review (CFR). In all, there are 42 CFR (9 for Standard 1; 14 for Standard 2; 11 for Standard 3; 8 for Standard 4). These standards and CFR have guided us in our self review, and they will also serve as guideposts for the site visit team in their assessment of our efforts. Rather than writing an essay designed specifically for each of the four standards, we elected to craft essays around the seven topics described above. In **Appendix B** (Part 1), we have included a comprehensive CFR chart to demonstrate how documents of evidence cited in the essays, as well as the stipulated documents and required datasets (see below), relate to each of the 42 CFR. In Part 2 of this appendix, we have added a worksheet based on one of the essays to illustrate, by example, how UCLA's WASC Steering Committee matched each content statement to an appropriate CFR.

To demonstrate that UCLA included many segments of the campus in the self review and reflection processes required for reaccreditation, we have posted a timeline of events that led to the writing and review of our report for the *Capacity and Preparatory Review* (see **Appendix C**). As detailed in this timeline, these events included a leadership retreat in Fall 2007 (see *Essay I*) and dozens of meetings for many groups, including: the UCLA WASC Steering Committee, seven Essay Workgroups, numerous Academic Senate agencies (Standing Committees and Faculty Executive Committees), two administrative groups (Chancellor's Executive Committee and the EVC/Provost's Deans' Council), councils for the [Graduate Students Association](#)¹¹ and the [Undergraduate Students Association](#)¹², as well as the Boards of Directors for the [UCLA Foundation](#)¹³ and the [UCLA Alumni Association](#)¹⁴.

In addition to the seven essays and sets of exhibits outlined above, UCLA's report includes the following required elements:

- **Appendix D** contains a listing of the institutional data posted in the [electronic portfolio](#)¹⁵. These include an updated set of data charts contained in UCLA's *Institutional Proposal*, as well as other datasets specified by WASC.
- **Appendix E** contains UCLA's *Stipulated Statement* and a list with web-links for all the university policies and regulations identified in Appendix 1 of the *WASC Handbook*.

Essay 1. Academic Strategic Planning

Introduction

Over the past decade, UCLA has focused on the challenges of sustaining excellence and enhancing competitiveness in the face of the State's changing needs and conditions. The institution's planning processes, which continue to evolve, have been essential to our ability to meet these challenges. In addition, the changing environment invited us to re-assess the alignment of resources with our strategic priorities. In this essay, we demonstrate how UCLA plans its fiscal and physical resources to be certain that they are effectively aligned with our educational and research objectives.

Planning at UCLA is inclusive, iterative, and comprehensive. It embraces all Professional Schools, all Divisions of the College of Letters and Science, and all administrative units directed by Vice Chancellors or Associate Vice Chancellors (see UCLA's [Organizational Chart](#)¹). UCLA faculty contribute substantially to campus planning, first through departmental planning, then through membership on Faculty Executive Committees that review pending strategic plans with their relevant deans, and lastly through membership on the Academic Senate Council on Planning and Budget, which reviews academic plans and offers feedback and recommendations to the Chancellor. Chancellorial initiatives frequently find their way into institutional planning, and UCLA's planning is also influenced and sometimes mandated by the UC Office of the President and the State.

Assessment, specifically [performance indicators](#)², was one of three themes in the last WASC review. In its [1998 reaccreditation letter](#)³, the Commission noted: "With respect to performance indicators, the University has established a strong foundation, and the Commission hopes that the University will continue to develop this theme and lead other institutions in developing useful strategic indicators of excellence." As will be evident in this essay and others, UCLA continues to promote a culture of evidence where performance indicators, data, and analysis inform planning and decision planning.

This essay begins with a focus on the decade following the last WASC review; this period coincided with the tenure of Albert Carnesale as UCLA's eighth Chancellor, from 1997-2006. The essay concludes with a look to the future, as Gene Block—UCLA's ninth Chancellor—begins his term and initiates a planning process designed to advance the campus toward its centennial year in 2019.

Academic Planning from 1997-2006

At the end of his first year of office, Chancellor Carnesale issued the vision paper, [Strategy for a Great University](#)⁴ that laid out three broad themes for UCLA: strengthening the foundations; crossing academic boundaries; and focusing on excellence. These stimulated a variety of central and local initiatives over the next eight years. As these internal efforts were underway, UCLA faced two unexpected challenges: the State and the UC Office of the President mandated an increase in undergraduate enrollment, and shortly thereafter, the campus faced dramatic budget cuts. UCLA's response to these challenges serve as case studies of UCLA's planning processes and outcomes.

1) A Decade of Enrollment Growth. In Fall 1999, UC President Richard Atkinson increased enrollment targets for each campus to assure that the University could accommodate California's growing population of UC-eligible applicants. UCLA was asked to increase its student body by 4,000 student FTE beyond planned levels by 2010-11, bringing our target to 34,110 student FTE. There can be a difference between student FTE and headcount depending on the average number of units students take; a student FTE is calculated as a student averaging 15 units/quarter. If a student averages 12 units during the academic year, that student will be the equivalent of a 0.8 student FTE.

Enrollment growth brought new resources to the UC, but the additional funds did not fully cover costs of faculty recruitment and set-up, graduate assistants, administrative and library support, and capital needs. Growth also put pressure on the physical environment and infrastructure. Initially, the State hoped to minimize the capital costs of growth by directing campuses to grow their summer programs. Eventually, the State provided workload funding to support UC student enrollments in Summer Session, allowing the campuses to bring Summer Session fees into alignment with regular session fees and establish a financial aid program. These steps encouraged growth in Summer Session enrollments.

UCLA initiated four steps to plan for growth. First, following campuswide consultation, the Chancellor and Executive Vice Chancellor (later called the Executive Vice Chancellor/Provost, or EVC/Provost) presented a set of principles in a [letter](#)⁵ to the campus, with the intent of protecting quality and competitiveness despite external pressures. Second, as an overlay to the annual planning and budget cycle, each dean was invited to submit a proposal for enrollment growth over the 10-year period from 2001-02 to 2010-11. The [enrollment plans](#)⁶ were submitted in March 2000. The Administration and the Academic Senate through its Council on Planning and Budget then conducted separate analyses of the plans. Third, a taskforce on Summer Programming was convened to develop summer programming that would attract more students. Fourth, the Chancellor established the [Chancellor's Enrollment Advisory Committee](#)⁷ charged with linking short-term enrollment targets to long-term goals and to provide continuity in enrollment planning. Members include enrollment administrators, College and professional school deans, student leaders, and Academic Senate leaders.

After a year of review, the Chancellor [announced](#)⁸ enrollment targets for each school. Growth allocations enabled UCLA to move closer to desired enrollment distributions and, in particular, to improve the student-faculty ratio in the College. They also enabled UCLA to respond to special UC initiatives to increase the numbers of engineers, educators, and nurses. At about the same time, the Administrative Vice Chancellor released UCLA's Housing Master [Plan](#)⁹, providing a pathway for UCLA to follow in its quest to become a residential university for lower division students.

In planning for enrollment growth, UCLA set two specific goals related to institutional performance indicators: 1) to increase student workload (average number of units taken over three quarters), and 2) to decrease the time-to-degree for undergraduate students. To meet its target, the College planned to minimize the impact of these numbers by increasing the number of units that undergraduates took per quarter, thereby closing the gap between student FTE and student headcount. The College also increased expectations for student progress and provided new options to help students enroll in more units, including new 1-unit *Fiat Lux* seminars and 5-unit lower-division courses (instead of the traditional 4-unit courses), which met the new General Education requirements (see *Essay 4*). These innovations improved students' educational experiences by offering seminar experiences for freshmen and improved GE courses. These changes had important effects: in 1998-99, a typical lower-division student's enrollment represented 0.923 of a student FTE and by 2005-06 this indicator reached parity (1.0). At the same time, the percent of freshmen graduating within four years increased by 10% (see [workload data](#)¹⁰).

The campus also expanded its use of [Summer Sessions](#)¹¹ to accommodate UCLA's enrollment target. Summer enrollments doubled from 1,207 student FTE in 2001 to 2,491 FTE in 2002 and then leveled off at about 2,600 FTE. Growth in summer programs has given students more flexibility, helped improve time-to-degree, and enabled students to pursue opportunities such as education abroad or internships without losing ground. Furthermore, Summer Sessions has become an important part of the campus economy, generating funds that are distributed directly to departments (based on the student credit hours generated).

UCLA made rapid progress toward its assigned enrollment goal. As of Fall 2007, UCLA had nearly reached its [target](#)¹² due to increased headcount (without any diminution in quality due to the extraordinarily high number of applicants UCLA received), decreased time-to-degree and higher unit

loads per quarter, increased summer enrollments, and achieved higher retention rates. In sum, the campus managed to meet new demands related to “Tidal Wave II” and, through creative planning, increased the quality of education and overall competitiveness of the campus.

2) Maintaining a Competitive Edge in the Face of a State Budget Crisis. One year after enrollment targets were announced, a sharp downturn in California’s economy led to budget cuts. Between 2002-03 and 2004-05, the State of California reduced UCLA permanent support by \$140 million. Students replaced \$80 million of that amount in increased fees, for a net permanent loss of \$60 million. UCLA also sustained a \$146 million cut in temporary funds, along with a cut of over \$50 million in anticipated new funding. Among other measures, savings were achieved by forgoing cost of living increases. A hiring freeze, primarily for staff, created workload pressures but provided some flexible resources.

Constrained resources motivate planning because they force an institution to set priorities. UCLA’s highest priority was to maintain its overall competitiveness. Since faculty are key to the effectiveness of UCLA’s teaching and research missions, faculty recruitment and retention emerged as the most important factors. In order to protect academic departments and programs as much as possible, administrative units absorbed a disproportionate share of the cuts; for example, Student Affairs sustained a 17% budget cut over this 4-year period.

A leadership retreat in Fall 2002 devoted to the theme of competitiveness generated a number of ideas for increasing efficiency. In follow-up, the Chancellor asked the EVC/Provost to chair a Competitiveness Taskforce, comprising a subset of faculty Academic Senate leaders, deans, and senior administrators. The April 2003 taskforce [report](#)¹³ included eight recommendations addressing four themes: increasing resources for the academic core; redirecting resources to optimize competitiveness; enhancing faculty competitiveness, and improving procedures that affect academic priorities. Following extensive consultation, the Chancellor adopted the recommendations and submitted them to an Implementation Committee for operational planning. Although not every recommendation was fully implemented, a number of important and enduring programs and policies emerged:

1. an initiative to increase the number of endowed professorships and graduate fellowships;
2. implementation of a revised mortgage assistance program for new faculty;
3. appointment of a [Campus Space Committee](#)¹⁴ to implement a new space planning process;
4. appointment of a Performance Indicators Committee (that later became the Key Academic Indicators Advisory Committee), charged with identifying data to be used in the annual budget process;
5. creation of a Research Resource Allocation Committee to study how the campus can strengthen support for research (e.g., indirect cost return issues); and
6. implementation of a 3- to 5-year strategic planning cycle in which units would develop strategic plans with annual budget management reviews.

Other improvements to UCLA’s educational and administrative effectiveness emerged indirectly from this process. For example, the Competitiveness Taskforce stimulated improvements in faculty recruitment procedures, especially related to housing issues, childcare, and spousal employment. These issues are vital to the recruitment and retention of all ladder faculty members but particularly to UCLA’s ability to build and maintain a diverse faculty (see *Essay 3* for further discussion).

Chancellor Carnesale’s *Strategy for a Great University* underscored the growing importance of interdisciplinary education and research to UCLA. Enrollment growth and budget cutbacks provided more tangible incentives for professional schools and the College to work together in order to function most efficiently. All of these factors pointed to the weaknesses of the “silo” structure so typical of research universities. Campus leadership, including the deans and the leaders of the Academic Senate,

agreed on the need to establish institution-wide priorities. Implementation of the Competitiveness Taskforce recommendation for strategic planning began in Spring 2005 with three mini-retreats on high-priority, cross-cutting initiatives that emerged from Carnesale's *Strategy*: biosciences, international studies, and the arts. A Fall 2005 retreat of campus leaders focused how the institution could continue to foster interdisciplinary scholarship (see *Essay 7* for further discussion of this issue).

As a compact between the Governor and the UC stabilized the University's budget, Chancellor Carnesale and EVC/Provost Daniel Neuman asked the deans and vice chancellors to submit a three-year (2006-09) strategic plan, with linkages to one or more of the institutional initiatives that had emerged over the past six years. After plans were submitted (and some posted on the EVC/Provost [web](#)¹⁵), the EVC/Provost, Vice Chancellor for Finance and Budget, and Assistant Vice Chancellor for Planning and Budget held two individual meetings with every dean and vice chancellor: one on budgetary issues and one on the substance of the strategic plan. Copies of the plans also were provided to the Council on Planning and Budget for further analysis and comment. Following a review of all these materials and analyses, the Chancellor responded to their resource requests and commented on their plans. UCLA is now in the third year of its 3-year planning cycle, and will evaluate the next phase during the coming year.

Looking Ahead: Planning for the Next Decade and UCLA's Centennial in 2019

The 2007-08 academic year marks the half-way point of the 3-year strategic planning cycle described above. This year the institution will focus on central planning activities rather than school-based plans. WASC accreditation provides an opportunity to reflect on the past and focus on future directions. In addition, UCLA will soon begin work on a new Long-Range Development Plan (a State mandate). While this is primarily a capital plan, it must rest on institution-wide academic plans. UCLA also faces a call for long term enrollment planning (through 2020) from the Office of the President. The arrival of Gene Block as Chancellor provides further impetus to set a well-articulated and broadly endorsed course of action, particularly for the four significant challenges UCLA faces: 1) succession planning; 2) graduate student enrollment; 3) effective use of performance indicators; and 4) institutional strategic planning. The remainder of this essay discusses these challenges.

1) Succession Planning by Recruiting and Retaining Top Faculty and Administrators. Chancellor Gene Block began his service as UCLA's ninth Chancellor on August 1, 2007. Over the next few years, UCLA anticipates a higher-than-usual number of retirements among deans, vice chancellors and other key administrators, as well as among faculty and staff. The average age of UCLA's senior academic leadership is over 55, with close to 20 years of service, meaning that there will be a considerable loss of institutional memory. Market forces throughout the higher education sector are driving salaries up. Intense competition among top universities means that compensation for new hires will be far higher than current salary rates of those with long-term University experience, creating retention and equity problems as well as budgetary and political pressures.

Faculty recruitment and retention is also highly competitive and increasingly expensive. UCLA competes against top private universities that have more resources and can move quickly. That UCLA was able to retain most of its talented faculty during the recent budget crisis is evidence of its competitive ability. This, however, is an ongoing challenge, and UCLA is increasingly asked to address faculty family needs, such as housing, childcare, schooling for children, and spousal employment. Current procedural requirements call for the UC Office of the President and, under some circumstances, the UC Regents to approve high-level faculty and administrative appointments. This limits UCLA's autonomy and agility. Regardless of systemwide practices, UCLA must become more proactive about succession planning.

UCLA's superbly successful [Campaign UCLA](#)¹⁶ has made a tremendous difference in faculty recruitment and retention, since over \$605 million (out of over \$3 billion raised) was designated for

faculty research and support such as endowed chairs. The goal of the [Ensuring Academic Excellence Campaign](#)¹⁷ now underway is to raise funds for 100 endowed chairs for our best faculty. Such campaigns will be key to UCLA's continued success.

2) Graduate Student Enrollment Planning and Support. Competition for graduate students is nearly as fierce as competition for faculty. And, as in the case of faculty, graduate student recruitment is therefore expensive. The major problem UCLA faces in Ph.D. student recruitment is its ability to offer competitive support packages. Elite private universities are able to offer generous multi-year packages, far beyond what UCLA can offer in most of the disciplines. In response, UCLA's *Ensuring Academic Excellence Campaign* seeks to raise \$150 million for fellowships and scholarships.

Because of these costs, UCLA has limited its recruitment of graduate students in some areas in order to ensure that students are adequately supported, given the limited funds available. Seeking to emphasize quality, many departments have restricted admissions. While graduate students constitute about one quarter of UCLA's student body, enrollment in Ph.D. programs is lower, constituting less than 10% of students in the College.

In an attempt to handle this problem, the Executive Dean of the College has set aside \$4.5 million over three years for Ph.D. support; in addition, the Chancellor has increased support through additional allocations to the Graduate Division. In recent years, the UC Office of the President has focused on the importance of graduate education to the State and the UC, recently providing modest supplemental funding for non-resident graduate student support. At UCLA, as the number of graduate students grows, we must consider decreasing the number of undergraduates to avoid becoming (more) over-enrolled. With over 50,000 applications for about 4,500 slots in the freshman class, it is important to rebalance enrollment in a deliberate manner across student levels, departments, and degree programs.

3) Effective Use of Key Academic (Performance) Indicators. UCLA is fortunate to have the capacity to produce a wide range of data to guide decision-making and planning. A culture of evidence is apparent from our approach to admissions and enrollment planning to our assessment of graduating students' undergraduate experience. Virtually all of the required data elements that WASC requires are routinely generated and reviewed. Teaching workload data helps monitor faculty contributions to undergraduate instruction; course evaluations, class size data, and survey data provide insights into educational experiences. Through the Graduate Division, UCLA also produces a variety of indicators related to graduate education, including student characteristics (e.g., gender and diversity), time to degree, and post-graduate plans. Data on student, faculty, and staff diversity enable close attention to institutional progress toward its goals. A wide range of financial indicators guide budget planning. Special analyses and reports address a variety of institutional issues, from trends in undergraduate majors to the production of Ph.D's. Simply perusing the UCLA websites will yield a rich variety of data.

Until 2002, UCLA's institutional research group had only two analysts and could do little more than respond to mandated reporting requirements. Today, the [Office of Analysis and Information Management](#)¹⁸ (AIM) has six analysts with greatly increased capacity and productivity. It also reports directly to a Vice Chancellor rather than an Assistant Vice Chancellor. Besides AIM, UCLA has analytic units dedicated to assessment and analysis for Student Affairs ([Student Affairs Information and Research Office](#)¹⁹), the Graduate Division ([Information Services](#)²⁰), and the Division of Undergraduate Education ([Office of Undergraduate Evaluation and Research](#)²¹). The Office of Academic Planning and Budget provides extensive analyses of revenues, expenditures, and budgets for each school, College and division. Some of these analyses, such as those related to enrollment, sponsored research, and faculty renewal, are of direct relevance to academic performance.

Performance data are integral to the Academic Program Review (*Essay 2*), which at UCLA is managed by the Academic Senate mainly through the Undergraduate Council and Graduate Council. Data about student experiences, attitudes, and outcomes are incorporated into the program review

process, as described in that essay. A new and useful tool is the [UCLA College Senior Survey](#)²², developed jointly by the Division of Undergraduate Education, the College Faculty Executive Committee, and the Undergraduate Council, in collaboration with Student Affairs and the UCLA Alumni Association. First used in 2005, the survey asks graduating seniors to rate the quality of their educational experiences; results are disaggregated based on student characteristics and major.

The campus has improved performance data collection efforts over the last decade but more remains to be done. By 2005, the ad hoc performance indicators group was finalized as the Key Academic Indicators Advisory Committee. This group engaged faculty experts in educational assessment, Senate leaders, institutional research staff, and administrators in developing and refining a set of “at a glance” performance statistics for UCLA’s schools and the College. The [report](#)²³ of the Advisory Committee led to the current [Key Academic Indicator template](#)²⁴. At this time, however, the template exists as a static document and is labor-intensive to update. We need to continue developing methods to increase efficiency and reduce burden. Another important goal is to engage deans more fully in assessment of their schools and programs. Although deans were asked to specify the indicators they would use to measure the effectiveness of their 3-year strategic plans, responses to this request were uneven. We expect this to become a more important component of the next cycle.

4) Commitment to an Institutional Mission Statement and a Strategic Plan for UCLA. Each of UCLA’s academic and administrative units has a strategic plan. The Chancellor and EVC/Provost sponsor a set of institutional initiatives. The campus has capital and space plans, enrollment plans, budget plans, educational technology plans (see *Essay 6*), housing plans, development plans, and more—but it does not have an overarching, fully developed strategic plan. The Fall 2007 retreat sponsored by the Chancellor’s Office provided an opportunity to acknowledge the need for such a plan and get to work.

During the first day of the retreat, deans, the vice chancellors, and Academic Senate officers began their work with discussions of institutional aspirations. Participants were asked to focus on UCLA’s goals for the next decade—the period leading to UCLA’s centennial in 2019. Chancellor Block introduced three overarching themes important to UCLA’s future: 1) UCLA’s continued commitment to educational excellence (also see *Essay 2* and *Essay 5*); 2) diversity (see *Essay 3*); and 3) civic engagement. On the second day, the focus shifted from self-reflection to a consideration of the external context affecting UCLA, such as demographic trends and community perceptions of UCLA. The final retreat session was devoted to discussion of implementation issues and next steps.

Retreat participants also received a draft [mission statement](#)²⁵ for UCLA. This statement, mandated by the UC President’s Office and WASC, was first discussed at a leadership meeting in May 2007. As of this writing, the statement has been reviewed by the deans, and circulated to the vice chancellors and Academic Senate for review and further consideration. This is the first time UCLA has developed a fully articulated statement of its tripartite mission (i.e., education, research, and service), and the WASC self review and attendant reflection were important factors in facilitating the process of creating the statement.

The mission statement, the themes that Chancellor Block presented at the retreat, and progress toward a shared set of aspirations for UCLA provide a strong foundation for institution-wide academic and strategic planning. By the time the WASC team arrives for the site visit in March 2008, UCLA will be in the early stages of developing a comprehensive strategic plan for the upcoming decade.

Closing Comment. The creativity, commitment, and collaboration that enabled UCLA to thrive over the past decade, despite unexpected circumstances, demonstrate the institutional capacity to develop and implement a wide variety of plans. Factors that contribute to successful planning at UCLA are shared governance; broad opportunities for participation and input by faculty, students, administrators, and staff; relevant and timely data and information; and, perhaps most important, determination to keep UCLA among the world’s top universities.

Essay 2. Academic Senate Program Reviews and Educational Effectiveness

Introduction

UCLA's Academic Senate is responsible for periodic review of all academic programs. In 1920, the Regents endorsed a memorial giving the systemwide Academic Senate formal powers over educational policy concerning admission and degree programs and guaranteed consultation in University affairs. The UCLA Academic Senate's Program Review process is the mechanism by which our campus ensures the quality of its educational programs and supports their continuous improvement, within UCLA's long and successful tradition of shared governance. Shared governance at UCLA is especially robust; our Senate organization engages the largest number of faculty and is among the most effective in the UC system. Furthermore, the UCLA Academic Senate's Program Review process is likely the most comprehensive and thorough across the UC system.

This essay will focus on Academic Senate Program Reviews of degree-granting programs (hereafter "programs"). It will show how the Program Review process engages faculty and administrators in examining educational programs, improving their quality, and addressing serious problems that occasionally arise. It will describe typical outcomes of a review, which could range from minor recommendations to strengthen an already strong undergraduate degree program by engaging undergraduates in research, to a decision to suspend admissions due to significant problems with the quality of a curriculum. The essay will also delineate the extent to which our current process aligns with WASC's Core Commitment to Educational Effectiveness, and will describe the effort currently underway to sharpen our focus on the use of evidence in assessing achievement of educational goals.

The Academic Senate's Commitment to Program Reviews

Two standing committees of the Academic Senate, the Undergraduate Council and Graduate Council, focus on the faculty's responsibility for educational programs, principally through our Program Review process, which the Councils normally administer on an eight-year cycle. All departments and Interdepartmental Degree Programs (IDPs, see *Essay 7*) undergo Program Reviews, as do several non-degree granting programs such as UCLA's General Education curriculum and the Freshman Cluster Program (see *Essay 4*), the College Honors Program, the Academic Advancement Program (see *Essay 3*), and the Office of Instructional Development (see *Essay 6*). The Academic Senate's Council on Research carries out the Senate's role in the review of Organized Research Units (see *Essay 7*).

The Program Review process is the means by which the faculty exercises its responsibility for maintaining the quality of educational programs, and the Undergraduate and Graduate Councils are responsible for defining and making needed modifications to the process, as codified in [Appendix XVI](#)¹ of the *UCLA Academic Senate Manual*. It is a mature process, having been refined over a period of many years, beginning even before Appendix XVI was enacted in 1991. The process is managed and staffed by the Academic Senate office. In broad strokes, the process begins with the program preparing a self-review, and continues with a panel of reviewers (with external members from other universities and internal faculty members from the Councils) visiting the program under review and reporting its findings to the Councils. The panel's report makes recommendations to the program and relevant administrators; the Councils bear the responsibility of approving the report and monitoring follow-up. This is in contrast to the practice at many universities, where program reviews are managed by the administration, with the reviewers reporting directly to the administration.

Two examples of recent actions will serve to demonstrate the Senate's ownership of and attention to the Program Review process. In 2000, the Senate Chair appointed an ad hoc committee charged with

conducting a review of the Program Review process. The ad hoc Committee's [Report on Program Reviews](#)² made a variety of recommendations, such as improving the data gathered concerning undergraduate education and restructuring the follow-up phase to make it both more effective and less burdensome. In 2007, the Senate Chair and the EVC/Provost appointed a joint Senate-Administrative committee to better define procedures to be followed when the Program Review process uncovers serious problems. That committee's [recommendations](#)³ proposed changes to Appendix XVI of the *Academic Senate Manual* that delineate the conditions under which academic receivership would be recommended to the administration or under which the Senate would suspend admissions to the major (the latter action being under the purview of the Senate). The recommendations have been approved by the Councils (Spring 2007) and the Senate's Legislative Assembly (Fall 2007).

The Program Review Process

This section presents an overview of the Program Review process. It will show that the process has the following features:

- It is inclusive, involving the faculty in the program, external experts in the discipline, other UCLA faculty representing the Councils, students, and relevant administrators. The inclusion of academic administrators (deans; EVC/Provost) at all stages has been effective in ensuring that the process is taken seriously by the administration; nonetheless, the Program Review process is not always well articulated with the campus processes for academic strategic planning, largely governed by administrators (see *Essay I*).
- It draws on a variety of data sources, both quantitative and qualitative, such as the program's self review; interviews with faculty, students, and administrators; undergraduate and graduate student surveys; course syllabi; and information about faculty workload, student enrollment, degrees granted, and other performance indicators (also see *Essay I*).
- It encourages the faculty in a program to be reflective and make improvements.
- By its design, attention is paid to following up on the review recommendations. This aspect is perhaps the most challenging, but the process is continually being refined to improve this focus on implementation.

Each program is typically reviewed on an eight-year cycle (see [schedule of reviews](#)⁴). Normally each review is conducted over a three-year period, and the sequence of events is listed below:

YEAR 1. Self-Review Report and Preparation for Site Visit

1. Notification letter to program & academic dean, *Fall previous to site visit*
2. Program submits top 10 programs list & external reviewer nominees, *Spring previous to site visit*
3. Council chairs select external reviewers, *Summer previous to site visit*
4. Program submits self-review, *by Summer/Fall of site visit year*
5. Councils appoint internal reviewers, *Summer/Fall of site visit year*

YEAR 2. Site Visit and Reporting

6. Site visit, *Fall or Winter (occasionally Spring)*
7. External reviewer reports due, *2 weeks after site visit*
8. Internal reviewer report due (incorporates external reviewer reports), *4 weeks after site visit*
9. Administrative Committee reviews draft report; report to program chair, *6 weeks after site visit*
10. Program chair prepares factual errors response to draft report, *within 1 week of receipt of draft*
11. Internal review team finalizes report, *Spring*
12. Councils approve Final Report & recommendations; report to program and dean, *Spring/Summer*

YEAR 3. Response, Progress Review, and Closure

13. Formal responses from program chair and dean, *11 months after receipt of Final Report*
14. Progress Review Meeting (waived if recommendations are minor), *after receipt of formal responses*
15. Internal Review after Unsatisfactory Progress (only when progress has been unsatisfactory)
16. Review closed with a written *Memorandum of Progress*

Year 1. The main activity during the first year is the program's analysis of its own educational and research programs and preparation of its self-review, culminating in a faculty vote on the document. Departments follow the [Guidelines for the Self-Review](#)⁵ that is written and updated by the collective efforts of the Undergraduate and Graduate Councils. With respect to educational programs, departments are asked to state their "goals, rationale, and structure" and to comment on what they do well; what areas need to be strengthened; and what their future plans are. The process of preparing the self-review can often be one of the most valuable aspects of the review process, as it affords faculty an opportunity to be reflective.

As explained in our essay on *Academic Strategic Planning (Essay 1)*, the program under review is provided with important performance indicators to assist the program in framing its self-review. These data typically include: student enrollments in each degree program, enrollments in courses, number of degrees granted, financial support data for graduate students, doctoral job placements, graduate student survey results, departmental data generated by the [College Senior Survey](#)⁶, and an issues statement from the Academic Senate's Council on Planning and Budget.

The other main activity preparatory to the site visit is to constitute the panel of reviewers. The external reviewers (typically two) are distinguished faculty in the field of the program under review, from other universities. They are selected by the Council chairs from a list provided by the program under review, in consultation with the corresponding dean. Members of the Councils serve as internal reviewers, usually with two participants from each Council.

Year 2. The site visit (one to three days) takes place in the second year of the cycle. As described in [Guidelines for the Site Visit](#)⁷, the schedule includes meetings with the program chair, the corresponding dean, faculty, students, and others as needed. An exit meeting is held at the close of the site visit, with the review panel, the program chair, the dean, the chairs of the Councils, the Vice Provost for Undergraduate Education, the Dean of the Graduate Division, the EVC/Provost, and a representative from the Council on Planning and Budget. The review panel provides its initial assessment and recommends any immediate action that might be required before the report is issued.

Subsequent to the site visit, the external reviewers provide their own reports according to the [Guidelines for External Reviewers](#)⁸. The internal reviewers write a full review report (see [Guidelines for the Report of an Academic Program Review Team](#)⁹) that incorporates the external reviewers' input and makes recommendations to the program under review and the dean. This report is sent to the program chair for a review for factual errors, after which the internal reviewers finalize the report and submit it to Councils for review and approval, by the end of spring term.

Year 3. The final phase of the Program Review process is the response and progress review phase, which encompasses the third year and sometimes longer. After receipt of the Final Report, the department and dean have ten months to address the recommendations before preparing their formal responses, which should describe actions planned and already taken in response to the review. Allowing ten months before the review process is closed greatly improves the likelihood that recommendations will be implemented. After receipt of the responses, a [Progress Review Meeting](#)¹⁰ is scheduled between the program chair, dean, chairs of Councils, and other relevant parties as needed. Based on the Progress Review Meeting, the Council chairs produce a *Memorandum of Progress* that is included in the official record of the review. This memorandum includes the written responses of the program chair and dean, a summary of the issues discussed at the Progress Review Meeting, and a description of any further actions that Councils anticipate the unit will take before the next review.

Ordinarily, the Councils vote to close the Program Review process on the basis of the *Memorandum of Progress*. Occasionally, the Councils may determine that there has been unsatisfactory progress and recommend an Internal Review before the next regular Program Review. The Internal Review is an

abbreviated version of a site visit, without external reviewers, targeted to the remaining problematic issues, and culminating with a report describing any further actions the program should take prior to the next scheduled review.

Occasionally, a Program Review will uncover such serious problems that the Councils will take one of two strong actions. If the program is unable to deliver its educational programs in a responsible manner, or shows disregard for student welfare, the Councils may decide to suspend admissions to some or all of the degree programs. The other strong measure available to Councils is to recommend academic receivership, that is, the appointment of an individual external to the program, who will be vested with sufficient administrative authority to oversee implementation of the Councils' recommendations. Receivership may be recommended when a program is not governing itself in accordance with the principles of shared governance, is failing to fulfill its teaching mission, or displays disregard for student or faculty welfare. The decision to implement receivership falls under the purview of the relevant dean.

Outcomes of the Program Review Process

The Program Reviews provide valuable recommendations that guide departments and administrators in improving programs and in taking corrective actions as needed. This section summarizes the nature of the recommendations offered during the past five years, from 2002-03 to 2006-07. During this period, the Academic Senate reviewed 40 programs: 26 in the College (18 departments and 8 IDPs) and 14 Professional School departments from General Campus (excludes the Medical/Health Sciences departments). Of the 40 reviews, 27 (68%) were concluded with no additional actions needed, and the next review was scheduled at the regular eight-year interval, and ten programs (25%) required an additional Internal Review to address one or more of the issues raised, while three programs (7%) were placed in academic receivership for more serious issues.

On average, each Final Report had ten recommendations. As indicated by the data summary below, most recommendations could be classified in one of four major categories. Recommendations relating to "Student Issues" and "Curriculum and Program Goals" directly address educational programs, and were found in 60% and 78% of Final Reports, respectively. "Program Resources" and "Self-Governance & Communication" also significantly influence the ability of the program to deliver its curricula effectively; these were addressed in 88% and 53% of reports.

Categories of Recommendations in the Final Reports	Recommendations in the Category		Reports including the Category	
	# of Recom.	% of Total	# of Reports	% of Total
Program Resources	133	33%	35	88%
Self-Governance & Communication	104	26%	21	53%
Student Issues	75	19%	24	60%
Curriculum and Program Goals	70	18%	31	78%
Miscellaneous	14	3%	10	25%
	396	100%		

1) Program Resources. Resource recommendations centered on the need for: a) faculty replacements and allocations for more faculty in specific areas, to enhance academic programs, b) space improvements and new allocations of research and office space, c) graduate student fellowships and more allocations for teaching assistants, and d) staff and budget for specific items and core facilities. Typically these recommendations were addressed to the relevant dean and/or program chair. Resource recommendations are advisory and may or may not be addressed in the department's strategic plan (often articulated in the Self-Review Report) or in the dean's strategic plan, which takes into account

the needs of many units (see *Essay 1*). The Academic Senate's Council on Planning and Budget attends the exit meetings and focuses on resource matters.

2) Self-Governance and Communications. Recommendations regarding issues of self-governance focused largely on the need for clearly articulating policies such as Teaching Workload or bylaws such as those governing voting privileges on academic merits and promotions. The absence of bylaws was so common to the eight IDPs recently reviewed that the Councils enacted a requirement for IDPs to adopt bylaws, and developed a template to assist them in this task. It is also important to note that uncertainty about governance issues in departments and IDPs sometimes led to low faculty morale, and in some cases to non-collegial behaviors and festering conflicts. Of the 40 programs reviewed, 21 (53%) had recommendations regarding governance issues and/or communication problems that needed to be addressed. In two cases, the situation was considered to be of sufficient concern that academic receivership was recommended and established. In addition to the lack of effective intradepartmental communication, suggestions regarding the need for more interdepartmental communication were common, with the reviewers urging ten programs (25% of those reviewed) to make stronger links with allied units. These recommendations appear to herald a growing attention to interdisciplinary education, a topic addressed in *Essay 7*.

3) Student Issues. There were several recurring issues related to the quality of the undergraduate and graduate student experience. The most common was a concern about the availability and commitment to academic advising and mentoring. Additionally, several programs were urged to monitor graduate student progress to facilitate a shorter time-to-degree. In other cases, the creation of student associations was suggested as a way of enhancing engagement and building a greater sense of community among students and between faculty and students. Student-related recommendations also included enrollment management issues, such as the need to increase or decrease the number of students majoring in various fields, and the need to address graduate student admissions and recruitment issues. In nine of the reviews, programs were urged to create more opportunities for undergraduate students to participate in advanced seminars and independent study; these recommendations are consistent with UCLA's interest in fostering capstone experiences (see *Essay 5*).

4) Curriculum and Program Goals. Recommendations in this category ranged from the need to reduce requirements or ensure a progressive series of courses to the need to redesign core courses (to ensure quality) or add new courses that provide greater depth or breadth. At the heart of many of these suggestions was an overarching concern about the inability of the program to clearly articulate the goals and expectations of their educational programs. Statements such as: "The Department needs to develop more clearly articulated mission statements for their undergraduate and graduate programs to minimize the current disconnect between the faculty vision for the Department and the expectations of the students" appeared in some form in ten (25%) of the programs reviewed. Recommendations about improving curriculum and articulating program goals proved to be serious and contributed significantly to academic receivership for one program and additional Internal Reviews for eight.

Next Steps: Emphasizing Educational Effectiveness in Program Reviews

The many recommendations that departments and IDPs clearly articulate their goals and expectations resonate with WASC's expectation that all degree programs have educational objectives. The WASC *Inventory of Educational Effectiveness Indicators* is one way of cataloging our progress in ensuring that degree programs have formal learning outcomes that are published and assessed. In preparation for our *Institutional Proposal*, we considered how we might complete the *Inventory* for UCLA's more than 300 degree programs in a manner that would involve programs more seriously than simply requiring them to fill out yet another form. We also decided that the WASC inventory expectations should be integrated into UCLA's existing Program Review process. In this section, we describe our efforts and accomplishments relating to this goal, and our future plans toward this end.

Prior to writing our *Institutional Proposal*, we formed a small committee whose members had experience on the Undergraduate or Graduate Council or had served as department chairs. After considering their own programs' records on articulating, publishing, and assessing educational goals, the members began development of a process that would enable each program to clearly and publicly identify student learning goals and to develop assessment approaches. This committee also produced the first *Inventory* (Appendix D, Table 6 of the *Institutional Proposal*), which has since been updated and included as an online [table](#)¹¹ as part of this capacity report.

In preparation for this reflective essay, a workgroup was formed to advance the goal of integrating WASC's assessment and inventory expectations into the Program Review process. That workgroup began by identifying the extent to which our current review process aligns with WASC's core commitment to educational effectiveness. The review *Guidelines* require programs to articulate their educational goals and how they are currently being implemented, but do not require educational goals to be published; this is easily remedied. Further, the current process draws on a variety of data, consistent with WASC's emphasis on the use of evidence in assessing achievement of educational goals; however, the workgroup felt that there was a need for more explicit attention to the assessment component. Given the size, diversity, and complexity of the UCLA campus, this must be done in a way that allows flexibility and engages faculty in each program in developing assessment approaches that are meaningful to them.

With these observations in mind, the workgroup instituted a pilot program with Undergraduate Council (see [letter to Chair of Undergraduate Council](#)¹²), applicable to the programs that began their review cycle in 2006-07 and will have site visits in 2007-08. The pilot program began with a [letter to program chairs](#)¹³ asking them to: a) fill out a survey relating to educational goals and assessment, b) state and publish their educational goals if they had not already done so, and c) make progress on assessment of educational goals by the time of the site visit. All ten programs undergoing review returned the survey and their responses have been entered into the *Inventory*. Their responses reveal some meaningful trends. First, all but one program stated their educational goals and all but two indicated that they are published. In some cases, however, the "educational goals" are not a focused statement relating to expectations for students' learning, but may be a description of the major and/or a list of requirements. Second, every program indicated that they had used various forms of evidence in the past to assess the degree to which students are fulfilling the program's educational goals, and would be interested in using additional forms of evidence in the future.

The results of this pilot have been informative and indicate that in the future the *Guidelines* must clearly define educational goals and provide helpful examples. The next step will be for Undergraduate and Graduate Councils to modify the current Program Review guidelines to sharpen the focus on articulation, publication, and evidence-based assessment of educational objectives, as well as cataloging those achievements in the aforementioned *Inventory*. It is likely that educational outcomes for undergraduates will be tied specifically to the proposed UCLA Capstone Program, since capstone courses and projects are thought by many educators to be a good vehicle for a summative assessment of program success (see *Essay 5* for more details). We will report our progress in defining and assessing achievement of educational objectives in our report for the WASC *Educational Effectiveness Review*, scheduled for completion by the end of 2008.

Closing Statement. UCLA's Academic Senate Program Review process is a strong and effective mechanism for monitoring and improving the quality of our educational programs and for taking action as needed to correct problems. The Program Review process aligns in many ways with WASC's Core Commitment to Educational Effectiveness. Our plans to modify the Program Review process will lead to enhancements in articulation, publication, and evidence-based assessment of educational effectiveness, in a manner appropriate to a large and complex research university.

Essay 3. UCLA's Commitment to Diversity

Introduction

Our *Institutional Proposal* identifies “diversity” as one of ten campus hallmarks. UCLA’s diversity is well reflected by its student population. Nearly 63% of our undergraduates report that at least one of their parents is foreign-born, 51% grew up speaking a language other than English, and 25% were born outside the United States. Over 23% report a family income of less than \$35,000, and 37% are federal Pell Grant recipients. Students, faculty, and staff thrive in our academic community, where interacting and learning with people of vastly different backgrounds and experiences expand understanding and anchor academic excellence. UCLA is committed to serving the diverse peoples of California; the annual [Washington Monthly](#)¹ rankings have consistently ranked UCLA as one of the top schools in the nation in serving as an “engine of social mobility,” based on UCLA’s “high successful graduation rate given its large numbers of lower-income students.”

In the 1998 WASC [review](#)², UCLA identified diversity as one of the three important priorities for the future of the university. At that time, Proposition 209 had just become State law and the campus was concerned about maintaining its diverse student body and workforce, as well as the excellence that derived from this diversity. The summary [report](#)³ of the WASC site visit team made several thoughtful recommendations, including the appointment of a chancellorial-level committee to develop an overarching diversity statement for the campus, assigning responsibilities for accomplishing articulated goals, and encouraging faculty diversity in teaching and research. The WASC team also urged campus leaders to reinvigorate efforts to “rethink the basic assumptions of identifying excellence in the admissions of students” and to establish programs to increase the diversity of faculty via recruitment and retention. In this essay, we summarize campus efforts to respond to these recommendations and reflect on the challenges UCLA faces in advancing its commitment to diversity.

Strengthening a Campus Approach to Diversity

In 1998, Chancellor Albert Carnesale appointed the Chancellor’s Advisory Group on Diversity ([CAGD](#)⁴), comprising senior administrators, faculty, and leadership of the Academic Senate and the undergraduate and graduate student bodies. As its first task, the group wrote a diversity statement to guide campus efforts and then focused on ways of improving UCLA’s multifaceted approach to the various challenges of diversity. The advisory group also made a number of recommendations to secure pivotal campus leadership; these included the appointments of: 1) an Associate Vice Chancellor for Faculty Diversity, responsible for initiating programs to enhance campus efforts to recruit and retain faculty from diverse populations; 2) an Associate Vice Provost for Student Diversity, responsible for expanding programs to support UCLA’s diverse student body through the Academic Advancement Program ([AAP](#)⁵); 3) an Associate Vice Chancellor for Community Partnerships, to create and oversee the [UCLA in LA initiative](#)⁶; and 4) a council to coordinate UCLA’s academic preparation and [educational partnership programs](#)⁷ for K-14. The CAGD also recommended that the chancellorial reviews of deans and vice chancellors take into account efforts to foster diversity, a practice that holds campus leaders accountable for the diversification of UCLA’s campus community.

Last year (2006-07), Acting Chancellor Norman Abrams led the advisory group (CAGD) and, in anticipation of its tenth year of service, he charged CAGD with examining UCLA’s strategic plans and developing a comprehensive diversity proposal that would spotlight efforts and strengthen commitments to equity and inclusion across all programs and for all members of the campus community. The committee’s report in 2008 will provide a useful roadmap for UCLA’s new Chancellor, Gene Block, who has identified diversity as a major challenge and goal for the campus.

UCLA's Diverse Student Body

The table below shows student diversity data for 1998-99 (last WASC review) and 2006-07. In both years, nearly 50% self identified as students of color (shaded rows); however, the percent of underrepresented minorities declined from 19.3% to 16.7%, with a pronounced decline in the numbers of African American students (33% reduction) and American Indian students (30% reduction).

Populations ⁸	Undergraduate		Graduate		Total		% Total	
	1998-99	2006-07	1998-99	2006-07	1998-99	2006-07	1998-99	2006-07
African American *	1,306	756	439	413	1,745	1,169	5.1%	3.2%
American Indian *	176	106	61	60	237	166	0.7%	0.5%
Asian American	8,987	9,784	2,059	2,242	11,046	12,026	32.4%	32.8%
Chicano/Latino *	3,736	3,824	810	951	4,546	4,775	13.3%	13.0%
White (non-His.)	7,895	8,706	4,732	4,494	12,627	13,200	37.0%	36.1%
Declined to state	1,378	1,298	596	1,392	1,974	2,690	5.8%	7.3%
Foreign	625	958	1,305	1,627	1,930	2,585	5.7%	7.1%
Total	24,103	25,432	10,002	11,179	34,105	36,611	100.0%	100.0%
% Color	58.9%	56.9%	33.7%	32.8%	51.5%	49.5%		
% URM	21.6%	18.4%	13.1%	12.7%	19.1%	16.7%		

* Students from underrepresented minority (URM) populations

1) Undergraduate Students. Following the passage of Proposition 209, UCLA's Academic Senate Committee on Undergraduate Admissions and Relations with Schools ([CUARS](#)⁹) worked annually to implement and evaluate admission procedures responding to the three core UCLA criteria: academic achievement, personal achievement, and life challenges. CUARS developed an innovative *comprehensive* review, in which each freshman applicant received three independent scores, one for each criterion. Admission was determined by the applicant's combined rating. During this same period, [admissions](#)¹⁰ became more competitive as the number of aspirants increased by ~44% (from 32,792 to 47,317), but the number admitted increased only by ~13% (from 10,830 to 12,189).

In Fall [2006](#)¹¹, 59% of freshmen self identified as students of color but the racial-demographics of the incoming class were troubling; only 96 [African American freshmen](#)¹² indicated they planned to enroll, down from an average of 140 registrants in past years. The sharp drop was cause for alarm in the otherwise successful effort to achieve student diversity and appeared reflective of a sense that Proposition 209 had made UCLA particularly less hospitable to African Americans. Compared to their cohorts, African American seniors reported feeling less a part of UCLA's community and less satisfied with campus life than others answering the [Senior Survey](#)¹³. Although African Americans reported feeling less connected, most (91%) were satisfied with their overall UCLA experience.

Prompted by these disturbing trends and the challenges they presented to campus diversity and excellence, CUARS, with support from Acting Chancellor Abrams, worked through the summer 2006 to replace the *comprehensive* review with a *holistic review*¹⁴. Under this process, each applicant receives one score that reflects a holistic assessment of the three admissions criteria. This review facilitates a more contextualized assessment of applicants than the previous one. The new review resulted in a more diverse class, with 390 African American admits; 203 (52%) indicated their intent to enroll. The high yield was facilitated by student and alumni recruitment events and by new scholarships provided by private funds. Also a taskforce that included community leaders helped promote effective community outreach programs. Although State funding for outreach has declined recently, the Chancellor's Office continues to support an array of [outreach](#)¹⁵ programs.

2) Graduate Students. In recent years, UCLA's Graduate Division has reshaped its outreach, recruitment, and retention of graduate students in all disciplines. In academic year 2006-07, 15% of

graduate students were underrepresented minorities and 47% were women. With respect to expanded outreach efforts, UCLA collaborates with other campuses to promote diversity by:

a) Information Sharing and Recruitment Support. The Graduate Division participates in a wide variety of regional and national recruitment events and fairs at selected institutions within California. Included are many non-traditional venues such as the national GRE Forums, the Foreign Officer University Fair at the Defense Language Institute, and the McNair National Research Conference. Subject to the proscriptions imposed by Proposition 209, support is also provided for underrepresented graduate students; for example, special fellowships¹⁶ are used to recruit economically disadvantaged students to UCLA graduate and professional programs.

b) Skill and Pipeline Development. The Graduate Division participates in programs designed to expand access to graduate study among economically disadvantaged students, such as UC LEADS¹⁷, NSF funded AGEP¹⁸, and NSF funded UC DIGSSS¹⁹. The Graduate Division also works with UCLA's Division of Undergraduate Education, which sponsors federally funded programs (exempt from 209 restrictions) for underrepresented undergraduate minorities committed to research and graduate studies, including the McNair Scholars Program²⁰ (arts, humanities, social sciences) and the MARC Scholars Program²¹ (math, sciences). Engineering also offers federally funded programs for underrepresented minorities (CEED²²), and many of our professional schools sponsor Career Based Outreach Programs (CBOP²³) to provide outreach to undergraduates from disadvantaged backgrounds.

Faculty and Staff Diversity

1) **Faculty**. The Office for Faculty Diversity was created in 2002 with the appointment of UCLA's first Associate Vice Chancellor for Faculty Diversity. The office serves as a faculty diversity advocate and is responsible for: creating an array of programs that support and enhance recruitment and retention of diverse faculty, maintaining a diversity website²⁴; updating the UCLA Affirmative Action Plan²⁵; collaborating with chairs, deans, and senior management on all areas pertaining to faculty diversity; and working with the Academic Senate's Committee on Diversity and Equal Opportunity.

The Associate Vice Chancellor assists the Vice Chancellor-Academic Personnel (VC-AP) with special projects, such as UCLA's Gender Equity Summit (May 2004), and works with the VC-AP to implement recommendations from investigative reports, such as the gender equity reports²⁶. Faculty committees, appointed jointly by the VC-AP and the Academic Senate Chair in 2000, wrote these detailed reports, which assessed policies for and practices of hiring and compensating women faculty, as well as issues of campus climate. These reports led to the creation of a longitudinal electronic database to track faculty merits and promotions and to a new equity review process for faculty.

Currently, the statistics²⁷ for gender and ethnic diversity among tenure-ranked faculty are 28% women, 8.9% underrepresented minorities (URM), and 23.3% faculty of color (including Asian Americans and URM). In 1996, the year Proposition 209 became law, the statistics for faculty were 23% women, 8.3% URM, and 19.5% faculty of color. Diversity data²⁸ plotted for the past decade show a slight increase in the proportion of women while the proportion of African American (at ~3%) and Hispanic faculty (~5%) remains flat. Among the challenges to increasing faculty diversity is retention; too often, the number hired each year is offset by losses to other institutions. The proportion of women and URM by academic areas²⁹ is uneven and for most does not reach availability pools.

UCLA has taken steps to strengthen faculty committee search procedures³⁰ to include oversight of faculty committee composition and search committee training, as well as documentation that searches have been broad and inclusive. Department chairs and deans also participate in training sessions pertaining to affirmative action issues and State laws, as they are held accountable for ensuring that the recruitment pools are inclusive and well documented. Effective Fall 2007, the Associate Vice Chancellor will serve as the Vice Provost-Faculty Diversity and Development and will work closely with the Provost and Chancellor to assign more visibility and centrality to faculty diversity issues.

2) Staff. UCLA has the largest staff workforce (~18,500 career staff) among UC campuses. As of 2006, our workforce comprised 39% URM staff, 62% staff of color (including Asian Americans and URM), and 65% women (see [Workforce Summary](#)³¹). For many underserved groups, advancement has been difficult, and to enhance upward mobility, UCLA's Campus Human Resources has identified and adopted strategic goals that include investing in staff development and attracting a diverse applicant pool through community outreach.

Academic and Research Programs Focused on Diversity Issues

In recent years, UCLA has also developed a number of academic programs focused on issues of diversity, as well as underserved populations and societal disparities. In the development of the UCLA General Education (GE) curriculum, for example, faculty identified diversity as a key element of two foundation areas (Arts and Humanities; Society and Culture; see *Essay 4*), which stimulated departments to include issues of diversity in a wide variety of GE courses. Also, with the departmentalization of two ethnic studies programs (*Essay 7*), students have new opportunities to major in [Chicana and Chicano Studies](#)³² and [Asian American Studies](#)³³. Other options are available for interdisciplinary majors in [Women's Studies](#)³⁴ and [Afro-American Studies](#)³⁵, as well as minors in [Disability Studies](#)³⁶ and [Lesbian, Gay, Bisexual, and Transgender Studies](#)³⁷. In other areas, students who minor in [Education Studies](#)³⁸ focus on understanding the interactions between the legal, social, and economic forces that influence and shape education—often leading to poor academic preparation for low-income, minority children in urban and rural settings.

In response to a growing interest in teaching about diversity, many departments have expanded their efforts to develop new programs or concentrations. Political Science, for example, recently established [Race, Ethnicity and Politics](#)³⁹, a new field built around the problem of racial and ethnic difference and modern politics. The School of Law recently created a program in [Critical Race Studies](#)⁴⁰, which attracts students and faculty committed to racial justice studies and legal practice, and UCLA's American Indian Studies program jointly developed a program in [Law and American Indian Studies](#)⁴¹ with the School of Law; this program leads to a J.D. and an M.A. and produces graduates committed to the practice of Indian law and who have a deep understanding of tribal culture. These are only a few examples from the rich array of UCLA academic programs focused on diversity and equity.

UCLA has also developed several interdisciplinary research centers that facilitate and support faculty and students who study a wide range of issues focused on diversity, inclusion, and access for minority peoples. Many of these centers include strong service components, often partnering with local communities, as well as State and national agencies. For example, UCLA has a center for [minority health](#)⁴², devoted to the elimination of health disparities in racial and ethnic minority populations. We also have a [Center for the Study of Women](#)⁴³, four [Ethnic Studies Centers](#)⁴⁴ (American Indian Studies Center, Asian American Studies Center, Bunche Center for African American Studies, and the Chicano Studies Research Center), as well as an [Institute for Democracy, Education, and Access](#)⁴⁵ dedicated to improving public schools in urban neighborhoods. These programs, and others, have fostered an engaged community of scholars that will continue to develop new programs and attract centers, such as [The Civil Rights Project/Proyecto Derechos Civiles](#)⁴⁶, formerly based at Harvard.

Next Steps. UCLA's new website [Diversity@UCLA](#)⁴⁷ declares, "Diversity is a core value of UCLA" and proclaims, "We have a responsibility to do whatever can be done, legally and appropriately, to preserve and expand the diverse nature of our university community." In the coming year (2007-08), the CAGD has been asked to continue its examination of campus action plans and to develop a comprehensive strategic proposal to strengthen efforts to increase equity and inclusion across all programs and for all members of the campus community. The committee's report will provide a useful roadmap for Chancellor Gene Block, who has identified diversity as a major challenge and goal for the campus (see *Essay 1*).

Essay 4. Ten Years of General Education Reform at UCLA

Introduction

UCLA selected General Education (GE) as a [theme](#)¹ for its last WASC review because of a widespread perception among UCLA administrators and faculty that this part of the curriculum could be improved so as to better provide students with general knowledge, integrative learning, ethical awareness, and strong intellectual skills. Towards this end, the Provost of the College, Brian Copenhaver, appointed Professor Judith Smith UCLA's first Vice Provost for Undergraduate Education in the fall of 1996 and charged her with reforming GE and improving the lower-division educational experience. Working with a faculty committee, the Vice Provost completed a blueprint for GE reform entitled [General Education at UCLA: A Proposal for Change](#)². This document called for a campuswide set of GE requirements that were "simpler, fewer, more coherent, and clearer in purpose," more rigorous GE courses, and thematic yearlong interdisciplinary first-year clusters.

The *Proposal for Change*, released in Spring 1998 when the previous WASC re-accreditation team was concluding its work, also recommended the creation of a faculty committee to initiate, supervise, and oversee the reform of the general education curriculum. This recommendation, strongly supported by the WASC team, led the Academic Senate to form a GE Governance Committee to advise the Senate and the Vice Provost on all matters pertaining to general education. As of Spring 2008, this annually appointed group will become a standing committee of the Undergraduate Council.

Over the last ten years (1998-2007), the GE Governance Committee has worked with the Vice Provost to implement the recommendations contained in the *Proposal for Change*. This collaboration has resulted in the creation of a [Freshman Cluster Program](#)³ and a [campuswide GE curriculum](#)⁴. The development and implementation of the cluster program, in tandem with other initiatives aimed at improving undergraduate education, e.g., the [Fiat Lux Freshman Seminar Program](#)⁵ and a discipline-centered [Writing II Curriculum](#)⁶, required the investment of new permanent funds—nearly three million dollars—from the Chancellor's Office. The particulars of this general education reform effort, including its achievements and ongoing challenges, are addressed in this essay.

The Freshman Cluster Program: A Cornerstone of UCLA's GE Reform

The *Proposal for Change* recommended that UCLA offer a number of yearlong interdisciplinary collaboratively taught "first-year clusters." These courses would be open only to entering freshmen, they would address broad topics such as the *global environment* and *interracial dynamics*, and they would be organized around academically rigorous 5-unit lecture/discussion courses in the fall and winter quarters, with a culminating seminar in the spring. In their 1998 [report](#)⁷, the WASC site visit team embraced this recommendation, seeing the cluster program as a way of engaging faculty in the design and teaching of new GE courses and strengthening freshman academic skills.

The Freshman Cluster Program started in 1997-98 with one "pre-pilot cluster," moved into a five-year pilot phase from 1998 to 2003, and was approved as a full-fledged academic program in 2004. During its pilot period, faculty developed four clusters (including the "pre-pilot") in 1998-1999. Additional clusters were conceptualized and developed during a two-year (1999-01) [faculty-affinity group initiative](#)⁸ funded by a grant from the William and Flora Hewlett Foundation. Over 161 faculty members participated in 14 Hewlett Foundation affinity groups, and several new cluster courses emerged from this process. Since the inception of the program, 10,756 freshmen (~ 45% of each year's entering class) have enrolled in clusters, and 278 graduate student teaching assistants (TAs) and 345

faculty members from all areas of campus have participated in the instructional teams. A total of 493 spring seminars were also designed and offered, 40% of them taught by faculty and 60% by cluster TAs. All freshmen completing a cluster sequence satisfy 30% of their GE coursework, as well as their Writing II and GE seminar requirements.

A team of seven full- and part-time academic administrators and staff provides budgetary and logistical support for the cluster program, and also provides cluster TAs with yearlong instructional workshops on disciplinary writing and seminar development. Additional support for cluster instructional aims—information literacy, disciplinary writing, experiential education, and service learning—is provided by the College Library (see *Essay 6*), Writing Programs, Center for Community Learning, and Office of Residential Life. The budget for the program is supported by a permanent allocation of \$1.8 million, 85% of which directly supports teaching (faculty and graduate student instructors); the remaining 15% provides support for class expenses and administration.

In the fall of 2003, the cluster staff, with input from cluster teaching teams, completed a [Self Review of the Cluster Pilot Program](#)⁹. This comprehensive report included information on the history and administration of the pilot program, as well as the results of surveys and focus groups of over 4,000 freshmen, 102 TAs, and 73 faculty members. Freshmen reported clusters were highly demanding courses that helped ease their transition from high school to college. They also noted that these courses engaged them in a broad range of disciplinary and interdisciplinary subjects and methodologies, and strengthened their core academic skills in critical thinking, discussion, and writing.

In recent [longitudinal studies](#)¹⁰ of seniors, all former cluster freshmen, the majority of respondents indicated that the spring seminar was the “highlight” of their cluster experiences, because they were encouraged to explore a topic of their own choosing and challenged to be “creative and independent.” This type of inquiry-based, entry-level seminar helps prepare students for upper-division work, and to engage more productively in capstone experiences as seniors (see *Essay 5*). Also, a majority of respondents agreed that the interdisciplinary nature of clusters and the faculty’s collaborative approach to teaching helped them to understand a topic from alternative perspectives and aided their ability to synthesize knowledge from disparate fields. These data suggest that clusters provide a useful model for expanding interdisciplinary education for undergraduate students at UCLA (see *Essay 7*).

Faculty reported that conceptualizing, developing and implementing a yearlong interdisciplinary course required considerable time and effort, as well as openness to new forms of pedagogy. They also noted that the collaborative teaching format of these courses provided them the rare opportunity to interact with and learn from colleagues in different fields. TAs reported that teaching in the clusters entailed a heavy workload, but they also noted that these courses afforded them the chance to design and teach a seminar based on their own research interests, as well as the opportunity to work with faculty and graduate students from across campus. Both faculty and TAs agreed that clusters fostered a high quality of teaching and learning, and this has been affirmed by both a prestigious [Hesburgh Certificate of Excellence](#)¹¹ and four UCLA Distinguished Teaching Awards for cluster faculty.

The Academic Senate carried out its Academic Program Review (defined in *Essay 2*) by forming a team of internal and external reviewers that conducted a site visit. The resulting [report](#)¹² in the spring of 2004 praised the cluster model “as one of the jewels of undergraduate education at UCLA,” and provided the institutional support needed to make it a permanently funded “program.” The comment by an external reviewer (Christina Maslach; UC Berkeley) succinctly summed up the review:

The UCLA Freshman Cluster Program is a truly innovative program within higher education....Clusters introduce students to a broader interdisciplinary perspective on key issues, and to a more intense workload in terms of reading, writing, and educational projects. Clusters also place an enormous value on the quality of teaching and the culture necessary to sustain it.

Foundational Areas of Knowledge as a Basis for UCLA's New GE Curriculum

From 1999 to 2000, UCLA's new GE Governance Committee worked with Vice Provost Smith and her staff, as well as with faculty and administrators across campus, to develop a proposal for a common campuswide GE curriculum and course list. A consensus emerged during this period of reflection and discussion that general education should provide all lower-division students at UCLA with a set of cornerstone or "foundational" experiences aimed at introducing them to the fundamental ideas and "ways of knowing" typical of scholars in the arts, humanities, social, and natural sciences. This idea of a foundational GE curriculum was given more substantial form when faculty workgroups from the College and professional schools agreed to a common GE framework for the campus that would comprise three Foundations of Knowledge: *Arts and Humanities*, *Society and Culture* and *Scientific Inquiry*. In their comprehensive [reports](#)¹³, each of three workgroups developed a mission statement that articulates the educational objectives for its foundation area, and agreed that GE offerings should be rigorous 5-unit courses designed to promote general knowledge, integrative learning, sensitivity to difference (diversity), responsible citizenship, and strong intellectual skills.

These deliberations culminated in the adoption of the Foundations of Knowledge GE framework and common course list by the College in 2002 and by the professional schools with undergraduate programs in 2004 and 2005. As of Fall 2006, all incoming UCLA freshmen satisfied their GE requirements by taking a requisite number of courses across three foundational areas of knowledge (see [GE Requirements Chart](#)¹⁴). With the institution of this common GE curriculum, all courses carrying GE credit, old and new, have been reviewed by the GE Governance Committee, its *ad hoc* workgroups, and the Undergraduate Council according to the criteria set forth in the mission statements and course guidelines the UCLA faculty developed for the different foundation areas.

To ensure that general education course offerings continue to adhere to the goals and practices adopted by the faculties of the College and professional schools, the Undergraduate Council approved Vice Provost Smith's proposal to inaugurate an eight-year program review for each of the GE foundation areas. Like other Academic Senate Program Reviews, this process (outlined in *Essay 2*) takes three years to complete and involves a period of self review and a site visit by a team of campus and extramural scholars. A review of *Scientific Inquiry* took place in 2005-07, and will be followed by reviews of the curricula in *Society and Culture* (2007-09) and *Arts and Humanities* (2009-11).

A review of the *Scientific Inquiry* GE curriculum was conducted by an *ad hoc* faculty committee jointly appointed by the GE Governance Committee and Vice Provost Smith. This *ad hoc* workgroup focused on several issues, including the overall pedagogical aims of the foundation area, as well as the quality of the courses offered, and issued its [Self Review Report](#)¹⁵ in Fall 2006. This report was reviewed by the GE Governance Committee and used by the review team, which conducted a site visit in Spring 2007. The [Academic Senate Program Review](#)¹⁶ of the Scientific Inquiry area, while very positive, recommended more frequent monitoring of selected course syllabi and the development of GE courses in new science fields. Another recommendation was improved communication with students and counselors about differences between the two categories of science GE courses: general science courses and pre-major science courses that fulfill GE requirements.

In addition to assessing GE courses and the curricula of the three foundation areas, UCLA has been interested in systematically collecting information from graduating senior students who have completed the new GE program. In the newly established UCLA College Senior Survey, questions concerning the GE experience were included for 2005 and [2006](#)¹⁷. Results from these surveys indicate that the majority of respondents (55%) enjoyed exploring topics and disciplines outside of their major areas of interest (85% agreed or strongly agreed) and were challenged by new ideas and ways of thinking in their GE classes (82% agreed or strongly agreed). Also, nearly one-third of the respondents selected a major after taking a GE course in the area, while 20% selected a minor area of study.

Next Steps: The Continuing Transformation of General Education at UCLA

A 2002 [monograph](#)¹⁸ addressing UCLA's efforts to transform its GE curriculum, prepared for the Higher Education Research Institute by Vice Provost Smith's staff, noted that in most universities general education reform is "time-consuming, painful, contentious, and requires not only considerable patience, but also a marked willingness by all the involved parties to compromise." As this essay makes clear, GE reform at UCLA was a lengthy and often difficult process that entailed:

- A broad-based dialogue about the aims, practices, and importance of general education.
- A high level of administrative support and the allocation of new funds for GE.
- The creation of an advanced training program for TAs in the Freshman Cluster Program.
- The establishment of a campus GE Governance Committee.
- Campus-wide adoption of a new GE curriculum with a common course list for all students and a clear mission statement for each of the three GE foundation areas.
- A systematic process for the periodic evaluation of the GE foundation areas and courses conducted by the Academic Senate's Program Review process (as outlined in *Essay 2*).

This GE reform effort inspired new curricular initiatives that also enriched the UCLA undergraduate education experience. For example, faculty involved in the *Modern Thought*, *Global Environment*, and *Global Economy* clusters spearheaded the development of new minors in [Social Thought](#)¹⁹, [Environmental Systems and Society](#)²⁰, and [Global Studies](#)²¹. The innovative *Biotechnology and Society* cluster provided faculty in the [UCLA Center for Society and Genetics](#)²² with a model for a new interdisciplinary minor in *Biology and Society* (see *Essay 7*). And the success of the *Frontiers in Human Aging* cluster has brought renewed interest to UCLA's [Gerontology Minor](#)²³.

The Freshman Cluster Program's much praised spring seminars have also inspired a three-year pilot initiative known as [GE Seminar Sequences](#)²⁴. Launched in 2006-07 by Vice Provost Smith with the College deans, this program affords students unable to enroll in a cluster their freshman year the opportunity to study a particular subject in some depth over two quarters. These GE and Cluster seminars provide experiences that encourage freshmen and sophomores to integrate course materials over a two or three quarter span and to design a term project of their choosing. These are valuable experiences for students who will later complete a senior-level capstone project (see *Essay 5*).

Working with departments and interdepartmental programs, UCLA's GE Governance Committee has also linked or "bundled" GE courses together around a variety of broad themes, e.g., *Western and Non-western Religion, Mythology, and Folklore; Cultures and Identities; The Search for Life in the Universe; and Society and the Environment*. These [thematic course lists](#)²⁵ are being used as advisory tools by academic counselors to help students plan out ways of both satisfying their GE requirements and exploring an area of interest in some depth from a variety of disciplinary perspectives. The Committee also hopes that these thematic GE bundles will lay the groundwork for future curricular efforts aimed at linking together traditional courses to create interdisciplinary sequences.

Closing Comment. UCLA has created a campuswide GE curriculum, provided clearly articulated educational objectives for each GE area, and included a periodic program review that will guide our progress in the future. UCLA's curricular transformation has captured the attention of universities and national groups engaged in discussions of GE reform and the first-year experience. Those involved at UCLA have been frequently invited to share their [experiences](#)²⁶; these dissemination activities have been helpful to others as well as to us. Recently, UCLA's commitment to the improvement of its GE curriculum has been singled out in the 2007 [report](#)²⁷ of the University of California Commission on *General Education in the 21st Century*, which noted that "the combination of significant budgetary resources, aggressive leadership, and an atmosphere of campus support has enabled UCLA to emerge as something of a model among the [UC] campuses for innovation in general education."

Essay 5. Shaping Undergraduate Education via the Capstone Experience

Introduction

As part of our *Institutional Proposal*, UCLA selected “Shaping Undergraduate Education via the Capstone Experience” as one of three themes for the *Educational Effectiveness Review*, noting that faculty-mentored capstones provide students the opportunity to demonstrate mastery and integration of knowledge and learned abilities in an active context within a discipline. The Institutional Proposal Steering Committee saw capstones as the “bookend” to the general education curricular reform launched during UCLA’s previous WASC review (see *Essay 4*), and hoped to engage the campus in examining its expectations for California’s top students at the end of their undergraduate years.

In support of this theme, the committee cited *Reinventing Undergraduate Education: A Blueprint for America’s Research Universities* (1998 Boyer Commission [report](#)¹), which describes the capstone experience as marshaling all educational experience “in a project that demands the framing of a significant question or set of questions, the research or creative exploration to find answers, and the communication skills to convey the results.”

The Commission, which advocated inquiry-based learning, set a national agenda that resonated with recent initiatives of the UC Office of the President and at UCLA to reexamine faculty roles in undergraduate education. In 2003, UCLA convened the Joint Administration-Senate Taskforce on Undergraduate Education in a Research Context, following a [mandate](#)² from UC President Richard Atkinson, who asked that campuses link undergraduate education more closely to the research mission of the university. The taskforce studied the ways in which UCLA delivers research-based education to advanced undergraduates in the form of individualized and small-group instruction, including research seminars, journal clubs, internships, apprenticeships, and one-on-one tutorials. In its 2003 report, [Undergraduate Education in a Research Context](#)³, the taskforce recommended, among other things, the creation of a list of “reserved course numbers” to foster and track these types of courses across campus. Its most challenging recommendation was that departments “require a senior project or some type of capstone (design, research, seminar, or studio project).” In Spring 2003, the [Undergraduate Council](#)⁴ endorsed these and other recommendations, and in Fall 2003, the recommendation regarding reserved course numbers was implemented through a comprehensive [course-renumbering project](#)⁵.

To pursue the capstone theme, in Fall 2006 a faculty-student workgroup was appointed that encompassed diverse perspectives from across campus. The workgroup met five times during spring quarter 2007, surveying available capstone experiences at UCLA and confronting the obstacles that will challenge any effort to expand them significantly, especially in large departments with overtaxed faculty. Central among the group’s goals were 1) to define the nature and function of capstones in a way that would be meaningful across campus, and 2) to understand better how curricula might be designed to support capstones. While embracing the project of improving the capstone opportunities at UCLA, the consensus of the group is that simply imposing a capstone requirement would fail. Instead, the group recommends that UCLA approach the problem so as to improve available capstones, to reshape major and minor curricula to better support the capstone, and to expand capstone opportunities wisely, according to a well-defined standard.

This reflective essay presents the workgroup’s attempt to define capstone experiences for undergraduate students at UCLA and to propose a model that could be implemented by departments. The group will continue its efforts during 2008-09, and will prepare a longer paper on implementing capstone experiences and working with departments to establish clear criteria and student learning outcomes.

Definitions and Hallmarks of the UCLA Capstone

In considering how the capstone might best be conceived at UCLA, the workgroup stipulated that it should serve as a project-based culmination to a curriculum (a meaningful, shaped collection of courses typical of a major or minor), bringing together in a coherent way key elements of that curriculum, and also drawing, as appropriate, on other curricula and experiences such as general education, writing classes, lower-division seminars, and community-based projects. The capstone at UCLA should provide a focus for the broad basis of a program of undergraduate study. Thus, the acquisition of knowledge should lead to a specialized topic explored in a paper or project. Methodological training should be applied to a specific inquiry. Knowledge integrated across a range of topics and disciplines should provide broader contexts for a topic or project. And specific skills, such as research, discussion, teamwork, project design, performance, oral presentation, and writing, should be employed as appropriate to that inquiry. The workgroup offers the following as projected hallmarks of a UCLA capstone experience:

1. The project must require that the student engage in a creative, inquiry-based learning experience that deepens the student's knowledge and integration of the discipline.
2. The project may be completed individually or by a group of peers, provided each student is given agency; each student's contribution must be significant, identifiable, and graded.
3. The project must culminate in a tangible product that can be archived (including film, video, etc.) for at least three years by the responsible unit (department or program).
4. The project must be part of an upper-division course of at least four units, usually within the curriculum established for the student's major or minor.
5. Opportunities should be provided for capstones to be shared within a broader community, such as presenting a paper at a student or professional meeting.

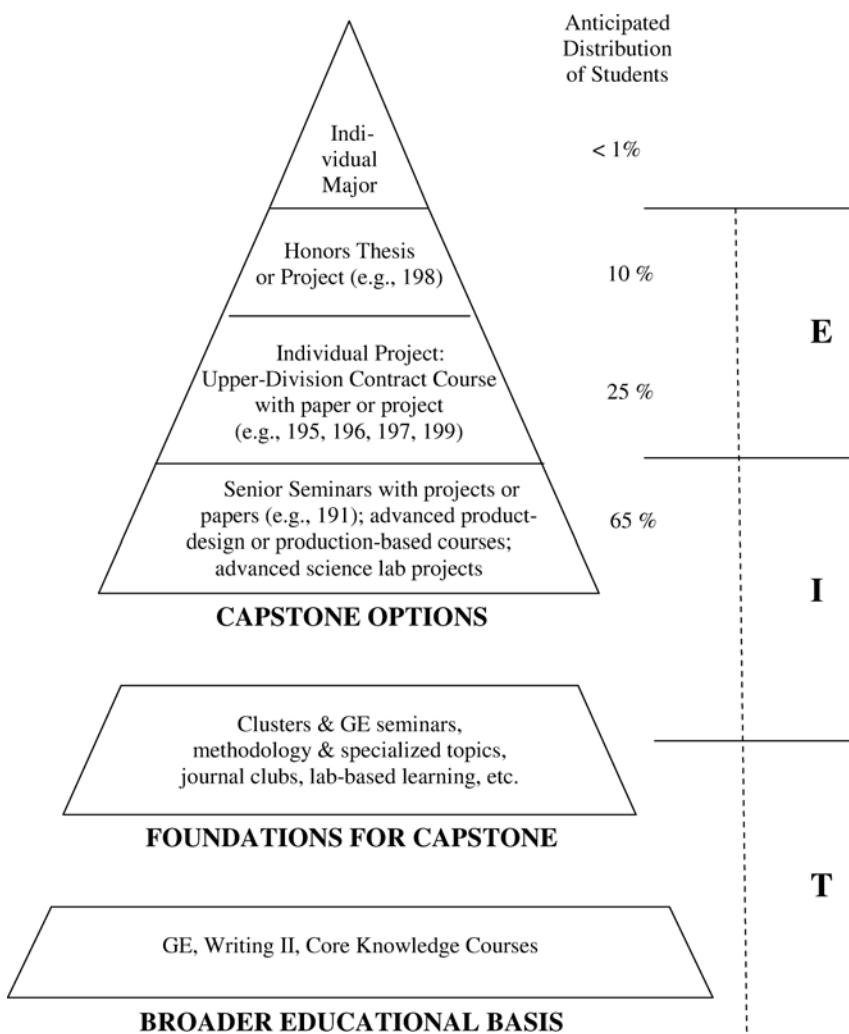
A Possible Capstone Model for UCLA

A statewide initiative begun in 2003 led to a taxonomy of UC instructional activity, called **T-I-E** (**Total Instructional Effort**⁶), which delineates a comprehensive hierarchical structure for undergraduate curricula. **T-I-E**, which was fully implemented in 2005-06, created three broad categories: **T**ransmitting the knowledge base, **I**nitiating intellectual independence, and **E**mphasizing independent inquiry—and sought to give appropriate faculty workload credit especially for the last of those categories. **T-I-E** provides an appropriate structure for understanding the capstone, which may be seen to relate to its supporting curriculum as the upper tiers of a pyramid (see Figure 1). As shown, instructional activities progress from the “broader educational basis” of general education and preparation for the major, to “foundations for capstone” and “capstone options,” the latter category encompassing possibilities ranging from upper-division seminars and project-related courses to honors theses and individual majors.

Within the **T-I-E** taxonomy, only the first level (**T**) is inappropriate to the capstone, because these courses are foundational. Some “**T**” courses also would not qualify. Some of these, such as Clusters Seminars and GE Seminar Sequences, serve as culmination for a part of the student's curriculum (see *Essay 4*), but they are unsuitable because they are lower-division. Upper-division journal clubs and methodology courses, while similarly offering important curricular foundation for the capstone, are also not suitable. Many courses from the “**T**” level could qualify, however, including senior seminars with projects or papers, upper-division product-design and production-based courses, and advanced science laboratory courses. The third level (**E**) is appropriate for capstones, since this category primarily includes upper-division “contract courses” with culminating papers or projects (courses 195, 196, 197, 198 and 199), some of which may qualify for departmental honors. At the top of the pyramid is the **Individual Major**⁷, an option for College Honors students who have well-defined,

interdisciplinary interests for which no suitable major is offered. These students design their own course of study and are guided by a faculty committee responsible for grading the student's comprehensive thesis.

Figure 1. The Capstone Pyramid and its relationship to T-I-E



In surveying the existing capstone experiences at UCLA, the group found a broad spectrum, ranging from yearlong sequences of courses or tutorials to a single seminar and from honors theses to comprehensive seminar projects or internship papers. Capstones at UCLA may be based in tutorials, labs, advanced courses, or seminars, and may include either individual projects or team-based projects. They may be mentored by faculty or by advanced graduate students (with faculty oversight). They may culminate a major or a minor, or might build on other educational experiences unrelated to a specific curriculum, including yearlong projects such as UCLA's [Undergraduate Science Journal](#)⁸.

The indication in Figure 1 of an "Anticipated Distribution of Students" is an estimate of the percent of graduating seniors who might complete a capstone experience at each of the four capstone levels, once the program is fully implemented. These figures are in line with the overall capacity of many but not all departments in the College and professional schools. It will also be possible for students to complete more than one level; for example, a student, having completed an advanced seminar, might decide to engage in an independent study.

Capacity Issues, Assessment, and Next Steps

Whenever the faculty considers the possibility of establishing a capstone program at UCLA, the question of feasibility invariably arises. The workgroup reviewed data on existing opportunities and curriculum-based, capstone-like requirements to gain a sense of current capacity and faculty commitment to such experiences. The data show that in the professional schools, capstones are often seen as crucial components of undergraduate curricula, especially in the creative and performing arts (School of Arts and Architecture and School of Theater, Film, and Television). In the Henry Samueli School of Engineering and Applied Science, capstones are a feature in all departments; they are typically team-based projects in advanced design courses and are an important element for ABET accreditation. In a few professional-school departments, however, resources and a concern for quality have led to some curtailment in these activities, in favor of honors programs that enroll fewer students.

In the College of Letters and Science, where the student-faculty ratios are often less favorable than in the professional schools, opportunities for students to enroll in senior seminars and independent studies courses are variable, and only 15% of current programs require students to complete capstone-like experiences. Department size does not always appear to be a limiting factor. For example, two of the College's largest and most popular departments, English and History, require all of their students to complete a senior-level seminar that would likely qualify as a capstone. Senior seminars appear to be more common in the Humanities and the Social Sciences Divisions, where about two-thirds of graduating seniors report enrolling in a "special topics seminar with a term paper" (2006 Senior Survey [data](#)⁹). In the Life and Physical Sciences Divisions, about one-third of the seniors report taking a senior seminar and about 45% report completing a research-based independent study course (198 or 199). In some science departments, advanced laboratory courses appear to serve the same function that advanced production and design courses play for arts and engineering students, respectively. Examples include the Marine Biology Quarter for the Marine Biology major and advanced laboratory courses for Cognitive Science majors. The workgroup believes that in many departments across the College, advanced graduate students will become key players in implementing capstones.

College seniors who completed an advanced seminar and/or a research project report high levels of satisfaction with the courses. [Data](#)¹⁰ from the Senior Survey show that a majority of these students agree or strongly agree that "my research helped me better understand concepts presented in related classes" (89%) and "provided a strong intellectual challenge" (86%). Also, a majority of those who completed a seminar or research project agree or strongly agree that: "My research project contributed to the creation of new knowledge" (83%); "I made a meaningful contribution to the project" (87%); and "My faculty mentor challenged me to do my best" (82%). These data reinforce the workgroup's notions about the value of projects that encourage close partnerships between students and faculty.

In Fall 2007, the proposed capstone model was presented to the Academic Senate Undergraduate Council, who endorsed it unanimously and "with enthusiasm." The workgroup will next provide the WASC Capstone Essay to each department and interdepartmental program, asking them to respond to an online survey early in spring quarter 2008. The survey will focus on possible capstone experiences in the major and minor (if applicable). A key component of the survey will be a set of questions on educational expectations and learning outcomes for each proposed capstone experience.

The workgroup will use the online materials to begin crafting a proposal for a UCLA Capstone Program that will meet the expectations and capacities of each unit. The workgroup's proposal will be the basis of its *Educational Effectiveness Review* essay, since, as noted in recent studies, "capstone courses provide a venue for assessing how successful a curriculum is in achieving its learning objectives" ([Berthelde 2007](#)¹¹) and "a culminating experience is the ultimate summative evaluation" ([Teasdale 2007](#)¹²). The workgroup anticipates that the nature of the experience will vary according to students' major or minor disciplines, but should be of comparable value to the "budding social scientist, bench scientist, artist, humanist, engineer, or history major" (Boyer 1998).

Essay 6. Using Educational Technology to Enhance Learning and Teaching

Introduction

Information technology (IT) offers tremendous promise for enhancing the academic experience. Educational technologies include not only the Internet, which provides access to university websites directly tied to courses as well as to resources around the world, but also innovations in recording, collaborating, and responding technologies that offer enhanced environments for scholarly interaction and intellectual pursuit. These technologies are valuable when they serve the larger educational goals of the university: to create active learners who not only master the content of their chosen fields, but also develop techniques and modes of critical thought that will enable them to be informed and discerning citizens and contributors to their professions.

Most UCLA students are immersed in information technology in their daily lives. They expect that their academic lives will be similarly rich in technology, and that they will leave UCLA as technology-savvy graduates. Both faculty and students are end users of educational technology, and from it they gain vastly improved *access* to course materials and to one another. But crucially, the technology landscape now includes a rich mixture of new *kinds* of course materials: discipline-specific multi-media content, simulations, and applications, as well as tools for communication, collaboration, writing, and research. Educational technology holds the promise of creating more interactive classes, engaging students more deeply and more actively in the course content, and contributing to a student's learning of complex concepts by adapting to the student's level and progression of understanding.

To improve the learning experience significantly and consistently across the undergraduate and graduate curricula, however, UCLA, like comparable institutions, faces many challenges in developing practices, policies, and resources to adapt to ever-changing educational technology. These challenges are not merely financial, though they are obviously that; they also include a leadership challenge. In this essay, we focus on our capacity to build on our diverse experiences and to develop a more cohesive approach to leadership, infrastructure, and services based on a shared understanding of the uses of technology that will have the greatest impact on student learning and faculty teaching.

Reflecting on Past Successes: Three Examples

1) **Support for Technology in Instruction.** For over two decades, the Office of Instructional Development ([OID](#)¹) has provided a broad range of services in support of undergraduate instruction. Innovation grants, many of which include the use of technology, are awarded directly to faculty each year. OID's [Teaching Enhancement Center](#)² provides training and consultation in the use of technology. Their Teaching Assistant Technology Training Program, initially funded as a national model by the Fund for the Improvement of Post-Secondary Education, includes modules on the effective use of technology by graduate students. Most recently, OID has provided such innovations as video streaming, [podcasting](#)³, and classroom personal-response systems. Other support for innovation by faculty and teaching assistants occurs in units across the campus, at the level of either the division (e.g. the [Center for Digital Humanities](#)⁴ and [Social Sciences Computing](#)⁵) or the department, program, or individual faculty (e.g. [Virtual Office Hours](#)⁶ in the Department of Chemistry and Biochemistry). The new [Institute for Digital Research and Education](#)⁷ and the NSF-funded [AccessGrid](#)⁸ support graduate education in the use of technology for computation and simulation across units and campuses.

The largest educational technology impetus at UCLA in recent years has been the Instructional Enhancement Initiative (IEI), which is both a program and a funding mechanism for providing some components of the educational technology infrastructure at the department and division level. In 1997,

the College began to charge a per-unit fee for all regular undergraduate courses and became an early adopter of the now-standard practice of universal course websites. College IEI money is distributed to departments or other units in its four academic divisions. As detailed in a recent [report](#)⁹, these resources (~\$5.5 M/year) support the development and maintenance of course web sites, course management systems, student computer laboratories, the computing commons in the library ([CLICC](#)¹⁰), and the web portal to individualized course information ([MyUCLA](#)¹¹), and assistance to faculty in the use of educational technology. The Henry Samueli School of Engineering and Applied Sciences now similarly assesses a per-unit [fee](#)¹² to provide computing resources for all its undergraduate courses.

The implementation of the IEI has been a noteworthy success in meeting educational technology challenges specific to UCLA, in part by forming a consensus around the model of a common enterprise that is implemented and administered locally. The IEI builds on UCLA's culture of distributed innovation by placing resources as close as possible to the point where support and services for students and faculty are needed. However, IEI resources arise from and are dedicated to undergraduate courses; there is no equivalent general support for graduate education.

2) Governance. Under the leadership of the Associate Vice Chancellor-Information Technology (UCLA's CIO), who heads the Office of Information Technology ([OIT](#)¹³), UCLA has made significant progress in establishing a governance structure for deciding institutional IT direction, policy, and investment. The Information Technology Planning Board ([ITPB](#)¹⁴)—a joint faculty Academic Senate-Administrative board responsible for strategic planning and policy recommendations for academic and administrative applications—was established in 2001. Because of the importance of technology for education, the Faculty Committee on Educational Technology ([FCET](#)¹⁵) was established soon after to provide advice to the ITPB and to the (then) College Provost. Now, with a broader membership, it serves that role for the CIO and the Vice Provost for Undergraduate Education. Local units' governance models vary, with some having very active faculty advisory committees. The Campus Computing Council ([CCC](#)¹⁶) brings together the IT directors from local campus units.

3) Educational Technology Leadership. The ITPB developed a campus-wide vision for educational technology with two goals: 1) to integrate students into an educational technology-enhanced teaching, learning, and research environment, and 2) to use the Internet to support scholarly interaction, both to engage students and to enhance external access to UCLA. This vision for Educational Technology has been continuously reviewed and refined through the IT governance structure. Over the past six years the FCET has developed a strategic vision and recommended educational technology services and initiatives, as demonstrated in the [Annual FCET Report](#)¹⁷. In 2003, it established the Brian P. Copenhaver [Award](#)¹⁸ for Innovation in Teaching with Technology, an award given annually to honor faculty who successfully experiment with new educational technology, to help faculty share their experiences with others, and to build a UCLA community of educational technology innovators. More recently, the FCET recommended that the campus converge on a Common Collaboration and Learning Environment ([CCLE](#)¹⁹), both to support instruction with a common environment and to provide a platform for interdisciplinary research and other collaborations. The CCLE will thus further integrate research and teaching, serving undergraduates, graduate students, and faculty.

Current Challenges in Advancing Educational Technology

To some degree, the early launch and success of a broad range of services and programs throughout the campus has created a culture and set of practices that make it costly and difficult for UCLA to achieve significant systemic change and broad educational technology improvement. Although intertwined, the challenges for UCLA can be sorted into three major categories.

1) Educational Innovations. How can we build a research-rich educational environment for undergraduate and graduate students, using educational technology-enabled pedagogy to achieve clearly articulated learning outcomes? UCLA does not lack ideas about how to do this. In addition to

the efforts of individual faculty such as those recognized by the Copenhaver Award, and individual graduate students such as those teaching through the [Collegium of University Teaching Fellows](#)²⁰, there have been many studies and pilot projects, e.g. an OID pilot project on [Blended Instruction](#)²¹, an Academic Senate study of [online instruction](#)²², and a FCET recommendation for an [Open Course Ware project](#)²³. There are several “islands of excellence” where students benefit from such innovations. However, these benefits are generally not realized beyond individual classes to the broader campus community. There is no systematic process for assessing impact beyond standard course evaluation forms. Other than the Copenhaver Award, there is little in the current resource and reward system for faculty that fosters investing the time required to incorporate innovative educational technology. The challenge for UCLA is thus to engage systematically in 1) assessing pilot efforts in terms of learning outcomes; 2) disseminating these successful ideas and encouraging adopters; 3) continuing assessment throughout larger scale implementations; and 4) rewarding innovators.

2) Building a Cohesive Instructional Technology Environment. Because responsibility and funding for educational technology programs is at the school, division, or department level, each unit has its own infrastructure, including about course management systems. The many such systems deployed across UCLA create a problem for students who must use different systems across courses, and for faculty and graduate students who teach in more than one unit. And for administrative functions such as the Library and Registrar, unnecessary complexity is added to an already highly technological and rapidly changing environment. More generally, core educational technology services are uneven across campus, with some units providing models of excellence and others lagging behind.

The CCLE initiative, mentioned earlier, is intended to help remedy this situation, and it has already become a catalyst for bringing the campus together to develop more effective governance and service delivery approaches, and fostering a spirit of cooperation. In 2006, an innovative campuswide process to define requirements and assess options resulted in a widely applauded decision to adopt the [Moodle course management system](#)²⁴ for the CCLE. In 2007, with the support of key campus groups (OIT, OID, CCC, the Library), a cohort of staff members from units across campus contributed extensively to an alpha-phase implementation of Moodle. The EVC/Provost then allocated seed funds to facilitate a second phase of planning (Fall 2007) designed to determine the scale, scope, and architecture of, and to develop a funding model for, a wider implementation of the CCLE for 2008 and beyond.

A related challenge concerns three of our campus’s learning spaces. First, according to OID’s [Classroom Technology Plan](#)²⁵, furnishing UCLA classrooms with the newest educational technology equipment lags behind other UC campuses. Currently, only 50% of UCLA’s 200 general assignment classrooms are adequately outfitted. In response to OID’s plan, the Acting Chancellor has committed \$800,000 in permanent funds to be allocated over a two-year period, 2008-2010. These newly allocated funds will ensure that all general classrooms are equipped by 2011. Second, while much of UCLA’s general public space has wireless coverage, the campus is involved in debates about the need for providing wireless connectivity within its academic buildings. And third, the UCLA Library must consider how to provide students more access to its digital resources, as well as more workspaces.

3) Leadership. At UCLA, leadership in implementing educational technology currently follows the fully distributed structure of instruction on campus, and coordinating our decentralized institution to produce a federated environment requires creative leadership. Unlike some of our peer universities, UCLA has no single position or office solely concerned with advancing the use of educational technology. Responsibility is shared among key organizations (i.e., OIT, OID, CCC, the Library) through active, robust governance processes. While the benefits of a federated environment are significant, connecting and leveraging local and institutional efforts is a challenge, not just for educational technology but for all aspects of IT. UCLA is pursuing a model of “Coordinated Autonomy” in which IT infrastructure and services are neither centralized nor decentralized but

“layered”, meaning that local components are on top of shared, co-owned, institutional components. This strategic vision is summarized by UCLA’s CIO in a recent [Educause essay](#)²⁶.

Next Steps: Assessing the Use of Technology to Enhance Learning and Teaching

In approaching the report for the WASC *Educational Effectiveness Review*, the FCET will be working with faculty and others to develop an extended essay that will give an update on UCLA’s further development of a common collaboration and learning environment (i.e., the CCLE) and the issues of centralization and leadership that it raises. The report will also focus on three projects initiated by faculty, selected to illustrate the challenges to students and faculty in using educational technology to: 1) engage students more deeply and actively in course content; 2) incorporate information literacy instruction to develop basic research skills; and 3) use feedback about student performance obtained in a blended instruction model to inform the redesign of a large introductory course.

Project 1. Student Engagement. Current technology makes it feasible for a wide range of courses to include multi-media student projects, which facilitate active learning of course content while also enhancing students’ technology skills. An example that will be highlighted is Professor Tim Groeling’s course on *Political Communication* (Communication Studies 160), the core class on media and politics. Professor Groeling received a [2004 Copenhaver Award](#)²⁷ for introducing a video project in which students make political campaign ads, and then evaluate fellow students’ ads. This enhancement to the course was developed without significant university support and uses computing resources available to all students. Professor Groeling has done some informal assessment of the educational technology components of his course in the context of overall course evaluation. For the Educational Effectiveness report, we will consider how to introduce a more formal assessment of the educational technology component, and how to encourage others to adopt this sort of innovation, with the important goal of minimizing any new burden on the instructor.

Project 2. Information Literacy. Broadly defined, information literacy is the set of skills students need to locate, evaluate, and use information effectively and ethically. Students need these essential skills throughout their careers, and early information literacy experiences are foundational for advanced capstone experiences (*Essay 5*); yet many undergraduates come to UCLA with critical gaps in this skill set. To address this problem, the College Library (1) has developed a comprehensive [Information Literacy Program](#)²⁸ for all undergraduates, (2) assigns each freshman cluster team (*Essay 4*) its own reference librarian to work with the faculty and TAs to design information literacy exercises tied to writing assignments, and a [research guide](#)²⁹ for the students’ seminar projects, and (3) offers a [Fiat Lux seminar on information literacy](#)³⁰ for cluster freshmen wanting more intensive training. For the Educational Effectiveness report, we will assess the partnership between the librarians and the Freshman Cluster Program, documenting how it benefits cluster freshmen, TAs and faculty, as well as strategies for extending it to other general education and lower-division courses.

Project 3. Student Learning and Course Design. A course in introductory statistics is essential to a large number of majors at UCLA, and students may enroll with widely varying skill levels, unrealistic impressions of their own competence, and different needs for using statistical tools and measures. The traditional model for Statistics 10 included three hours of lecture and one hour of a TA-taught section each week for the 1,700 students enrolled. This educational technology project, coordinated by Senior Lecturer [Mahtash Esfandiar](#)³¹, focuses on course redesign to address the contextual issues above and to introduce statistics as a science of data. A blended instruction model with a significant online component using Moodle was developed to maximize the role of the students as active learners and to provide detailed information to students and faculty alike on their skill levels. Each week, students participate in online quizzes, and lectures are immediately tailored to address issues identified by quiz results. For the Educational Effectiveness report, we will examine the impact of the Statistics 10 redesign on student learning, as well as faculty and student satisfaction.

Essay 7. Facilitating Interdisciplinary Education and Research

Introduction

Many of the most dynamic frontiers of knowledge are at the boundaries of traditional academic disciplines. UCLA, with its broad portfolio of multi- and interdisciplinary education, research, and service programs, is at the forefront of these new areas of scholarship. The wide range and strength of programs in the professional schools and the College, along with the physical proximity of these units, have enabled new bridges to form between disciplines and new disciplines to be created at the intersections of existing ones. Cutting-edge interdisciplinary programs have become central to UCLA's ability to recruit the best students and faculty and attract public and private support. The university aims to consolidate and extend its strengths in interdisciplinary education and research by reducing obstacles to participation and creating new mechanisms that support these vital activities.

We begin this essay by describing and comparing the types of units through which interdisciplinary education and research are conducted at UCLA. Examples of formal instructional programs and research units are then provided to illustrate both the merits and weaknesses of these structures. This analysis provides the basis for determining how existing structures can be improved, and for envisioning new mechanisms that will enable us to take better advantage of existing strengths and respond more rapidly to emerging opportunities. Finally, we propose two case studies for the WASC *Educational Effectiveness Review*. Analysis of these cases will help us identify and focus on the policy and procedural reforms that can best support interdisciplinary activities on campus.

For the purpose of this essay, "interdisciplinary" education and research are defined as efforts that span two or more departments or schools. Although the distinctions between this and related terms is debatable, this definition captures, in a simple way, a wide range of cross- and multi-disciplinary activities, as well as nascent disciplines at the intersections of established ones. This definition is expansive enough to include collaborations driven by the scholarly interests of the faculty, as well as by external stimuli including extramural funding opportunities.

The table below summarizes UCLA's five categories of interdisciplinary units. Four of these—Interdepartmental Degree Programs (IDPs), Centers for Interdisciplinary Instruction (CIIs), Organized Research Units (ORUs), and Multi-campus Research Units (MRUs)—are formal units described by Academic Senate Regulations and reviewed periodically by the Academic Senate's Council on Research. All may receive faculty FTE allocations but only CIIs can make full appointments. The fifth category encompasses the broadest array of centers and institutes, totaling over 100 across campus.

Summary of Interdisciplinary Units at UCLA for Instruction and Research

	Approved by	UC Review	Allocated FTE	FTE in unit
Interdepartmental Degree Program List of 41 IDPs ¹	Academic Senate and EVC	Academic Senate → EVC	Yes	Only partial
Center for Interdisciplinary Instruction List of 3 CIIs ²	Academic Senate and EVC	Academic Senate → EVC	Yes	Yes
Organized Research Unit List of 23 ORUs ³	Academic Senate, VCR and UCOP	Academic Senate → VCR and UCOP	Yes	No
Multi-Campus Research Unit List of 8 MRUs ⁴	UCOP	Academic Senate → VCR→UCOP	Yes	Only partial
Other Research Centers & Institutes List of over 100 campus units ⁵	Campus administration	None	Rarely	No

UCOP = University of California Office of the President; VCR = Vice Chancellor for Research; EVC = Executive Vice Chancellor

Interdisciplinary Education: Opportunities and Challenges

UCLA has a long and rich history of delivering interdisciplinary instruction. The Interdepartmental Degree Program (IDP), initiated in the 1960s, is the most common unit offering degree programs focused on subject matter not encompassed by existing departments. Our 41 IDPs offer 61 degree programs: 19 minors, 17 majors, 13 masters, and 12 doctoral degrees. The Chair and Faculty Advisory Committee of each IDP are appointed annually, either by the Faculty Executive Committee (undergraduate IDPs) or Graduate Council (graduate IDPs). Each IDP undergoes a periodic Academic Program Review (*Essay 2*) and reports to a dean. While a few IDPs are joint programs between two units (e.g., Mathematics/Economics), most are broad in scope. Many of those have been allocated a few permanent faculty FTE; they use these positions, as well as temporary faculty funds for teaching buy-outs, to ensure that an appropriate number of courses are offered each year.

[Women's Studies](#)⁶ exemplifies a complex IDP. The program offers a B.A. (approved in 1981) and a Ph.D. (1999) and is affiliated with the [Center for the Study of Women](#)⁷. The IDP was initially allocated faculty FTE, which were fully appointed in allied departments; later, faculty were permitted to hold split appointments (up to 50%) in the IDP. By 2006, Women's Studies had four faculty members with split appointments and 35 affiliated faculty members (with no appointment) from 20 different departments. Problems related to the lack of a core faculty—including ongoing negotiations with allied departments to secure needed teaching—led the Faculty Advisory Committee to propose establishing a Women's Studies department. If approved, this action will be the sixth IDP [departmentalization](#)⁸ since 1990. IDPs seek departmentalization because they perceive it as the only way of securing a core faculty and as the means of authenticating a new field with strong interdisciplinary roots. Some of these actions, however, have led to the formation of departments with non-traditional faculty units dominated by split appointments and, in some cases, to a reduction in interdisciplinary outreach, as newly formed departments began to draw their own borders.

A Center for Interdisciplinary Instruction (CII) is UCLA's other unit for interdisciplinary teaching. UCLA currently has only one CII, the instructional unit of the Institute of the Environment ([IoE](#)⁹), which also functions as a center for research. Another CII is currently being proposed that is similar to the IoE; see Next Steps. As a CII, the IoE established a minor in Environmental Systems and Society, and five years later proposed an innovative “dual-component” program for a B.S. in [Environmental Science](#)¹⁰. For the first component, students complete a set of required IoE-sponsored courses designed to introduce them to environmental issues from a broad interdisciplinary perspective. For the second, each student selects courses from a specialized field that fulfills the requirements for a minor controlled by a partner department (e.g., Minor in Earth and Space Sciences). This dual-component program challenged faculty to consider a new model for undergraduate education, in which students complete a major and a minor within a single curriculum. The proposal was debated by Senate agencies and re-drafted for a period of two years before it was finally approved.

A 1997 Multidisciplinary Studies Taskforce debated the continued need for CIIIs and cautioned that any petitioner proposing to establish a CII should be required to “affirmatively justify why either IDP or departmental status is not a more appropriate outcome,” but offered no guidelines. As asserted in the 1997 taskforce [report](#)¹¹ and then codified in 1998 by a [policy directive](#)¹² from (then) Interim EVC Norman Abrams, a CII is expected to have core faculty with full (100%) but joint or split appointments are expected to be the primary form of ladder faculty appointments. A CII has responsibilities for academic personnel actions, and faculty in the unit are represented on a Faculty Executive Committee and in the Legislative Assembly. An Academic Senate Taskforce recently addressed issues that challenge IDPs; it was the fourth group appointed since 1990 to review interdisciplinary instruction. Their 2007 [report](#)¹³ recommends a new method for appointing IDP Chairs and advisory committees. It also argues that IDPs should be permitted to make full appointments and be required to have a core faculty, criteria that heretofore have been associated with CIIIs.

Interdisciplinary Research: Opportunities and Challenges

Research centers and institutes provide UCLA faculty with a wide array of opportunities to pursue scholarly work and address broad societal questions from interdisciplinary perspectives. While teaching obligations for most faculty members are grounded in their departments, research is not. The nearly 100 research centers and institutes that have been established in recent years nucleated around the research interests of groups of faculty, often nurtured by seed support from the Chancellor or deans. These research units are found in all sectors of the campus, and the majority are not constituted as ORUs. Some, such as the [Center for Medieval and Renaissance Studies](#)¹⁴, [Center for the Study of Race, Ethnicity, and Politics](#)¹⁵, and [Burkle Center for International Relations](#)¹⁶, bring together artists, humanists, and social scientists in cross-cultural studies. Other research centers, including the [Institute for Pure and Applied Mathematics](#)¹⁷, the UCLA/UCSB [California NanoSystems Institute](#)¹⁸, and the [Jonsson Comprehensive Cancer Center](#)¹⁹, bring engineers and mathematicians together with scientists from all fields. Centers or institutes such as the IoE, [Center for Society and Genetics](#)²⁰, and the [Cotsen Institute of Archaeology](#)²¹ engage participants from across the campus, connecting scientists with humanists; socio-economists with clinicians; musicians with mathematicians; artists with engineers; and legal scholars with educators, bringing multidisciplinary perspectives to bear on complex problems and issues. These centers provide a vital touchstone for UCLA's excellence.

At UCLA, the distinction between non-ORUs and ORUs may no longer be useful. As originally conceived in the UC system, ORUs provided a mechanism through which new money and FTEs could be obtained from the State to promote research in emerging new areas uniting different disciplines. Many ORUs were established in the 1960s and 1970s, when interdisciplinary efforts were nascent. Some of these older ORUs span fields in which departments, IDPs and non-ORU research centers now play similar functions. The Molecular Biology Institute ([MBI](#)²²), for example, was established in 1963; at that time it was the principal campus promoter of molecular biology research and education through its core facilities in Boyer Hall and its allied interdepartmental doctoral program. Now, because molecular biology is represented in many departments, MBI's mission is no longer sharply defined and its efforts increasingly overlap those of departments. Similarly, the Brain Research Institute ([BRI](#)²³), established in 1959, was once the main sponsor of neuroscience with its core facilities and interdepartmental doctoral IDP. Nearly 50 years later, neuroscience is a well-established field with faculty and academic concentrations in dozens of units in the College, as well as units in medicine and engineering.

The MBI and BRI maintain important consortium functions, but their mega-size can prevent nimble responses that are typical of smaller, more focused research centers. Multi-campus Research Units (MRUs) share this problem. MRUs link UC faculty among participating campuses and contribute to statewide research efforts. The [Institute for Geophysics and Planetary Physics](#)²⁴, established by the Legislature 61 years ago, is one of 8 MRUs that involve UCLA faculty. According to a 1999 [report](#)²⁵, MRU funding was meant to amplify extramural support, but no new UC funds have been allocated to these units for many years. In 2006, a UC-wide Senate-Administration joint workgroup made [recommendations](#)²⁶ for reinvigorating MRUs, focusing on maintaining excellence by increasing responsiveness to emerging opportunities. Their recommendations include an [updated MRU taxonomy](#)²⁷, a new 5-year funding limit, a tax on existing MRUs to generate seed funds for new programs, and a decrease in centrally UC funded faculty FTE (held by MRUs) over the next five years. Implementing these changes will be challenging for several campuses, including UCLA.

Next Steps: Facilitating Interdisciplinarity and Educational Effectiveness

The UCLA faculty and administration are committed to lowering barriers to faculty participation in interdisciplinary education and research, and to creating a porous, flexible environment that facilitates the flow of ideas, people, and resources across boundaries. A significant challenge is the perception

that interdisciplinary programs compete with departments and discipline-based research centers for resources, a common problem cited in the 2004 National Academy of Sciences report, [Facilitating Interdisciplinary Research](#)²⁸. Administrative barriers between divisions and schools add to the difficulty of incorporating interdisciplinarity into the curriculum. Our goal is to make academic departments, which are often perceived as silos, more open, so that new scaffolds can form and evolve to support new scholarship areas. For our *Educational Effectiveness Review*, we have identified two projects that we will use as case studies to help us assess the policy and procedural reforms that can best advance interdisciplinary activities. These case studies encompass education and research at the undergraduate and graduate levels, and involve interactions between the College and professional schools. They also highlight different kinds of challenges: the first focuses on barriers to launching a new campuswide undergraduate degree program, whereas the second addresses issues identified with existing doctoral training programs in a well-established interdisciplinary culture. Given the range of issues associated with these cases, we anticipate that addressing them will clarify our understanding of how best to support new interdisciplinary initiatives across the campus.

Case Study 1. Developing a new undergraduate program at the intersection of biology and society. The Center for Society and Genetics (mentioned above) recently submitted a proposal to create a new CII. The Center also plans to launch a new major that will challenge the way faculty envision undergraduate education. Since 2002-03, members of the center have organized and taught an innovative and challenging Freshman Cluster course on [Biotechnology and Society](#)²⁹, which explores the biological, ethical, and socio-political dimensions of biotechnology (also see *Essay 4*). Building on this experience, the proposed undergraduate major in *Biology and Society* will position human biology where the natural and social sciences intersect with the humanities. It will thus make explicit and open to reflection the ethical and social content of biology, as well as the biological content of social and cultural life. Broadening the study of biology to encompass its social dimensions, the major will focus on topics such as race, aging, and the evolving human-environment interface; it will also introduce students to the biological dimensions of subjects traditionally addressed in the humanities and social sciences, including race, family, ethics, and religion. By studying this curriculum-building project from its infancy, we will learn how to facilitate the creation of cutting-edge interdisciplinary programs. Developing this major in the course of the WASC review will encourage the articulation of educational objectives and student learning outcomes, as well as the formulation of plans to assess the educational effectiveness of this highly innovative interdisciplinary curriculum.

Case Study 2. Sustaining interdisciplinary graduate education and research training programs. At the graduate level, UCLA has been highly successful in obtaining federal funding for interdisciplinary education and research [training programs](#)³⁰, including a large number of NIH training grants and four NSF Integrated Graduate Education and Research Training (IGERT) programs, such as the [Materials Creation Training Program](#)³¹ for doctoral students in chemistry, physics, and engineering; and the [Bioinformatics Training Program](#)³² for students in chemistry, molecular biology, and computer science. These programs attract outstanding graduate students, enrich the curriculum and enhance our students' professional preparation, and some, such as the Bioinformatics training grant, have led or will lead to new IDPs at the doctoral level. Despite the advantages of these training programs, they present a number of challenges that we propose to address as part of the reaccreditation process. First, UCLA does not have mechanisms for initiating, selecting, and supporting graduate training programs based on institutional priorities. Internal competitions for limited submission programs and processes for securing institutional commitments (such as matching funds) are slow and opaque. Second, when external funding ends, UCLA has no mechanisms for: 1) determining which programs should be sustained; 2) continuing support for successful, high-priority efforts; or 3) weaving the program elements (curriculum, faculty and student affinity groups, infrastructure) into the institutional fabric. It may be appropriate to consider creating units that are more dynamic and flexible than ORUs, IDPs and CIIs, which can be difficult to establish and even more difficult to disestablish.

Concluding Essay

UCLA set forth a bold reaccreditation plan for WASC in its *Institutional Proposal*, and we have now fulfilled the next phase of the process by submitting our report for the *Capacity and Preparatory Review*. The seven essays, as well as the accompanying datasets and exhibits, document UCLA's commitment to Capacity and Educational Effectiveness, and they also demonstrate our engagement in an effective self review that resulted in action plans for continued improvement. With regard to the Accreditation Standards, we show that UCLA has substantial strength in three of the four standards and detail plans to increase our capacity in the areas of Standard 4 that need improvement:

Standard 1. *Defining Institutional Purpose and Ensuring Educational Objectives.* UCLA regularly engages its multiple constituencies in Strategic Planning (*Essay 1*) and in Academic Program Reviews (*Essay 2*). These and other processes are informed by institutional research, which is used to revise our approaches to teaching (*Essays 4 and 5*) and learning (*Essay 6*) and to develop new interdisciplinary models for the enhancement of research and education (*Essay 7*). UCLA has a deep commitment to serving the diverse people of California and to fostering an inclusive community for students, staff, and faculty from all racial, ethnic, and socioeconomic groups (*Essay 3*).

Standard 2. *Achieving Educational Objectives through Core Functions.* UCLA's expectations for learning and student attainment are clearly reflected in its academic programs and policies (*Essays 2 and 4*). All academic programs are subject to periodic review, and all degrees—undergraduate and graduate—awarded by UCLA are clearly defined in terms of entry-level requirements and student achievements necessary for graduation (*Essay 2*). UCLA actively values and promotes creative instructional programs at all levels (*Essays 4, 5, 6, and 7*), and encourages students to take full advantage of the educational, research and service opportunities offered at UCLA (*Essays 4 and 7*).

Standard 3. *Developing and Applying Resources and Organizational Structures to Ensure Stability.* UCLA sustains its operations and supports the achievement of its educational objectives through its investment of appropriate resources (*Essay 1*); the campus also offers a range of development activities designed to help faculty and staff improve teaching and learning (*Essays 3, 4, and 7*).

Standard 4. *Creating an Organization Committed to Learning and Improvement.* UCLA has developed a broad culture of evidence where indicators of performance are analyzed to inform decision making and improvement (*Essays 1, 2, and 4*). At the unit level, not all of our programs have articulated their educational objectives or developed systematic plans to assess their effectiveness. Currently, the Academic Senate is asking units do this as part of the ongoing Program Review process. Also, the *Capstone* workgroup will be asking programs to identify their expected learning outcomes for each capstone level they propose to implement (*Essay 5*). By the time of our *Educational Effectiveness Review* (March 2009), we expect that as many as two-thirds of UCLA's programs will have completed entries for the Inventory of Educational Effectiveness Indicators chart (Appendix D).

The last essays show that each workgroup focusing on one of UCLA's three special themes for the *Educational Effectiveness Review* report has made substantial progress and outlined clear action plans. We anticipate that UCLA's WASC Steering Committee will receive and vet the completed essays by July 2008, and campus constituencies will review them during the fall. With this timetable, UCLA will be prepared to submit its report in December 2008 and ready for the March 2009 site visit—the schedule approved by the WASC Commission. In preparing for this review, UCLA will advance its ambitious agenda of shaping undergraduate education through the capstone experiences; using educational technology to enhance learning and teaching; and facilitating interdisciplinary education and research at the very frontiers and intersections of exciting new areas of knowledge.

Appendix A – Endnote Chart

This appendix contains an Endnote Chart for each essay that provides a link for each cited document, dataset, website, and comment. Some endnotes link to documents or data that UCLA has included as evidence of our Commitment to Institutional Capacity. Others link to information that will assist the reader in gaining more information about the topics discussed.

Each item included as evidence has been matched to a specific Criteria for Review (CFR).

Endnote Chart for UCLA's *Capacity and Preparatory Review Report*

In the left column, the # = endnote number for each essay. If the endnote refers to a document or data that has been included as evidence of UCLA's **Commitment to Institutional Capacity**, the number in the right column identifies the appropriate Criteria for Review (CFR) for which the materials cited provide evidence.

Endnotes for the <i>Introduction to the Report and Appended Materials</i>		
#	Document, Data, Website, or Comment	CFR
1	UCLA's <i>Institutional Proposal</i> for WASC Accreditation, submitted May 2006: http://www.wasc.ucla.edu/UCLA-Institutional-Proposal-to-WASC.pdf	1.9
2	WASC letter from Ralph A. Wolff, President and Executive Director, indicating that the Proposal Review Committee of WASC had approved UCLA's Institutional Proposal (July 25, 2006): http://www.wasc.ucla.edu/IP-Approval.pdf	
3	UCLA's WASC Steering Committee appointed by Acting Chancellor Norman Abrams (Fall 2006): http://www.wasc.ucla.edu/reaccreditation-steering.shtml	1.9
4	Website for UCLA's WASC Reaccreditation: http://www.wasc.ucla.edu/index.shtml	1.9
5	Membership of UCLA's seven essay workgroups, which consists of faculty, students, and administrators: http://www.wasc.ucla.edu/structure.shtml	1.9
6	In our <i>Institutional Proposal for WASC Reaccreditation</i> , UCLA proposed nine essays; however, after reviewing the proposed organization for the capacity report, the Steering Committee decided to write seven essays, and in doing so combined the Academic Strategic Planning essay with the essay on Performance Indicators and combined the Academic Program Review essay with the essay on Educational Effectiveness. By merging these essays, we were better able to show how we are using Performance Indicators in our Academic Strategic Planning (Essay 1) and how we are incorporating indicators of Educational Effectiveness in our Academic Senate Program Reviews (Essay 2)	
7	UCLA's final report to the WASC accreditation visiting team on the special topic of <u>Performance Indicators</u> (1998): http://www.wasc.ucla.edu/Perf-Indic-finalreport.pdf	1.9
8	UCLA's final report to the WASC accreditation visiting team on the special topic of <u>Diversity</u> (1998): http://www.wasc.ucla.edu/Diversity-finalreport.pdf	1.9
9	UCLA's final report to the WASC accreditation visiting team on the special topic of <u>General Education</u> (1998): http://www.wasc.ucla.edu/General-Education-finalreport.pdf	1.9
10	Final evaluative action letter from the WASC Commission affirming UCLA's accreditation (November 11, 1998): http://www.wasc.ucla.edu/Commission_Letter.pdf	1.9
11	Website for the Graduate Students Association: http://gsa.asucla.ucla.edu/	2.11
12	Website for the UCLA Undergraduate Students Association: http://students.asucla.ucla.edu/	2.11
13	Website for the UCLA Foundation, a volunteer organization that promotes philanthropy and manage donated resources for the advancement of UCLA: https://www.uclafoundation.org/	4.8
14	Website for the UCLA Alumni Association, a volunteer organization that comprises more than 84,000 alumni and friends of UCLA and serving the larger community of approximately 360,000 living alumni: http://www.uclalumni.net/home.cfm	4.8
15	Electronic portfolio of required and suggested datasets posted by the UCLA Office of Analysis and Information Management (AIM): http://www.aim.ucla.edu/wasc/ Also see Appendix D for a complete listing of datasets.	1.9, 3.6

Endnotes for Essay 1. <i>Academic Strategic Planning</i>		
#	Document, Data, Website, or Comment	CFR
1	UCLA organizational chart identifying campus leadership and academic and administrative units: http://www.aim.ucla.edu/CampusProfile/Administration/chancellor.pdf	1.3, 3.8
2	Review of UCLA's Efforts to Develop New Performance Indicators: A Report to the WASC Accreditation Visiting Team: http://www.wasc.ucla.edu/Perf-Indic-finalreport.pdf	1.9
3	Final evaluative action letter from the WASC Commission affirming UCLA's accreditation (November 11, 1998): http://www.wasc.ucla.edu/Commission_Letter.pdf	
4	<i>Strategy for a Great University, a paper by Chancellor Albert Carnesale (November 9, 1998):</i> http://www.wasc.ucla.edu/cpr_endnotes/strat_greater_univ.pdf	2.9, 1.3
5	Letter (October 4, 1999) from Executive Vice Chancellor Rory Hume to Vice Chancellors and Deans providing guidelines for enrollment growth planning. http://www.wasc.ucla.edu/cpr_endnotes/Hume_10_4_99.pdf	4.1
6	Sample of enrollment planning documents – The College Report on a <i>Decade of Growth</i> (2000): http://www.wasc.ucla.edu/cpr_endnotes/College_Plan.pdf	4.2

7	Website for the Chancellor's Enrollment Advisory Committee that includes a statement of goals and activities: http://www.evc.ucla.edu/committees/ceac.html	4.1
8	Chancellor Albert Carnesale's letter announcing new growth targets to the Deans (April 19, 2001): http://www.wasc.ucla.edu/cpr_endnotes/Carnesale_4_19_01.pdf	4.1
9	Master Plan for Student Housing: http://www.wasc.ucla.edu/cpr_endnotes/Housing_Plan.pdf	3.8
10	Data: Student workload data showing marked improvement since 2001; posted by AIM: http://www.aim.ucla.edu/data/instruction/conv_factor.html	2.12
11	Summer Sessions enrollment data by head count and student FTE, Office of Analysis and Information Management: http://www.aim.ucla.edu/data/students/fte/summer.html	2.12
12	AIM data showing progress in meeting enrollment target for 2010: http://www.wasc.ucla.edu/cpr_endnotes/growth_target.pdf	
13	The April 2003 Report to the Chancellor from the Competitiveness Taskforce that recommended ways to maintain and enhance UCLA's quality and competitiveness: http://www.evc.ucla.edu/archive/030513-plan.html	1.3, 3.1
14	Website for the Campus Space Committee: http://www.evc.ucla.edu/committees/csc.html	3.5, 4.1
15	The 2005-06 Strategic Planning Reports for Divisions of the College, Professional Schools, and Units in the Chancellor's Office and Academic Senate (18 in total): http://www.evc.ucla.edu/strategic/	1.3 3.5, 4.1
16	Website for <i>Campaign UCLA</i> : summary reports of the campaign that began in July 2005 with an initial goal of \$1.2 billion and ended on December 21, 2005 with \$3.053 billion in gifts and pledges: http://www.campaign.ucla.edu/campaignnews.html	4.8
17	Website for the "Ensuring Academic Excellence Initiative" – a campaign to raise \$250 million to help ensure that the campus can recruit and retain the very best faculty and students (announced June 2004): http://www.campaign.ucla.edu/eae.html	4.8
18	Website for the Office of Analysis and Information Management (AIM) - AIM supports campus planning and evaluation by providing information about academic resources, activities, and outcomes. http://www.aim.ucla.edu/	4.5
19	Website for Student Affairs Information and Research Office (SAIRO) - SAIRO designs, conducts, and presents reports based on surveys, individual and group interviews, focus groups, and ethnographic observation of UCLA students. http://www.sairo.ucla.edu/	2.13
20	Website for the Graduate Division Information Services: http://www.gdnet.ucla.edu/asis/report/arintro.htm	2.10
21	Website for the Office of Undergraduate Evaluation and Research, Division of Undergraduate Education (OUER) – OUER conducts comprehensive evaluations of academic programs. http://www.college.ucla.edu/up/eval/	2.10
22	UCLA Senior Survey - results of the 2006 survey: http://www.college.ucla.edu/seniorsurvey/	2.10, 4.3
23	Report of the Key Academic Indicators Advisory Committee: http://www.wasc.ucla.edu/cpr_endnotes/KAls.pdf	4.5
24	Definitions of Key Academic Indicators: http://www.wasc.ucla.edu/cpr_endnotes/KAI_Definitions.pdf	4.5
25	UCLA Mission Statement, Fall 2007: (pending review) http://www.wasc.ucla.edu/cpr_endnotes/Mission_Statement.pdf	1.1, 1.4, 4.1

Endnotes for Essay 2. Academic Senate Program Reviews and Educational Effectiveness		
#	Document, Data, Website, or Comment	CFR
1	UCLA Academic Senate Manual, Appendix XVI, Graduate Council and Undergraduate Council Procedures for Academic Program Reviews: http://www.senate.ucla.edu/FormsDocs/Appendices/appxvi.htm	2.7 3.11, 4.2
2	<i>Report by the Academic Senate Ad hoc Committee on Program Reviews</i> (2003): http://www.wasc.ucla.edu/cpr_endnotes/Ad_Hoc_Report.pdf	2.2, 4.2
3	Report by the <i>Ad hoc Committee on Academic Receivership</i> (2007): http://www.wasc.ucla.edu/cpr_endnotes/Appendix_XVI.pdf	2.7
4	Academic Senate 8-year Schedule of Academic Program Reviews: http://www.senate.ucla.edu/programreviews/ReviewSchedule.htm	2.7
5	Academic Senate Guidelines for the Self-Review Report for Program Reviews: http://www.senate.ucla.edu/programreviews/process0203/GUIDESR.pdf	2.3
6	UCLA College Senior Survey; currently the survey is given only to seniors in the College of Letters and Science; in 2007 the survey was also given to seniors in the School of the Arts and Architecture; in 2008 and 2009 it will be extended to other UCLA seniors: http://www.college.ucla.edu/College%5Fnew/seniorsurvey/	2.10, 4.3
7	Academic Senate Guidelines for the Program Review Site Visit: http://www.senate.ucla.edu/programreviews/process0203/GUIDELINES%20SITE%20VISIT.htm	2.7, 4.2
8	Academic Senate Guidelines for External Reviewers for the Program Review: http://www.senate.ucla.edu/programreviews/process0203/ERGuide.htm	2.7, 4.2

9	Academic Senate Guidelines for the Report of the Academic Program Review Team: http://www.senate.ucla.edu/programreviews/process0203/GuideReport.htm .	2.7, 4.2
10	Academic Senate Guidelines for the Progress Review Meeting (one year after the site visit): http://www.senate.ucla.edu/programreviews/process0203/GuideProgress.htm .	2.7, 4.2
11	Chart of UCLA's Inventory of Educational Effectiveness Indicators: http://www.aim.ucla.edu/wasc/Table7.1.pdf	1.2
12	Letter to Chair of Undergraduate Council (UgC), requesting that the Undergraduate Council implement a pilot program for the Programs undergoing site visits in 2007-08: http://www.wasc.ucla.edu/cpr_endnotes/workgroup_request_uqc.pdf	2.6, 4.2
13	Letter and Survey to Chairs of Programs Undergoing Review: http://www.wasc.ucla.edu/cpr_endnotes/request_dept_chairs.pdf	2.6, 4.2

Endnotes for Essay 3. UCLA's Commitment to Diversity		
#	Document, Data, Website, or Comment	CFR
1	In 2005, the <i>Washington Monthly</i> issued its first annual <i>Washington Monthly College Rankings</i> based on three criteria; universities should: 1) be engines of social mobility, 2) produce academic minds and scientific research that advance knowledge and drive economic growth, and 3) encourage and facilitate an ethic of service. UCLA ranked second in the 2005 inaugural report. UCLA ranked second in the recent 2007 report: http://www.washingtonmonthly.com/features/2007/0709.rankings.html	
2	UCLA's 1998 Report on Diversity for WASC Site Visit: http://www.wasc.ucla.edu/Diversity-finalreport.pdf	1.9, 3.2
3	WASC Team Report after the Site Visit on June 2, 1988: http://www.wasc.ucla.edu/1998-Team-Report.pdf	
4	Website: Chancellor's Advisory Group on Diversity (CAGD) with Statement of Diversity (1999): http://www.diversity.ucla.edu/aboutus/index.htm	1.5, 3.2
5	UCLA's Academic Advancement Program: http://www.ugeducation.ucla.edu/aap/	2.5, 2.11, 2.12, 2.13
6	Website for the <i>UCLA in LA</i> Initiative: http://la.ucla.edu/	2.11
7	Website for the Academic Preparation and Educational Partnerships Programs (APEP): http://apep.gseis.ucla.edu/	2.10
8	Comment: The data in the table represent three-quarter averages for each of the two years. These data include all undergraduate students and graduate students enrolled in state-supported and self-supporting general campus and health sciences degree programs at UCLA. House-staff (Interns and Residents) are not included. "African American" data includes "Black, Non-Hispanic"; "American Indian" data also includes "Alaska Natives"; and "Asian American" includes "Pacific Islander." Students are not required to "state" their ethnicity or race, and after Proposition 209 a greater number of students declined to make this self-identification. Data provided by UCLA's Office of Analysis and Information Management (AIM).	
9	Academic Senate Committee on Undergraduate Admissions and Relations with Schools (CUARS): http://www.senate.ucla.edu/committee/cuars/CUARS.htm	4.1
10	UCLA Data: For data on Freshman Admissions and Transfer (Advanced Standing) Admissions see: http://www.aim.ucla.edu/Statistics/admissions/AdmissionsTrends1989-2006.pdf	2.10
11	Undergraduate Profile (Fall 2006) Produced by the Office of Analysis and Information Management (AIM): http://www.aim.ucla.edu/home/PROFILE_FALL2006.pdf	2.10
12	UCLA news article (August 11, 2006) - <i>Background Information on the Decline in African American Admissions at UCLA</i> : http://www.newsroom.ucla.edu/portal/ucla/Background-Divide-in-African-7237.aspx	
13	Comment: Three datasets are addressed in this paragraph; all data are from the 2006 College Senior Survey. 1.) Students were asked to indicate their level of agreement (Strongly Agree to Strongly Disagree) with the statement: "I feel a part of the campus community." Of the respondents, 69% of all seniors reported that they "strongly agreed" or "agreed" with the statement, while 60% of the African American seniors "strongly agreed" or "agreed", the lowest of all groups reported (White = 71%, Asian = 69%, Chicano/Latino = 69%). 2.) Seniors were also asked to indicate their satisfaction with "student and campus life". Of the respondents, 78% of the African American seniors were satisfied (or very satisfied), while satisfaction levels (seniors reported being satisfied or very satisfied) were higher for Asian = 94%, White = 91%, and Chicano/Latino = 90%. 3.) Seniors were also asked to indicate their overall satisfaction with the UCLA experience. Of the respondents, 91% of the African American seniors were satisfied (or very satisfied), while satisfaction for Asian = 95%, Chicano/Latino = 95%, and White = 94%. Data from SAIRO; for more information about student views of campus life, see the 2006 UCLA College Senior Survey: http://www.college.ucla.edu/seniorsurvey/climate.html	
14	UCLA news article (Sept 28, 2006) – <i>UCLA Adopts a Holistic Approach to Reviewing Freshman Applications</i> : http://www.newsroom.ucla.edu/portal/ucla/UCLA-Adopts-a-Holistic-Approach-7375.aspx	

15	Website for Early Academic Outreach Program: http://www.studentaffairs.ucla.edu/studentadministration/outreach1.htm	1.5
16	Website for UCLA Graduate Fellowships: http://www.gdnet.ucla.edu/asis/entsup/fellgrnt.htm	4.2
17	Website for UC Leadership Excellence through Advanced DegreeS (UC LEADS), http://www.gdnet.ucla.edu/asis/ucleads/ucintro.htm	1.5
18	Website for UCLA Alliance for Graduate Education and the Professoriate (AGEP), http://www.gdnet.ucla.edu/asis/agep/index.html	1.5
19	Website for the UC Diversity Initiative for Graduate Students in the Social Sciences (UC DIGSSS): http://www.gdnet.ucla.edu/asis/ucdigsss/index.html	1.5
20	Website for UCLA's McNair Scholars Program: http://www.ugeducation.ucla.edu/aap/mentoring/mcnair.html	2.8
21	Website for the UCLA NSF Minority Access to Research Careers (MARC) Program: http://college.ucla.edu/urc-care/scholmarc.htm	2.8
22	Website for the Center for Excellence in Engineering and Diversity (CEED): http://www.engineer.ucla.edu/academics/ceed.html	2.8
23	Website for the Career Based Outreach Programs (CBOP): http://www.eaop.ucla.edu/0405/cbop.htm	1.5
24	UCLA's Faculty Diversity website: http://www.faculty.diversity.ucla.edu/	1.5, 3.2
25	UCLA's Affirmative Action Plan: http://www.faculty.diversity.ucla.edu/06library/affirm/docs/0708_AAAPlanWeb.pdf	1.5, 3.2
26	Three Reports Written by the UCLA Gender Equity Committee (Jan – Oct 2000): http://faculty.diversity.ucla.edu/04advance/gendeg/committees.htm	1.5, 3.2
27	Data: UCLA Regular Rank Faculty – 2006-2007 (diversity and gender): http://www.faculty.diversity.ucla.edu/06library/data/docs/GenDemPages/04_0708_RegRankGenEth.pdf	1.5, 3.2
28	Data: UCLA Minority Faculty 1990-2004 & UCLA Ladder Faculty by Gender – 1990-2004: http://www.wasc.ucla.edu/cpr_endnotes/Faculty_Data1.pdf	1.5, 3.2
29	Data: Proportion of UCLA Ladder Faculty by Gender and Race/Ethnicity by Different Academic Areas: http://www.wasc.ucla.edu/cpr_endnotes/Faculty_Data2.pdf	1.5, 3.2
30	Search Process and Toolkit for UCLA Ladder Faculty: http://www.faculty.diversity.ucla.edu/03recruit/committee/stk/docs/SearchToolkit2007_101507.pdf	1.5, 3.2
31	Staff Workforce Demographic Data Summary: http://www.chr.ucla.edu/chr/portaldocs/saa/saadoc-demographicdata-2006.pdf	1.5, 3.3
32	Website of the Cesar E. Chavez Department of Chicana and Chicano Studies: http://www.chavez.ucla.edu/index.htm	2.2
33	Website for the Department for Asian American Studies: http://www.asianam.ucla.edu	2.2
34	Website for the Women's Studies Program: http://www.womensstudies.ucla.edu/	2.2
35	Website for the Interdepartmental Program in Afo-American Studies: http://www.afro-am.ucla.edu/	2.2
36	Website for the Interdepartmental Minor in Disability Studies: http://www.disabilitystudies.ucla.edu/	2.2
37	Website for the Interdepartmental Minor in Lesbian, Gay, Bisexual, and Transgender Studies: http://cis.ucla.edu/studyArea/course.asp?id=131	2.2
38	Website for the Education Studies Minor: http://www.gseis.ucla.edu/~edminor/	2.2
39	Website for the field of Race, Ethnicity, and Politics in the Department of Political Science: http://www.sscnet.ucla.edu/polisci/menu/fields/rep/rep.pdf	2.2
40	Website for the UCLA Law program in Critical Race Studies: http://www.law.ucla.edu/home/index.asp?page=1084	2.2
41	Website for Law and American Indian Studies: https://www.law.ucla.edu/home/index.asp?page=1075	2.2
42	Website for the UCLA Center for Research, Education, Training, and Strategic Communications on Minority Health Disparities (CRETSCMHD): http://cretscmhd.psych.ucla.edu/	2.2
43	Website for the UCLA Center for the Study of Women: http://www.csw.ucla.edu/	2.2
44	Website featuring UCLA's four Ethnic Studies Centers: http://www.eschnet.ucla.edu/	2.2
45	Website for UCLA's Institute for Democracy, Education, and Access: http://idea.gseis.ucla.edu/	2.2
46	Website: The Civil Rights Project/Proyecto Derechos Civiles: http://civilrightsproject.ucla.edu	2.2
47	Website: <i>Diversity@UCLA</i> , http://www.diversity.ucla.edu	1.5, 3.2

Endnotes for Essay 4. <i>Ten Years of General Education Reform at UCLA</i>		
#	Document, Data, Website, or Comment	CFR
1	UCLA's final report to the WASC re-accreditation visiting team on the special topic of General Education (1998): http://www.wasc.ucla.edu/General-Education-finalreport.pdf	1.9
2	<i>General Education at UCLA: A Proposal for Change</i> (1998-99): http://www.college.ucla.edu/ge/clusters_archive/1998-1999/proposal.htm	2.8 4.4
3	Website for the UCLA Freshman Cluster Program; course descriptions, mission, evaluative reports: http://www.college.ucla.edu/ge/clusters/	2.8, 4.2
4	A Chart showing the New Campus-wide GE Requirements for UCLA undergraduates in the College and the Professional Schools: http://www.college.ucla.edu/ge/campusgerequirements.pdf	2.8
5	Website for UCLA's <i>Fiat Lux</i> Freshman Seminar Program: http://www.college.ucla.edu/fiatlux/	2.8
6	Website for the College Writing II Program and course requirements: http://www.college.ucla.edu/writing2/	2.8
7	Report of the Western Association of Schools and Colleges (WASC) Review Team for UCLA-June 2, 1998; see section on GE: http://www.wasc.ucla.edu/1998-Team-Report.pdf	
8	Final Report to The William and Flora Hewlett Foundation, <i>Towards New Communities of Learning: Interdisciplinary Teaching in General Education at UCLA</i> . http://www.college.ucla.edu/ge/hewletfinalreport.pdf	3.4
9	2003 Self Review of UCLA's Freshman Cluster Pilot Program: http://www.college.ucla.edu/ge/clusters_archive/selfreview.pdf	2.7, 3.5, 4.2
10	Assessment Report: <i>Four Years Later: Reflections on Freshman Cluster Experiences by UCLA Seniors</i> (June 2007): http://www.college.ucla.edu/ge/clusters/reports/fouryearslater.pdf	2.7, 3.5, 4.2, 4.4
11	2004 Hesburgh Award for the Freshman Cluster Program: http://www.tiaa-crefinstitute.org/awards/hesburgh/2004.html	
12	2004 Academic Senate Review Report of the UCLA Freshman Cluster Program: http://www.college.ucla.edu/ge/clusters_archive/reportfinal.pdf	2.2 2.8, 4.4
13	Letter from the GE Workgroup Chair to the Chair of the Undergraduate Council, transmitting the College GE Report with the Certification of Courses for the New General Education Curriculum (May 2002): http://www.college.ucla.edu/ge/transmittal.htm	4.4
14	UCLA Campus-wide GE Requirements chart: http://www.college.ucla.edu/ge/campusgerequirements.pdf	2.3
15	<i>Self Report by Ad hoc Committee on Scientific Foundations</i> (2006): http://www.college.ucla.edu/ge/selfreview.pdf	2.5, 2.7, 4.4
16	Academic Senate Program Review Report for <i>Scientific Inquiry</i> (2007): http://www.wasc.ucla.edu/cpr_endnotes/Review_Scientific_Inquiry.pdf	2.4, 2.7, 4.4
17	2006 UCLA Senior Survey: http://www.college.ucla.edu/seniorsurvey/academic.html (see data chart on "Student Views about General Education")	2.10
18	Published Report (2002): <i>Creating New Communities of Learning at UCLA: An Institutional Transformation in Progress, 1993-2002</i> : http://www.college.ucla.edu/ge/newcommunities.pdf	2.5
19	Website for the Minor in Social Thought: http://cis.ucla.edu/studyArea/course.asp?type=MIN&code=M89	2.2
20	Website for the Minor in Environmental Systems and Society: http://cis.ucla.edu/studyArea/course.asp?type=MIN&code=M36	2.2
21	Website for the Global Studies Major and Minor: http://www.international.ucla.edu/idps/globalstudies/	2.2
22	Website for the UCLA Center for Society and Genetics: http://www.socgen.ucla.edu/	2.2
23	Website for the UCLA Minor in Gerontology: http://cis.ucla.edu/studyArea/course.asp?type=MIN&code=M40	2.2
24	New program – "General Education Seminar Sequences"- a new concept for establishing lower-division seminars at UCLA: http://www.college.ucla.edu/ge/sophomore.htm	2.7, 3.5, 4.2
25	Thematic lists of UCLA general education courses approved by the General Education Governance Committee (2006): http://www.college.ucla.edu/ge/courselists.htm	2.4, 2.12, 4.2
26	List of conference presentations and published articles by members of the Division of Undergraduate Education regarding UCLA's General Education and the Freshman Cluster Program: http://www.college.ucla.edu/ge/awardspresentations.pdf	2.7

27	Report by the UC Commission on <i>GE in the 21st Century</i> – Spring 2007: http://cshe.berkeley.edu/research/gec/index.htm	
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Endnotes for Essay 5. <i>Shaping Undergraduate Education via the Capstone Experience</i>		
#	Document, Data, Website, or Comment	CFR
1	The Boyer Commission on Educating Undergraduates in the Research University – <i>Reinventing Undergraduate Education: A Blueprint for America’s Research Universities</i> 1998: http://naples.cc.sunysb.edu/Pres/boyer.nsf . See section VII.	
2	Letter from UC President Atkinson requesting a campus report on redefining undergraduate education in a research context (September 2002): http://www.wasc.ucla.edu/cpr_endnotes/Atkinson_Letter.pdf	4.2
3	UCLA Report from the Joint Senate and Administrative Committee on <i>Undergraduate Education in a Research Context</i> , May 2003: http://www.wasc.ucla.edu/cpr_endnotes/Ug_Ed_Res_Context_Report.pdf	2.4, 4.2
4	Undergraduate Council letter endorsing the UCLA report: <i>Undergraduate Education in a Research Context</i> : http://www.wasc.ucla.edu/cpr_endnotes/UGC_Endorsement.pdf	2.4, 4.2
5	UCLA chart of reserved course numbers for seminars and contract courses (November 2004): http://www.wasc.ucla.edu/cpr_endnotes/Reorg_Definitions.pdf	2.4, 3.3
6	UC Annual Report to the California Legislature (2007); see pages 9-11, “The New T-I-E Method”: http://www.ucop.edu/planning/facultyinstructionalactivities2007.pdf	2.7, 3.3
7	Link to College Honors Website with Explanation of the Individual Majors for Honors students: http://www.college.ucla.edu/up/honors/individual.html	
8	Comment: The UCLA <i>Undergraduate Science Journal</i> is produced by student editorial board under the guidance of faculty and staff; students enroll in a 2-quarter course through the Honors Collegium (HC 101B): http://college.ucla.edu/urc-care/proqujsi.htm	
9, 10	Data from the 2006 Senior Survey related to the capstone experiences in the College (see data chart on “Student Views about Participation in Undergraduate Research”) : http://www.college.ucla.edu/seniorsurvey/academic.html	2.10
11	Catherine White Berthelde, “Doing Less Work, Collecting Better Data: Using Capstone Courses to Assess Learning” (<i>peerReview</i> 9, no. 2 [Spring 2007]: 27-30), p. 29. http://www.aacu.org/peerreview/pr-sp07/pr-sp07_index.cfm	
12	Verna Teasdale, “The Culminating Experience Decision” (<i>peerReview</i> 9, no. 2 [Spring 2007]: 24-26), p. 25. http://www.aacu.org/peerreview/pr-sp07/pr-sp07_index.cfm	

Endnotes for Essay 6. <i>Using Educational Technology to Enhance Learning and Teaching</i>		
#	Document, Data, Website, or Comment	CFR
1	Website for the Office of Instructional Development (OID): http://www.oid.ucla.edu	3.6, 3.7
2	Website for OID’s Teaching Enhancement Center: http://www.oid.ucla.edu/units/tec	3.4, 3.6 3.7
3	Website for BruinCast-Webcasting for UCLA Undergraduate Courses; course listings and student surveys: http://www.oid.ucla.edu/webcasts/courses	3.6, 3.7
4	Website for the College Center for Digital Humanities: http://www.cdhu.ucla.edu/	3.6, 3.7
5	Website for Social Science Computing (SSC): http://computing.sscnet.ucla.edu/public/main/default.aspx	3.6, 3.7
6	Homepage for Virtual Office Hours of the Department of Chemistry and Biochemistry: http://voh.chem.ucla.edu	3.6, 3.7
7	Website for the Institute for Digital Research and Education (IDRE): http://www.idre.ucla.edu/about/	3.6, 3.7
8	Website for Access Grid: http://www.accessgrid.org/	
9	College Report on the <i>Instructional Enhancement Initiative</i> (IEI) (Spring 2006): http://www.college.ucla.edu/iei/	1.8, 3.7, 4.2
10	Website for the College Library Instructional Computing Commons (CLICC): http://www.clicc.ucla.edu	2.3, 3.6, 3.7
11	Home page for MyUCLA: http://my.ucla.edu	3.6, 3.7
12	Educational Fee Policy for students in the Henry Samueli School of Engineering and Applied Sciences: http://www.seas.ucla.edu/feeinfo	1.8, 3.6, 3.7

13	Website for the UCLA Office of Information Technology (OIT): http://www.oit.ucla.edu	1.3, 3.6, 3.7
14	Website for the Information Technology Planning Board (ITBP), a Joint Academic Senate/Administrative governing group: http://www.itpb.ucla.edu/	1.3, 3.6, 3.7 4.2
15	Website for the Faculty Committee on Educational Technology (FCET), includes membership, duties and reports: http://www.oid.ucla.edu/edtech/fcet	3.6, 3.7, 4.2
16	Website for UCLA's Campus Computing Council (CCC); includes membership, mission statement and issues: www.ccc.ucla.edu	4.2
17	Annual Report of the Faculty Committee on Education Technology (FCET) for 2006-07: http://www.oid.ucla.edu/edtech/fcet/reports/annualreport0607	3.6, 3.7, 4.4
18	Website for the Brian P. Copenhaver Awards for <i>Innovation in Teaching with Technology</i> : http://www.oid.ucla.edu/edtech/bpcaward	3.4, 4.3
19	Office of Information Technology's (OIT) website for UCLA's Common Collaboration and Learning Environment (CCLE) Initiative: reports and updates about the planning process: http://www.oit.ucla.edu/ccle	3.6, 3.7, 4.2
20	Website for Collegium of University Teaching Fellows: http://www.oid.ucla.edu/students/cutf/index.html?searchterm=Teaching%20fellows	3.6, 3.7, 4.2
21	Office of Instructional Development's (OID) website for the Blended Instruction Case Studies: http://www.oid.ucla.edu/units/tec/tecbics	3.4, 3.6, 3.7 4.4
22	Report by the UCLA Academic Senate Ad Hoc Committee on Online Instruction (June 2006): http://www.senate.ucla.edu/committee/UNEX/OnlineInstructionReport.pdf	4.4
23	Report by the Faculty Committee on Education Technology (FCET): <i>OpenCourseWare at UCLA: Observations and Guidelines for the Next Steps</i> (October 2005): http://www.oid.ucla.edu/edtech/fcet/reports/2005opencoursewarerec	3.4, 4.2
24	Website for MOODLE – a free, open source software package designed as a course management system: http://moodle.org/	
25	Report (November 2006): <i>Classroom Technology Business Plan: 2008-2012</i> , Office of Instructional Development (OID): http://www.oid.ucla.edu/units/msd/planpdf	3.5, 4.2
26	Report: Educause Essay by Jim Davis, <i>Beyond the False Dichotomy of Central and Decentralized IT Deployment</i> (May 2007): http://www.oit.ucla.edu/strategicPrinciples.htm#LayeredDeployment	3.7
27	Interview with Professor Tim Groeling about his use of technology in his Political Communication course: http://www.oid.ucla.edu/edtech/interviews/groeling2004/index.html	2.8
28	Website for Information Literacy Program, designed by UCLA librarians is to help students master information skills to enrich their academic experiences and enable them to become independent lifelong learners: http://www2.library.ucla.edu/service/6342.cfm	3.5, 4.2
29	Example of a "Research Guide" developed for <i>Interracial Dynamics in American Literature, Culture and Society</i> (Freshman Cluster 20): http://www.library.ucla.edu/college/ge/cluster20c/index.htm	2.9
30	Example of a <i>Fiat Lux</i> seminar offered by a librarian for cluster students; the title of the seminar, <i>How to Stop Just Googling...and Find the Really Good Stuff</i> : http://www2.library.ucla.edu/service/6396.cfm	2.2
31	An interview with Senior Lecturer Mahtash Esfandiari (Department of Statistics) on "Teaching with Technology" and her experiences with the blended instructional projects in Statistics 10: http://www.oid.ucla.edu/edtech/interviews/esfandiari/index.html	2.2

Endnotes for Essay 7. Facilitating Interdisciplinary Education and Research		
#	Document, Data, Website, or Comment	CFR
1	A list of 41 UCLA Interdepartmental Programs (IDPs) that offer degree programs at the undergraduate and graduate levels: http://www.wasc.ucla.edu/cpr_endnotes/IDPs.pdf	2.8, 2.9,
2	A list of the 3 Centers for Interdisciplinary Centers (CII) established (or proposed): http://www.wasc.ucla.edu/cpr_endnotes/CIIIs.pdf	2.9, 2.10
3	A list of 23 Organized Research Units (ORUs) in which UCLA participates: http://www.wasc.ucla.edu/cpr_endnotes/ORUs.pdf	2.9, 3.2, 4.2, 4.4, 4.5
4	A list of 8 University of California Multi-Campus Research Units (MRUs) in which UCLA participates: http://www.wasc.ucla.edu/cpr_endnotes/MRUs.pdf	2.9, 3.2, 4.2, 4.4, 4.5

5	A list of over 100 research centers and institutes at UCLA that are not ORUs or MRUs: http://www.wasc.ucla.edu/cpr_endnotes/other_center_inst.pdf	2.9, 3.2, 4.2, 4.4, 4.5
6	Website for Women's Studies, an Interdepartmental Program that proposed in Spring 2007 to be a Department: Approved by the Academic Senate's Legislative Assembly, November 2007: http://www.womensstudies.ucla.edu/	4.4
7	Website for the Center for the Study of Women, an Organized Research Unit (ORU) that works closely with Women's Studies.: http://www.csw.ucla.edu/	2.9
8	Comment: Since 1990, five departments were established that were originally IDPs; these include: 1) two IDPs (World Arts & Culture and Folklore & Mythology) merged with the Department of Dance to form the current Department of World Arts and Culture (1995); 2) Comparative Literature (1998); 3) Asian American Studies (2004); 4) Chicana and Chicano Studies (2005); 5) Communication Studies (2006).	
9	Website for the UCLA Institute of the Environment: http://www.ioe.ucla.edu/	2.9
10	Curriculum for the Environmental Science major: http://www.ioe.ucla.edu/major.html	2.10
11	Report on the Multidisciplinary Studies Task Force, chaired by Vice Chancellor Claudia Mitchell-Kernan (May 1, 1997): http://www.wasc.ucla.edu/cpr_endnotes/Multidisc_Studies_Taskforce.pdf	2.3 2.7, 4.2
12	Memo (May 1998) from Interim EVC Norman Abrams that addresses new policies governing the appointment of ladder faculty to an Interdepartmental Program (IDP) or a center for Interdisciplinary Instruction (CII): http://www.wasc.ucla.edu/cpr_endnotes/IDP_CII_Memo.pdf	3.3, 4.2
13	Report of the Academic Senate Taskforce on IDPs, May 30, 2007; chaired by Professor Kathleen Komar: http://www.wasc.ucla.edu/cpr_endnotes/Senate_Taskforce_IDPs.pdf	2.7, 3.5, 4.2
14	Website for the UCLA Center for Medieval and Renaissance Studies: http://www.cmrs.ucla.edu	2.9
15	Website for the UCLA Center for the Study of Race, Ethnicity, and Politics: http://csrep.ucla.edu/	2.9
16	Website for the UCLA Ronald W. Burkle Center for International Relations: http://www.international.ucla.edu/burkle/	2.9
17	Website for the UCLA Institute for Pure and Applied Mathematics: http://www.ipam.ucla.edu/	2.9
18	Website for the California NanoSystems Institute: http://www.cnsi.ucla.edu	2.9
19	Website for the UCLA Jonsson Comprehensive Cancer Center: http://www.cancer.mednet.ucla.edu/about-us	2.9
20	Website for the UCLA Center for Society and Genetics: http://www.socgen.ucla.edu/	2.9
21	Website for the Cotsen Institute of Archaeology at UCLA: http://www.sscnet.ucla.edu/iaa/	2.9
22	Website for the UCLA Molecular Biology Institute: http://www.mbi.ucla.edu/	2.9
23	Website for the UCLA Brain Research Institute: http://www.bri.ucla.edu/	2.9
24	Website for the UCLA Institute for Geophysics and Planetary Physics: http://www.igpp.ucla.edu	2.9
25	The 1999 report from the University of California, Irvine presents an interesting analysis of ORU intramural and extramural funding at UC campuses: http://www.rqs.uci.edu/rig/research/geater/qtrf199c.htm	
26	12/22/06 Oakley letter to Coleman with attachments: http://www.wasc.ucla.edu/cpr_endnotes/MRU_recommendations.pdf	2.7, 3.5
27	The MRU organizational chart (pdf) posted on the UC Research Website, UC Office for Research: http://www.ucop.edu/research/programs_units/mru/documents/reorganization_jun.pdf	3.8
28	National Academy of Sciences Report, "Facilitating Interdisciplinary Research (2004)": http://www.nap.edu/books/0309094356/html/	
29	Website for the Freshman Cluster Course on Biotechnology and Society, developed by Dr. Sally Gibbons, Associate Director of the Center for Society and Genetics: http://www.college.ucla.edu/ge/clusters_archive/ge71.asp	2.2
30	A list of UCLA's Interdisciplinary graduate education and research training programs. http://www.wasc.ucla.edu/cpr_endnotes/extramural_funding.pdf	2.2
31	Website for the Materials Creation Training Program (MCTP), directed by Professor Robin Garrell (Chemistry); MCTP is one of four Integrated Education and Research Training (IGERT) Programs at UCLA. MCPT broad goal is to train the next generation of scientists and engineers in the synthesis and characterization of new materials, and in the design, fabrication and characterization of electronic and photonic devices based on those materials: http://mctp.chem.ucla.edu/mctp/overview.php	2.2
32	Website for the Bioinformatics Training Grant: http://bioinformatics.ucla.edu/	2.2

Appendix B – UCLA’s Report and its Relationship to the 42 WASC Criteria for Review

Appendix B has two sections:

- Part 1:** Includes a chart showing how different elements of UCLA’s capacity report relate to the 42 Criteria for Review (CFR). The chart illustrates how each of the following elements embraces the CFR: seven essays, evidentiary documents (cited in the essays), datasets in the electronic portfolio, and stipulated policies.

- Part 2:** Includes a worksheet for one of our seven essays to illustrate, by example, how content statements in an essay were matched to relevant CFRs.

Appendix B. Part 1 - WASC Criteria for Review (CFR) Related to UCLA's Report for the <i>Capacity and Preparatory Review</i>	Essay #	Specific Evidence by Endnote #	Data Portfolio #	Stipulated Document #
Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives				
Institutional Purposes				
1.1. <i>The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.</i>	1	1.25		C1.a1
1.2. <i>Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution has developed indicators and evidence to ascertain the level of achievement of its purposes and educational objectives.</i>	2, 4	2.11	7.1	C1.a1
1.3. <i>The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability.</i>	1, 4, 6	1.1, 1.4, 1.13, 1.15, 1.27; 6.13, 6.14		G1-All
Integrity				
1.4. <i>The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.</i>	1	1.25		A1.1, A1.2; D5-All
1.5. <i>Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.</i>	3, 4	3.4, 3.15, 3.17-3.19, 3.23 - 3.31, 3.47	1.3, 1.4; 2.2, 2.3	A5.1, A5.2
1.6. <i>Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.</i>	NA	NA		A6.1 - A6.3
1.7. <i>The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion; and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, and refunds.</i>	2		3.1, 3.2; 7.1	A3.1 - A3.3 ; C1-All; F1-All, F2-All
1.8. <i>The institution exhibits integrity in its operations as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas.</i>	6	6.9, 6.12		A3.1 - A3.3, A4.1 - A4.4; F3 - All, F4-All
1.9. <i>The institution is committed to honest and open communication with the Accrediting Commission, to undertaking the accreditation review process with seriousness and candor, and to abiding by Commission policies and procedures, including all substantive change policies.</i>	Intro (j)	i.1, i.3 - i.5, i.7 - i.10, i.15		A7.1

Explanation of data in columns:

Essay #:
If the essay number is listed in this column, the essay contains a specific content statement that illustrates the CFR. See Part 2 of this appendix for a set of working notes from one exemplar essay.

Specific Evidence by Endnote #:
Each document listed in this column has been cited as evidence attesting to UCLA's *Commitment to Capacity*. Each listing specifies an endnote; the leading number identifies the essay while the number after the period indicates the endnote number. Not all endnotes reference evidentiary materials; some provide websites or comments that add clarity or provide the reader with more contextual information. See **Appendix A** for a complete set of endnote listings for each essay.

Data Portfolio #:
See **Appendix D** for a complete listing of the data sets posted in UCLA's Electronic Portfolio; each data set is numbered. Each listing in this column matches a data set to a relevant CFR.

Stipulated Document #:
See **Appendix E** for a complete listing of UCLA's Stipulated Documents; each document is numbered. Each listing in this column matches a document to a relevant CFR.

Appendix B. Part 1 - WASC Criteria for Review (CFR) Related to UCLA's Report for the <i>Capacity and Preparatory Review</i>	Essay #	Specific Evidence by Endnote #	Data Portfolio #	Stipulated Document #
Standard 2. Achieving Educational Objectives Through Core Functions				
Teaching and Learning				
2.1. The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.	1, 2			
2.2. All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. • Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and a fulfilling life. These programs also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication; college-level quantitative skills; information literacy; and the habit of critical analysis of data and argument. In addition, baccalaureate programs actively foster an understanding of diversity; civic responsibility; the ability to work with others; and the capability to engage in lifelong learning. Baccalaureate programs also ensure breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society. Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate programs. • Graduate programs are consistent with the purpose and character of their institutions; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the several levels of graduate and professional degrees offered. Graduate curricula are visibly structured to include active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences. Additionally, admission criteria to graduate programs normally include a baccalaureate degree in an appropriate undergraduate program.	4	3.32 - 3.46; 4.19 - 4.23; 6.30, 6.31		C1- All
2.3. The institution's expectations for learning and student attainment are clearly reflected in its academic programs and policies. These include the organization and content of the institution's curricula; admissions and graduation policies; the organization and delivery of advisement; the use of its library and information resources; and (where applicable) experience in the wider learning environment provided by the campus and/or co-curriculum.	2, 3, 4	2.2; 3.39 - 3.41, 3.44; 4.12		C5.1 - C5.2, C6.1
2.4. The institution's expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.	2, 7	2.2; 7.29, 7.30 - 7.32	4.2; 7.1	C5.1 - C5.2, C6.1
2.5. The institution's academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.	2, 6, 7	2.5; 4.14; 6.10; 7.11	7.1	
2.6. The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.	4, 5	4.16, 4.25; 5.3-5.5	7.1	
2.7. In order to improve program currency and effectiveness, all programs offered by the institution are subject to review, including analyses of the achievement of the program's learning objectives and outcomes. Where appropriate, evidence from external constituencies such as employers and professional societies is included in such reviews.	3, 4	3.5; 4.15, 4.18		
2.8. The institution actively values and promotes scholarship, curricular and instructional innovation, and creative activity, as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.	2	2.12, 2.13		
2.9. The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.	1, 2, 3, 4, 7	2.1, 2.3, 2.4, 2.7 - 2.10; 4.9, 4.10, 4.15, 4.16, 4.24, 4.26; 5.6; 7.11, 7.13, 7.26	3.2	C4-All
Scholarship and Creative Activity				
2.8. The institution actively values and promotes scholarship, curricular and instructional innovation, and creative activity, as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.	3, 4, 6, 7	3.20 - 3.22; 4.3 - 4.6, 4.12; 6.27; 7.1		C1.a1
2.9. The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.	1, 4, 6, 7	1.4; 6.29; 7.1 - 7.5, 7.7, 7.9, 7.14 - 7.24		B1.1 - B1.2, B2.1 - B2.2
Support for Student Learning				
2.10. Regardless of mode of program delivery, the institution regularly identifies the characteristics of its students and assesses their needs, experiences, and levels of satisfaction. This information is used to help shape a learning-centered environment and to actively promote student success.	1, 2, 4, 5, 7	1.20 - 1.22; 2.6; 3.7, 3.10, 3.11; 4.17; 5.9, 5.10; 7.2, 7.10		
2.11. Consistent with its purposes, the institution develops and implements co-curricular programs that are integrated with its academic goals and programs, and supports student professional and personal development.	3	i.11, i.12; 3.5, 3.6		
2.12. The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.	1, 3	1.10, 1.11; 3.5; 4.25		C5.1, C5.2, C6.1
2.13. Student support services—including financial aid, registration, advising, career counseling, computer labs, and library and information services—are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.	1	1.19		F1-All, F2-All
2.14. Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.	1		3.2	C3.1

Appendix B. Part 1 - WASC Criteria for Review (CFR) Related to UCLA's Report for the <i>Capacity and Preparatory Review</i>	Essay #	Specific Evidence by Endnote #	Data Portfolio #	Stipulated Document #
Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Sustainability				
Faculty and Staff				
3.1. The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.	Intro (j)	1.13	4.1 - 4.4	C1.e1, C2.1, D1.1, D2 - All
3.2. The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.	3	3.2, 3.4, 3.24 - 3.30, 3.47; 7.3 - 7.5	4.1 - 4.4	A5.1, A5.2; C2.1; D1.1, D2 - All
3.3. Faculty and staff recruitment, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.	4	3.31; 5.5, 5.6; 7.12	7.1	C2.1; D1.1, D2 - All
3.4. The institution maintains appropriate and sufficiently supported faculty development activities designed to improve teaching and learning consistent with its educational objectives and institutional purpose.	4, 6	4.8; 6.2, 6.18, 6.21, 6.23		
Fiscal, Physical, and Information Resources				
3.5. Fiscal and physical resources are effectively aligned with institutional purposes and educational objectives, and are sufficiently developed to support and maintain the level and kind of educational programs offered both now and for the foreseeable future.	1, 4	1.14, 1.15; 4.9, 4.10, 4.24; 6.25, 6.28; 7.13, 7.26	5.1 - 5.7	D4 - All; G1-All, G2-All, G3-All, G4-All, G5-All
3.6. The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. For on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kind to support and maintain the level and kind of education offered. These resources, services and facilities are consistent with the institution's purposes, and are appropriate, sufficient, and sustainable.	6	i.15; 6.1 - 6.7, 6.10 - 6.15, 6.17, 6.19 - 6.21	5.1	
3.7. The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.	6	6.1 - 6.7, 6.9 - 6.15, 6.17, 6.19 - 6.22, 6.26		
Organizational Structures and Decision-Making Processes				
3.8. The institution's organizational structures and decision making processes are clear, consistent with its purposes, and sufficient to support effective decision making.	1	1.1, 1.9; 6.8 - 6.13; 7.27		C1.e-All
3.9. The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.	Intro (j), 1			C1.e3
3.10. The institution has a chief executive whose full-time responsibility is to the institution, together with a cadre of administrators qualified and able to provide effective educational leadership and management at all levels.	Intro (j), 1			
3.11. The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.	1, 2, 4, 5, 6, 7	2.1		C1.e2

Appendix B. Part 1 - WASC Criteria for Review (CFR) Related to UCLA's Report for the <i>Capacity and Preparatory Review</i>	Essay #	Specific Evidence by Endnote #	Data Portfolio #	Stipulated Document #
Standard 4. Creating Organization Committed to Learning and Improvement				
Strategic Thinking and Planning				
4.1. The institution periodically engages its multiple constituencies in institutional reflection and planning processes which assess its strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution. The institution monitors the effectiveness of the implementation of its plans and revises them as appropriate.	1, 2	1.5, 1.7, 1.8, 1.14, 1.25; 3.9	Appendix D - All	C1- All, C4-All; D1.1, D2 - All, D3 - All; E1-All; F1-All, F2-All, F5.1; G1-All, G2-All, G3-All, G4-All, G5-All
4.2. Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.	1, 2, 4	1.6; 2.1, 2.2, 2.7, 2.8, 2.9, 2.10, 2.12, 2.13; 3.16; 4.3, 4.9, 4.10, 4.24, 4.25; 5.2, 5.3, 5.4; 6.9, 6.14 - 6.16, 6.19, 6.20, 6.23, 6.25, 6.28; 7.3 -	7.1	C1- All, C4-All; E1-All; F1-All, F2-All
4.3. Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.	1, 2, 5	1.22; 2.6; 6.18	Appendix D - All	C4-All, C6.1
Commitment to Learning and Improvement				
4.4. The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes involve assessments of effectiveness, track results over time, and use the results of these assessments to revise and improve structures and processes, curricula, and pedagogy.	1, 2, 4	4.2, 4.10, 4.12, 4.13, 4.15, 4.16; 6.17, 6.21, 6.22; 7.3 - 7.6	3.1, 7.1	C4-All
4.5. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included among the priorities of the institutional research function is the identification of indicators and the collection of appropriate data to support the assessment of student learning consistent with the institution's purposes and educational objectives. Periodic reviews of institutional research and data collection are conducted to develop more effective indicators of performance and to assure the suitability and usefulness of data.	1, 2	1.18, 1.23, 1.24; 7.3 - 7.5	Appendix D - All	C4-All
4.6. Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.	1, 4	4.2	7.1	C4-All
4.7. The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.	2, 4, 5		3.1, 7.1	C1- All, C4-All, C6.1
4.8. Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are involved in the assessment of the effectiveness of educational programs.	1, 2	i.13, i.14; 1.16, 1.17; 3.12, 3.14	7.1	C4-All; G1-All, G5-All

Appendix B – Part 2
A listing of CFR that relate to specific content statements in *Essay 4*.

The listing below provides an example of how members of the WASC Steering Committee determined which CFR related to each essay. For *Essay 4*, there were 15 content statements that were directly related to one (or more) CFR; each is identified below, and the listing is by WASC Standards. As demonstrated by this listing, *Essay 4* related to each of the four Standards, and specifically identified with 17 of the 42 CFRs. In the chart (Appendix B – Part 1), those 17 matches are identified with the number “4” in the column marked *Essay #*. That is, the number 4 appears 17 times in the column.

Essay 4. Ten Years of General Education Reform at UCLA

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

- 1.2. UCLA’s new General Education program has clearly defined goals for each of the three Foundation areas.
- 1.3. An appointment of a Vice Provost for Undergraduate Education and the appointment of a Chair of the General Education Governance Committee create appropriate leadership in conjunction with existing Academic Senate committees (particularly the Undergraduate Council) to sustain appropriate responsibility and accountability.
- 1.5. The new curriculum listed “diversity” as a fundamental element of General Education.

Standard 2: Achieving Educational Objectives Through Core Functions

- 2.2. The new General Education curriculum ensures breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge.
- 2.4. In developing the General Education curriculum, there was broad engagement in faculty from all campus units (responsible for undergraduate education) to adopt a common framework and establish a common course list.
- 2.5. The new General Education curriculum provides opportunity to 45% of the class to engage in yearlong cluster courses that have high expectations for the integration of interdisciplinary approaches and a spring quarter culminating seminar.
- 2.7. The new General Education curriculum has been the subject of program review for effectiveness. Two reviews show a broad-based approach to the evaluation of the Freshman Cluster Program and a program review of the Foundation for Scientific Inquiry—one of the three GE areas.
- 2.8. The Freshman Cluster Program actively promotes and reward instructional innovation and the dissemination of the successes and challenges of this program (and others) at regional and national professional meetings.
- 2.9. The campus has recognized the achievements of faculty and graduate students who have been involved in the design and teaching of Freshman Cluster classes. In the past five years, 4 faculty members and 1 TA received a Distinguished Award based primarily on their cluster teaching.
- 2.10. The Freshman Cluster staff identifies the characteristics of the freshman students; the evaluation staff assesses their needs, experiences and levels of satisfaction; this information is used to help shape the Cluster learning environment and to actively promote student success during the first year.

Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability

- 3.3 Each General Education course is evaluated through the *Evaluation Instruction Program* and specialized forms were developed for cluster courses.
- 3.4 A systematic program to help faculty develop General Education cluster courses was established, along with a comprehensive training programs for all cluster TAs.
- 3.5 New funding (~\$3.0M) was provided for the development of a new General Education program, including funding of the Freshman Cluster Program, *Fiat Lux* Freshmen Seminars, Writing II Program and a Center for Community Learning.

Standard 4: Creating an Organization Committed to Learning and Improvement

- 4.2 Achieving the General Education transformation required a 10-year process and the cooperative efforts of academic administrators, multiple Academic Senate agencies, and individual faculty members to ensure that academic needs were appropriately addressed by support for faculty and students.
- 4.4 Assessment of the Freshman Cluster Program and the General Education Curriculum (via the Senior Survey and Academic Program Review) provided academic administrators and faculty with quantitative and qualitative summative and formative data to improve the design of the curriculum and teaching practices, as well as learning outcomes.

The statement directly above also applies to CFR 4.6 and 4.7.

Total of 17 CFR are related directly to the GE Essay:

Standard 1 = 3 CFR

Standard 2 = 7 CFR

Standard 3 = 3 CFR

Standard 4 = 4 CFR

Appendix C – Timeline and Essay Workgroups

Appendix C has two sections:

Part 1: Contains an annotated timeline of the campus processes for the development of the UCLA report for the WASC *Capacity and Preparatory Review*; the timeline demonstrates an extensive engagement of the UCLA community, including faculty, administrators, students, alumni, and staff.

Part 2: Includes a membership list for each of the seven essay workgroups.

Appendix C – Part 1
Timeline in the Development of the
Capacity and Preparatory Review Report

September 2006

- 13 Meeting of the *ad hoc* group to discuss timeline for Capacity and Preparatory Review and to make final recommendation to the Chancellor about the members of the UCLA WASC Steering Committee

October 2006

- 5 Meeting of the Steering Committee to review members of seven Essay Workgroups
- 10 ALO meets with Assistant Provost Maryann Gray to discuss the Chancellor letter for the website and the appointment of the Steering Committee
- 12 ALO meets with Acting Chancellor, EVC/Provost and Assistant Provost to discuss charge letters and planned timeline for Capacity Review
- 25 ALO meets with USAC President Marwa Kaisey and GSA President Monica Sanchez to join WASC Steering Committee and explain WASC process

November 2006

- 17 Meeting of the Steering Committee to review WASC website and finalize workgroups for the essays

December 2006

- 8 ALO meets with Academic Senate leadership to discuss the essay on Academic Program Reviews

January 2007

- 17 Meeting of the Steering Committee to discuss updates on 7 essay workgroups; ALO meets with EVC/Provost's Deans' Council to update them on the WASC process and progress
- 19 ALO meets with Faculty Committee on Educational Technology (FCET) to discuss Educational Technology essay
- 24 UCLA WASC website is live
- 25 Acting Chancellor Norm Abrams sends a letter to the campus community announcing the next stage of the accreditation process and the launch of the website
- 29 ALO interviewed by writer for *UCLA Today* for feature story on accreditation. Story appears in February issue of *UCLA Today*
- 30 ALO meets with the Chancellor's Advisory Group on Diversity to discuss essay on "Commitment to Diversity" and the WASC Reaccreditation process

February 2007

- 14 Meeting of the Steering Committee to discuss communication with workgroups
- 21 ALO meets with the Essay Workgroup on Academic Senate Program Review to discuss essay and the WASC Reaccreditation process; ALO meets with the Essay Workgroup on Capstone Experiences to discuss essay and the WASC Reaccreditation process

March 2007

- 6 ALO meets with Undergraduate Student Association Council to discuss WASC process and the essays
- 7 Meeting of the Steering Committee to review draft of General Education essay
- 9 ALO meets with the Workgroup on Facilitating Interdisciplinary Education and Research to discuss the essay and the WASC Reaccreditation process
- 16 Meeting of the Faculty Committee on Educational Technology (FCET) to discuss Educational Technology essay
- 19 Meeting of the Essay Workgroup on Capstone Experiences

April 2007

- 11 ALO meets with Graduate Student Association Executive Council to discuss WASC process
- 13 Meeting of the Faculty Committee on Educational Technology (FCET) to discuss Educational Technology essay
- 17 Meeting of the Chancellor's Advisory Group on Diversity to discuss the Diversity essay
- 18 Meeting of the Essay Workgroup on Capstone Experiences

May 2007

- 9 Meeting of the Essay Workgroup on Facilitating Interdisciplinary Education and Research
- 11 Meeting of the GE Governance Committee to discuss the GE Essay
- 16 Meeting of the Essay Workgroup on Capstone Experiences
- 21 Meeting of the Steering Committee to review draft of the Educational Technology essay and to review the proposed organization of the Capacity and Preparatory Review Report
- 25 Undergraduate Council discusses the WASC process and focuses on the including of Educational Effectiveness Indicators as part of the Academic Review Process; Meeting of the Essay Workgroup on Facilitating Interdisciplinary Education and Research

June 2007

- 11 Meeting of the Steering Committee to review draft of the Diversity essay
- 13 Meeting of the Essay Workgroup on Capstone Experiences
- 19 College Deans discuss capstone project during the College Retreat (Covel)
- 20 Meeting of the Essay Workgroup on Facilitating Interdisciplinary Education and Research; UCLA's mission statement is discussed by the EVC/Provost and ALO at the Deans' Council Meeting; subcommittee formed to draft UCLA's mission statement
- 28 Meeting of the Steering Committee to review draft of the Strategic Planning essay

July 2007

- 16 ALO updates the Information Technology Planning Board (ITBP) on the progress of the WASC review and the essay on Educational Technology
- 19 Meeting of the Steering Committee to review Interdisciplinary Education and Capstone essays
- 23 First meeting of the subgroup draft UCLA's Mission Statement
- 25 Meeting of the Steering Committee to review Academic Program Review essay

August 2007

- 2 Second meeting of subgroup to draft Mission Statement
- 6 Third meeting of subgroup to draft Mission Statement
- 16 Meeting of the Steering Committee to review the entire first draft (called the "preview draft" of UCLA's report for the Capacity and Preparatory Review
- 20 ALO meets with Chancellor and EVC/Provost to review the draft of the Capacity and Preparatory Review Report

September 2007

- 10-12 Chancellor's Retreat including Administrators (Deans, Vice Chancellors and Academic Senate Leaders)
- 26 ALO meets with Chancellor and EVC/Provost to review the "preview draft" of UCLA's report for the *Capacity and Preparatory Review*

October 2007

- 4 Steering Committee meets with Chancellor and EVC/Provost to review "campus draft" report for the WASC *Capacity and Preparatory Review*
- 16 Draft report distributed to the members of the Chancellor's Executive Committee; ALO meets with the President of the Undergraduate Students Association to share the campus draft for distribution to Cabinet members
- 17 Draft report distributed to the members of the EVC/P's Deans' Council
- 18 Draft reported distributed to the members of the Academic Senate's Executive Board
- 19 Essay 5 discussed at the Academic Senate's Undergraduate Council meeting
- 24 ALO meets with President of the Graduate Students Association to share the campus draft for distribution to members of the Forum

November 2007

- 2 Essay 2, 6 and 7 are discussed at the Academic Senate's Undergraduate Council meeting
- 6 ALO meets with Undergraduate Students Association Cabinet to discuss Essay 3
- 7 EVC/P's Deans' Council discusses campus draft; Essay 3 discussed at Academic Senate's Committee on Diversity and Equal Opportunity meeting; ALO presents campus draft at the External Affairs - Assistant Vice Chancellors' meeting
- 9 Essays 2, 6, 7 are discussed at the Academic Senate's Graduate Council meeting; Essay 7 is discussed at the Academic Senate's Council on Research meeting
- 13 ALO meets with Academic Senate's Executive Board members
- 16 Essay 4 is discussed at Academic Senate's Undergraduate Council meeting; College Faculty Executive Committee discusses campus draft

November 2007

- 19** Steering Committee meets to review comments by various agencies and determines the extent to which essays will be revised. When necessary, revisions will be directed to the Essay Workgroups.
- 20** USAC reviews and endorses Capstone model (Essay 5).
- 27** Campus draft discussed at the Chancellor's Executive Committee
- 28** Campus draft presented at the Graduate Students Association Forum

December 2007

- 4** ALO meets with Chancellor and EVC/Provost to review final report for the WASC *Capacity and Preparatory Review*
- 5** Campus draft discussed with members of the UCLA Alumni Board
- 6** Campus draft discussed with UCLA Foundation Board of Directors
- 10** Steering Committee meets to review the final draft of the Report
- 17** UCLA report for the *Capacity and Preparatory Review* submitted to WASC

Appendix C – Part 2

Membership List for Essay Workgroups

WASC Steering Committee

CHAIR: Judith L. Smith, Dean/Vice Provost and WASC Accreditation Liaison Officer (ALO)

Academic Senate Leaders

Chair Vivek Shetty (Dentistry)

Vice Chair Elizabeth Bjork (Psychology)

Past Chair Adrienne Lavine, (Mechanical and Aerospace Engineering)

Faculty Representatives

Robin Garrell (Chemistry); Co-Chair of Proposal Steering Committee

Raymond Knapp (Musicology); Co-Chair of Proposal Steering Committee

Campus Leaders

Aimee Dorr, Dean, Graduate School of Education and Information Studies

Maryann Gray, Assistant Provost

Janina Montero, Vice Chancellor, Student Affairs

Frank Gilliam, Associate Vice Chancellor, Community Partnerships (Political Science)

Student Leaders

Marwa Kaisey, Undergraduate Student Association (Neuroscience)

Monica Sanchez Rivas, Graduate Student Association (Education)

WASC Coordinator

Mitsue Yokota, Campus WASC Coordinator

Essay 1 Workgroup: Academic Strategic Planning

CHAIR: Maryann Jacobi Gray (Assistant Provost)

Sam Morabito (Vice Chancellor, Business and Administrative Services)

Steve Olsen (Vice Chancellor, Finance, Budget and Capital Programs)

Alan Robinson (Associate Vice Chancellor- Medical Sciences; Executive Associate Dean-School of Medicine)

Vivek Shetty (Dentistry; Academic Senate Chair)

Scott Waugh (Acting Executive Vice Chancellor/Provost)

Essay 2 Workgroup: Academic Senate Program Reviews and Educational Effectiveness

CHAIR: Adrienne Lavine (Mechanical and Aerospace Engineering); Past Chair of the Academic Senate

Kathy Komar (Comparative Literature) ; Past Chair of the Academic Senate

David Rigby (Chair, Geography); Past Chair of the Undergraduate Council

Reynaldo Macias (Chicana and Chicano Studies; Acting Dean, Social Sciences)

Michael Jura (Chair, Physics and Astronomy); Past Chair of the Graduate Council

Staff: Mitsue Yokota (Campus WASC Coordinator)

Essay 3 Workgroup: UCLA's Commitment to Diversity
(Chancellor's Advisory Group on Diversity, 2006-07)

CHAIR: Norman Abrams (Acting Chancellor)
Charles Alexander (Associate Vice Provost for Student Diversity)
Linda Avila (Director, Staff Affirmative Action)
Rosina Becerra (Social Welfare; Associate Vice Chancellor, Faculty Diversity)
Elizabeth Bjork (Psychology; Vice Chair, Academic Senate)
Frank Gilliam (Political Science; Associate Vice Chancellor, Community Partnerships)
Marwa Kaisey (Neuroscience; President, Undergraduate Student Association)
Jody Kreiman (Surgery-Head & Neck; Chair, Council on Diversity and Equal Opportunity)
Susan Drange Lee (Director, Faculty Diversity)
Lubbe Levin (Assistant Vice Chancellor, Campus Human Resources)
Joseph Mandel (Vice Chancellor, Legal Affairs)
Claudia Mitchell-Kernan (Anthropology; Vice Chancellor/Dean, Graduate Division)
Janina Montero (Vice Chancellor, Student Affairs)
Neil Parker (Medicine; Senior Associate Dean, School of Medicine)
Thomas Rice (Public Health; Vice Chancellor, Academic Personnel)
Monica Sanchez (Education; President, Graduate Students Association)
Vivek Shetty (Dentistry; Chair, Academic Senate)

Essay 4 Workgroup: Ten Years of General Education Reform at UCLA
General Education Governance Committee, 2006-07

CHAIR: Raymond Knapp (Chair, Musicology)
Scott Bartchy (Center for the Study of Religion; History)
Stuart Brown (Physics and Astronomy)
Robert Gurval (Classics)
Patricia Harter (Theater)
Harold Monbouquette (Chemical and Biomolecular Engineering)
Teofilo Ruiz (History)
David Rigby (Geography)
Blair Van Valkenburgh (Ecology & Evolutionary Biology)
Staff: Gregory Kendrick (Director, Freshman Clusters Program)

Essay 5 Workgroup: Shaping Undergraduate Education via the Capstone Experiences

CHAIR: Raymond Knapp (Chair, Musicology)
Asad Abidi (Electrical Engineering)
Christian Bogeberg (Student Representative)
Robert Bjork (Chair, Psychology)
Peggy Fong (Ecology and Evolutionary Biology)
David Gere (Co-Chair, World Arts and Cultures)
Robert Gurval (Classics)
Douglas Hollan (Chair, Anthropology)
Muriel McClendon (History; European Studies)
Mark Moldwin (Earth and Space Sciences)
Jesse Rogel (Student Representative)
Joseph Rudnick (Dean, Physical Sciences)
Linda Sax (Education)
Stephen Smale (Microbiology)
Robert Watson (English)
Amanda York (Student Representative)
Staff: Lucy Blackmar (Assistant Vice Provost, Undergraduate Education Initiatives)

Essay 6 Workgroup: *Using Educational Technology to Enhance Learning and Teaching*
Faculty Committee on Education Technology, 2006-07

CHAIR: Patricia Keating (Linguistics)

VICE CHAIR: Robert Gould (Statistics)

Troy Carter (Physics and Astronomy)

Mario Gerla (Computer Science)

Tim Groeling (Communication Studies)

Lianna Johnson (Life Sciences Core Curriculum)

Roger Kendall (Ethnomusicology)

John Mamer (Anderson School of Management)

Marc Mayerson (Assistant Dean, Social Sciences)

Christopher Mott (English)

Russell Poldrack (Psychology)

Janice Reiff (History)

Vincent Riggs (School of Public Affairs; Computing Director)

John Tormey (Physiology)

Staff: Ruth Sabean (Assistant Vice Provost, Educational Technology)

Essay 7 Workgroup: *Facilitating Interdisciplinary Education and Research*

CHAIR: Robin Garrell (Chemistry)

Russel Caflisch (Mathematics)

Devon Carbado (Associate Dean, Law)

Linda Demer (Medicine)

Francoise Lionnet (French; Assistant Director, International Institute)

Kathleen McHugh (English; Film; Director, Center for the Study of Women)

Roberto Peccei (Vice Chancellor, Research)

Thomas Rice (Vice Chancellor, Academic Personnel)

Leonard Rome (Biological Chemistry; Senior Associate Dean, Research)

Victoria Sork (Chair, Ecology and Evolutionary Biology; Institute of the Environment)

Monica Sanchez (Education; President, Graduate Students Association)

Christopher Waterman (Dean, School of the Arts and Architecture)

Min Zhou (Sociology; Asian American Studies)

Staff: Sally Gibbons (Associate Director, Center for Society and Genetics)

Appendix D – Electronic Data Portfolio

Appendix D contains a listing of the institutional data posted in the electronic data portfolio. These include an updated set of data charts contained in UCLA's *Institutional Proposal*, as well as other datasets specified by WASC.

Appendix D
Data Portfolio
Available at www.aim.ucla.edu/wasc

1. Admissions and Student Preparation

- 1.1 [Admissions Activities by Level](#)
- 1.2 [Preparation/Selectivity Levels of Entering Students](#)
- 1.3 [Admissions by Gender](#)
- 1.4 [Admissions by Race/Ethnicity](#)

2. Student Enrollments

- 2.1 [Headcount Enrollments by Degree Objective](#)
- 2.2 [Headcount Enrollments by Gender](#)
- 2.3 [Headcount Enrollments by Race/Ethnicity](#)
- 2.4 [Students Receiving Financial Aid](#)

3. Degrees Awarded

- 3.1 [Degrees Granted by Degree-Level Program](#)
- 3.2 [Cohort Graduation, Retention and Transfer Rates](#)

4. Faculty and Staff Composition

- 4.1 [Faculty Composition](#)
- 4.2 [Faculty Headcount by Department/Program](#)
- 4.3 [Staff by Gender and Race/Ethnicity](#)
- 4.4 [Full-Time Faculty/Staff Turnover the Last 5 Years](#)

5. Information, Physical, and Fiscal Resources

- 5.1 [Information and Computing Resources](#)
- 5.2 [Physical Resources -- Current Year](#)
- 5.3 [Source of Revenue](#)
- 5.4 [Operating Expenditures](#)
- 5.5 [Assets and Liabilities](#)
- 5.6 [Capital Investments](#)
- 5.7 [Endowment Values and Performance](#)

6. Institutional and Operating Efficiency

- 6.1 [Key Undergraduate Educational Operations Ratios](#)
- 6.2 [Key Asset and Maintenance Ratios](#)
- 6.3 [Key Financial Ratios](#)

7. Educational Effectiveness Indicators

- 7.1 [Inventory of Educational Effectiveness Indicators](#)

8. Concurrent Accreditation and Performance Indicators

- 8.1 [Inventory of Concurrent Accreditation and Key Performance Indicators](#)

Appendix E – UCLA’s *Stipulated Statement* and Policies

Appendix E has two sections:

Part 1: Contains UCLA’s *Stipulated Statement*

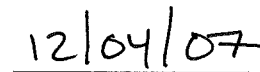
Part 2: Contains a list with web-links for all the policies and documents identified in appendix 1 of the *WASC Handbook*.

Appendix E – Part 1 Stipulated Statement

I, Gene D. Block, Chancellor of the University of California, Los Angeles, hereby stipulate that the:

- The University of California, Los Angeles is using the review process to demonstrate our fulfillment of the two Core Commitments (Institutional Capacity and Educational Effectiveness); we will engage in the process with seriousness, and data presented are accurate and fairly represent the institution.
- The University of California, Los Angeles has published and put in place publicly available policies as stipulated in Appendix I of the *Handbook of Accreditation*. Such policies will be available for review on request throughout the period of accreditation.
- The University of California, Los Angeles will abide by the procedures adopted by the Commission to meet the United States Department of Education (USDE) procedural requirements as stipulated in Section VI of the *Handbook of Accreditation*.
- The University of California, Los Angeles will submit all regularly required data and any data specifically requested by the Commission during the period of accreditation.
- The University of California, Los Angeles has reviewed its degree programs offered by distance learning to ensure that they have been approved by the WASC substantive change process.


Gene D. Block, Chancellor


Date

Appendix E – Part 2

UCLA’s Stipulated Policies

A. Institutional Integrity

A1. A widely disseminated, written policy statement of commitment to academic freedom in teaching, learning, research, publication, and oral presentation

1. [Statement on Academic Freedom](#)
2. [UC Policy – Academic Freedom](#)

A2. Due process procedures that demonstrate faculty and students are protected in their quest for truth

1. [Policies Applying to Campus Activities, Organizations and Students](#)
2. [UC Policy for Protection of Whistleblowers](#)

A3. Written policies on due process and grievance procedures for faculty, staff and students

1. [How to File a Complaint or Grievance](#)
2. [Complaint Resolution](#)
3. [Responding to Reports of Sexual Harassment](#)

A4. A clear statement of institutional policies, requirements, and expectations to current and prospective employees

1. [Personnel Policies for Staff Members](#)
2. [Other Personnel Policies, Programs and Initiatives](#)
3. [Policies Governing Workplace Conduct](#)
4. [UC Ethics](#)

A5. Institutionally developed and published non-discrimination, equal opportunity, and affirmative action policies

1. [UCLA Staff Affirmative Action Plan](#)
2. [UCLA Academic Affirmative Action Plan](#)

A6. Clearly written policies on conflict of interest for board, administration, faculty, and staff, including appropriate limitations on the relations of business, industry, government, and private donors to research in the institution

1. [UC Conflict of Interest](#)
2. [UCLA Policy 150 – Conflict of Interest](#)
3. [UCLA Policy 925 – Financial Conflict of Interest in Research](#)

A7. A clear statement that the institution agrees to abide by WASC Policy on Substantive Change and the Policy on Distance and Technology-Mediated Instruction

1. [UCLA Institutional Stipulation](#)

B. Research

B1. Policies covering human subjects and animals in research, classified research, patent provisions, cooperative research relations with industry, and other similar issues related to the integrity and independence of the research enterprise

1. [Human Subjects](#)
2. [Animal Research](#)

B2. Institutions that support applied research having the potential for producing significant revenue have clear policies on how faculty responsible for such research share revenue from patents, licenses, and sales. Institutions supporting entrepreneurial activity of faculty of institutionally sponsored research parks have clear policies covering the involvement of faculty in such ventures, the protection of basic research, and the publication of research results

1. [UC Patent Policy](#)
2. [Memo from UC Vice President Mullinex](#)

C. Educational Programs

C1. Precise, accurate, and current information in printed material regarding:

a) educational purposes

1. [UCLA Mission Statement](#)

b) degrees, curricular programs, educational resources, and course offerings

1. [UCLA General Catalog](#)

c) student charges and other financial obligations, student financial aid, and fee refund policies

1. [Student Fees](#)

d) requirements for admission and for achievement of degrees

1. [Admissions Policies](#)
2. [UCLA General Catalog - Curriculum](#)

e) the names of the administration, faculty, and governing board

1. [Administrative Organization Chart](#)
2. [Academic Senate Leadership](#)
3. [Regents of the University of California](#)

C2. Publications that make clear the status (e.g., full-time, part-time, adjunct) of each faculty member

1. [UC Policy Regarding Academic Appointees](#)

C3. Clearly articulated policies for the transfer of credit to ensure that students who transfer in with general education course credits meet the institution's own standards for the completion of the general education requirement

1. [Transfer Admissions Policy](#)

C4. Policies and procedures for additions and deletions of programs

1. [University-wide Review Process for Academic Programs, Academic Units, and Research Units](#)
2. [Guide to Undergraduate Course and Program Approval, UCLA Undergraduate Council](#)
3. [Procedural Manual for the Review of Proposals for Academic Programs and Units](#)
4. [The Manual of the Los Angeles Division of the Academic Senate, Appendix V: "Procedures for Transfer, Consolidation, Disestablishment, and Discontinuance \(TCDD\) of Academic Programs and Units"](#)

C5. Requirements for continuation in, or termination from, academic programs, and a policy for readmission of students who are disqualified for academic reasons

1. [UCLA Academic Senate Manual - Section 3: Probation and Dismissal](#)
2. [College Policies](#)

C6. Clearly stated graduation requirements that are consistently applied in the degree certification process

1. [Graduation Requirements](#)

D. Faculty

D1. Personnel policies governing employment of teaching fellows and assistants

1. [Academic Apprentice Personnel Manual](#)

D2. Policy designed to integrate part-time faculty appropriately into the life of the institution

1. [Non-Senate Instructional Unit memorandum of understanding between the UC system and the University Council](#)
2. [Academic Personnel Manual: Advancement of Part-time Employees](#)
3. [UCLA Faculty Handbook](#)

D3. Explicit and equitable faculty personnel policies and procedures

1. [UC Academic Personnel Manual](#)
2. [UCLA CALL](#)
3. [Search Committee Toolkit](#)

D4. Policies on salaries and benefits

1. [Salary Administration \(APM-600 to APM-690\)](#)
2. [Benefits and Privileges \(APM-700 to APM-760\)](#)

D5. Policies for faculty and staff regarding privacy and accessibility of information

1. [UC Policy on Staff Personnel Records](#)
2. [UCLA Policy 602 – Federal Privacy Act](#)
3. [UCLA Policy 603 – Privacy and Access to Information](#)

E. Library

E1. Written library collection development and weeding policies, including the bases for accepting gifts

1. [UCLA Library Gift Policy](#)
2. [UCLA Library Collection Development Policy](#)

F. Students

F1. Admission and retention policies and procedures, with particular attention to the application of sound admission and retention policies for athletes and other cases where unusual pressures may be anticipated

1. [Guiding Principals for Athlete Admission Committee](#)
2. [UCLA NCAA Division I Self Study Report](#)

F2. Clearly defined admissions policies attentive to the special needs of international students

1. [UCOP Information for Prospective Students from Other Countries](#)
2. [UCLA Information for Prospective International Students](#)
3. [UCLA Information on Admitted International Students](#)

F3. Policies on student rights and responsibilities, including the rights of due process and redress of grievances

1. [Dean of Students' Procedure on Responding to Reports of Sexual Harassment](#)
2. [UCLA Policy 220 – Disclosure of Information from Student Records](#)
3. [Student Grievances Regarding Challenges to Content of Student Records](#)
4. [Student Grievances Regarding Violation of Anti-Discriminatory Law or University Policy](#)
5. [Student Debt Grievances](#)

F4. Publications that include policies and rules defining inappropriate student conduct

1. [Student Code of Conduct](#)
2. [Student Alcohol Policy](#)
3. [Regulations on Activities, Registered Organizations, and Use of Properties](#)

F5. A policy regarding fee refunds that is uniformly administered, and consistent with customary standards

1. [Fee Refund Chart](#)

G. Finances

G1. Policies, guidelines, and processes for developing the budget

1. [UCLA Policy 340 - Sales and Service Activities and Service Enterprises: Recharge Rates, User Fees, and Budgets](#)
2. [UCLA Policy 345 - Short Term Investment Pool \(STIP\) Income on Gifts, Grants, and Endowments](#)
3. [UCLA Policy 347 - Recovery of Operating Costs from Private Gifts](#)

G2. Clearly defined and implemented policies with regard to cash management and investments, approved by the governing board

1. [Policies Pertaining to Financial and Investment Matters](#)

G3. Policies and a code of ethics for employees involved in buying, bidding, or providing purchase orders

1. [UCLA Purchasing Conduct and Ethics](#)
2. [UC Business and Finance Bulletin - 43](#)

G4. Policies on risk management, addressing loss by fire, burglary and defalcation; liability of the governing board and administration; and liability for personal injury and property damage

1. [UCLA Policy 300 - University Insurance and Risk Management](#)

G5. Policies regarding fundraising activities that comply with sound ethical accounting and financial principles

1. [UCLA Policy 191- Mass Solicitations](#)
2. [UCLA Policy 192 - Soliciting, Accepting and Returning Gifts](#)
3. [UCLA Policy 193 – Allocations](#)
4. [UC Naming Policy](#)

Because UC campuses are part of a system, some of the information required for accreditation reviews is the same for all ten campuses, e.g. information about governance, research and personnel policies, etc., and this information can be made available by the UC System office on behalf of all campuses. Therefore the [Systemwide Guide to Stipulated Policies](#) for the WASC capacity review has been prepared by the Educational Relations Department.