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CHANCELLOR'S OFFICE
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November 11, 1998

Albert Carnesale
Chancellor
University of California, Los Angeles
405 Hilgard Avenue
Los Angeles, CA 90095

Dear Chancellor Carnesale:

At its meeting on November 5, 1998, the Commission considered the report of the team which visited UCLA on March 5-6, and June 1-2, 1998. The Commission had available to it the materials prepared by the University in preparation for the June 1998 visit and appreciated the opportunity to discuss the experience of this new approach with Executive Vice Chancellor Hume and Associate Vice Chancellor Lutomirski. Their comments were very helpful.

In taking action on the reaccreditation of the University, the Commission wished to highlight several points in light of the experimental design of the self study and visit process. First, the Commission wished to commend the University for its willingness to work collaboratively with the Commission staff in developing such a new approach to accreditation and working to ensure its success at each stage of the process. The Commission understands that because there were no precedents for this new process, each step required the development of working guidelines and protocols. The Commission also commends the visiting team for its flexibility in working with this new process and its success in developing such positive results with the University.

The Commission also wished to commend the University for developing three themes of such importance—reform of general education, diversity

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and performance indicators. The themes selected proved to be of great value to the University and to be directly aligned with issues considered most important by the Commission. The process used to select these themes was also exemplary, and the Commission is pleased to note the success of the University in making real progress in addressing each of them.

Through the materials developed by the University, as validated by the visiting team, and especially the work undertaken between the two visits, the University demonstrated its leadership and excellence. By presenting themes which were at different stages of development at the University, not only was the University able to establish progress on these topics, but they served as case studies of the ability of the University to identify issues and address them in ways leading to institutional improvement. As stated by the visiting team:

[T]he WASC review team found considerable momentum in all three areas, a clear sense of processes to be followed in the future, and growing integration of the three topics, which potentially blend well together. In fact, the review team believes that if the already evident progress continues to gain momentum, UCLA will be well ahead of most of its peers in addressing three complex, comprehensive issues of great moment in American higher education.

The Commission also wished to commend the University for the development of its data portfolio, which was used by the team to gain basic information about the University and establish broad compliance with the WASC basic standards of accreditation. The Commission was pleased to learn that this portfolio has also been useful internally, and encourages application of the portfolio for multiple uses, including further support for future accreditation-related activities.

In addressing the three themes, the Commission encourages the University to continue on its trajectory of implementation identified through its own processes. The Commission will be interested in learning how the three issues fare over the next several years as the University continues to give attention to them. The Commission joins the team in encouraging efforts to develop indicators of effectiveness in each of the areas that will be useful for the University, and to see where integration or at least common issues could be addressed across all three topics.

The work undertaken by UCLA in revising its general education program holds great promise for the University on this important topic. The first year clusters hold tremendous potential, and the Commission was pleased to note the participation of senior faculty in these new interconnected and interdisciplinary courses. The steps taken by the University to support this new program are impressive, yet the Commission recognizes that there is still need for further faculty engagement with this new curriculum and a decision to be made whether it is to become a general undergraduate requirement. Useful evaluation of pilot courses led to improvements, and the Commission urges that further assessment of the general education program be undertaken to include not only surveys of faculty and students, but also the development of indicators and other evidence that the educational goals intended for these new courses are being achieved.

On the issue of diversity, the University is to be commended for its willingness to focus on how it can sustain the prominence it has attained under the new environment in California. The steps undertaken so far could lead to important new insights and approaches for the University serving more effectively the diverse citizenry of California. The Commission is pleased to note that this issue is being given the clear senior level attention and leadership it demands.

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. The work reported by the team developed by the University for graduate education is impressive, and the Commission will be interested in seeing how a warehouse of data can be created for undergraduate education as well, and be used in the strategic planning process of the University. In addition, the Commission urges that the University consider how to develop evidence of the achievement of the educational goals of the University and its programs.

The Commission acted to:

1. Reaffirm the accreditation of the University;
2. Schedule the next comprehensive visit in the spring of 2008, and encourage the University to continue to develop with Commission staff a format that will be productive and efficient under the Commission Standards then in place.

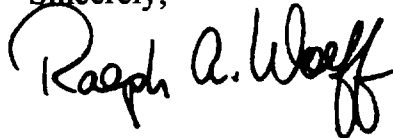
Albert Carnesale
November 11, 1998
Page 4

3. Request a fifth-year report addressing further steps taken by the University and the progress made in meeting the University's expectations with respect to each of the three themes addressed in this accreditation process.

In addition, the Commission expressed its appreciation for the involvement of University representatives in conversations within the WASC region on revising the accreditation process. It invites further participation by you and other members of the UCLA community as we move to revise our accreditation standards and continue to develop new models for accreditation.

In accordance with Commission policy, we request that you send a copy of this letter to President Richard Atkinson.

Sincerely,

A handwritten signature in black ink that reads "Ralph A. Wolff". The signature is written in a cursive style with a large initial "R" and a stylized "W".

Ralph A. Wolff
Executive Director

RW:da

cc: Paula Lutomirski
Members of the Team

June 14, 2001

Albert Carnesale
Chancellor
Chancellor's Office
University of California, Los Angeles
405 Hilgard Avenue
Los Angeles, CA 90095-1405

Dear Chancellor Carnesale:

As you are aware, the next scheduled review of the University of California, Los Angeles will occur under the *Handbook of Accreditation 2001*, which involves new Standards, substantially different expectations for Institutional Presentations, and a new sequencing for the review cycle. The Commission urges the University to review the new *Handbook* and to assess how institutional evidence can be developed prior to the next accreditation review that will make the new process less burdensome and more useful.

The Proposal for the two-stage review is due October 15, 2005. The Preparatory Review is scheduled for spring 2008, and the Educational Effectiveness Review for spring 2009.

At the February 21-23, 2001 Commission meeting, the Commission decided to discontinue Fifth-Year reports since both the Proposal and the Preparatory Review Report include presentations on the institution's response to the previous concerns of the Commission and the last visiting team. Therefore, your Fifth-Year report due on March 1, 2003 has been canceled. Please refer to pages 39 and 42 of the *Handbook of Accreditation* for information on the expected responses to the previous issues.

Please complete and mail the enclosed form by July 15, 2001

Albert Carnesale
June 14, 2001
Page 2

Please contact me if you have any questions or comments.

Sincerely,

Judie Gaffin Wexler, Ph.D.
Associate Executive Director

JGW/brn

Enclosure

cc: Paula Lutomirski