ESSAY B

UCLA's Approaches to Evaluating Educational Effectiveness

Learning and teaching at UCLA are guided by the belief that undergraduate, graduate, and professional school students and their teachers belong to a community of scholars. We are dedicated to providing students with foundational understanding of a broad range of disciplines followed by opportunity for in-depth study of a chosen field. We are also engaged together in discovering and advancing knowledge and practice. We believe learning occurs not only in the classroom but also through engagement in campus life as well as in communities and organizations beyond the university.

Rooted in our commitment to ensuring academic excellence, UCLA has developed a framework for assessing educational effectiveness that has three distinct, but complimentary, focal points. The first focuses on the *student*, with specific emphasis on evaluating academic performance and understanding students' perspectives on their educational experiences. The second attends to *course*-based instruction, incorporating new approaches and feedback mechanisms for evaluating teaching and learning. The third highlights *program* level considerations and is grounded in evaluating learning and performance indicators.

The strength of this framework lies in its broad applicability across UCLA's diverse academic programs. Importantly, it offers a common structure for engaging faculty in meaningful dialogue about assessing learning and enhancing educational effectiveness. Simultaneously, it provides faculty with the flexibility essential for developing and sustaining effective, program-specific assessment and evaluation plans. Insights gained serve to enhance faculty's ability to foster student development, inform instructional and curricular development, and ensure performance standards at levels appropriate for an elite research university.

Table 1 summarizes the relationships between two of the three themes addressed in our *Institutional Proposal*[1] and *Capacity and Preparatory Review Report*[2] and the focal points for our learning and teaching assessment efforts. The two themes, which focus primarily on undergraduate education, provide examples of how UCLA engages faculty and students in the evaluation of educational effectiveness.

Table 1. Linking UCLA's Educational Effectiveness Themes and Assessment Framework

Theme	Focus on Students	Focus on Courses	Focus on Programs
Engaging Undergraduate Students in Capstone Experiences	Evaluating students' capstone products and providing feedback. --- Collecting and analyzing data on students' capstone experiences.	Constructing new course evaluations tailored to specific capstone courses.	Establishing and assessing learning outcomes associated with capstone experiences.
Using Educational Technology to Enhance Learning and Teaching	Collecting and analyzing data on students' uses and perceptions of educational technology as well as their skill and comfort levels.	Improving teaching and learning through blended instruction in lower division courses.	Introducing and assessing information literacy associated with freshman cluster instruction.

In this integrative essay, we address each focal point of our assessment framework broadly and provide examples of our efforts to evaluate the effectiveness of UCLA's educational programs using evidence from student surveys, class evaluations, and program review assessments. We also

discuss plans for incorporating the assessment of learning outcomes in the Academic Senate Program Reviews. In the essays that follow (*Essay C* and *Essay D*), we elaborate on key components of our framework as they relate to each of our educational effectiveness themes, describe progress toward achieving key goals, and detail future plans.

Focus on Students: Evaluating Performance and Understanding Perspectives

At the undergraduate level, we recognize that students' scholarly identities are often just beginning to emerge. UCLA is fortunate to have many outstanding teachers who are committed to facilitating students' development as engaged learners and to enhancing effectiveness in undergraduate education. Like their counterparts at many other universities though, UCLA faculty have traditionally tended to talk very little with each other, or with their students, about learning and teaching. Today, however, our faculty is engaging in new dialogue about pedagogical priorities and practices. Together, they are establishing learning outcomes for their academic programs, communicating those expectations to students, developing plans for evaluating student performance, and considering how to use assessment findings to support curricular enrichment.

Through this work, the faculty is creating an enriched climate for learning and teaching that is student focused and outcomes based. As an academic community, we are building a broader and more explicit commitment to a process of inquiry and reflection that focuses on growth, renewal, and continuous improvement. As detailed in *Essay C* and *Essay D* of this report, we have worked to promote students' engagement as active learners via capstone experiences and through interactive technology within selected courses and programs. We have also developed long-term plans for assisting departments and interdepartmental programs in their efforts to evaluate student performance and to use those findings to enhance undergraduate learning and teaching.

UCLA's focus on students is also evident in our commitment to understanding the undergraduate experience. The campus regularly administers national surveys such as the Cooperative Institutional Research Program (CIRP) Freshman Survey conducted by UCLA's Higher Education Research Institute and queries other entering students via the UCLA Transfer Student Survey. We also participate in the University of California Undergraduate Experience Survey (UCUES), a census, online survey sent to all University of California undergraduates that has the designation of being the country's only longitudinal study of the student experience at research universities. In some fields, additional experiential feedback is obtained from students in various training programs, as well as through senior exit interviews and other approaches.

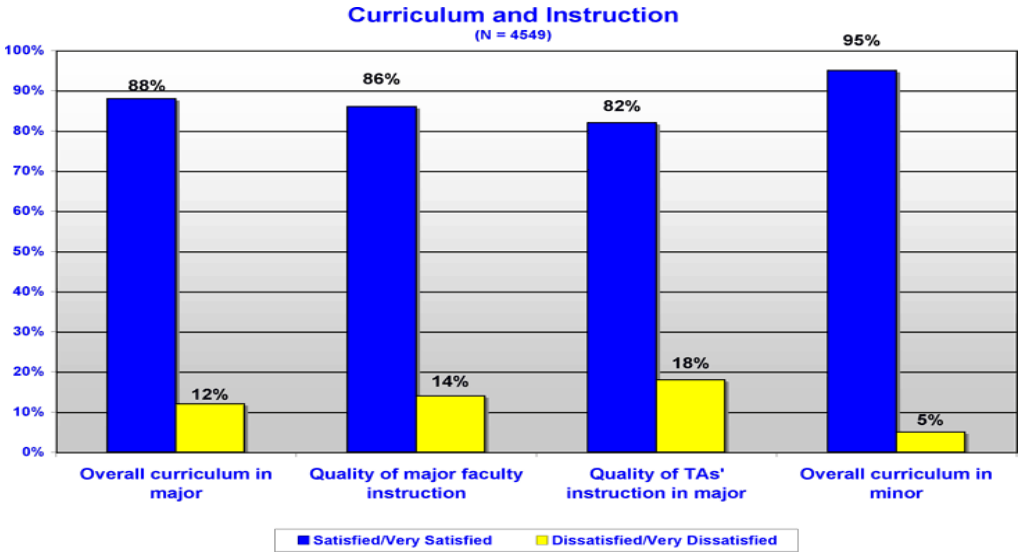
One key component of this enterprise on campus is UCLA's Senior Survey, which started in the College of Letters and Science. In 2005, Center for Educational Assessment (CEA) staff, working with the Vice Provost for Undergraduate Education, the Vice Chancellor-Student Affairs, the Associate Vice Chancellor for Alumni Affairs, and faculty representatives of the Undergraduate Council and College Faculty Executive Committee developed the survey to help the campus understand students' perspectives on academic experiences, views on campus life, and post-graduate plans. Administered annually since 2006, the web-based survey provides vital information for Undergraduate Council's review of undergraduate programs.

Over the last four years, 60% to 70% of College seniors have completed the survey, and the CEA posts an annual report[3] of the results and disseminates detailed reports to department chairs, divisional deans, and Undergraduate Council. Sample reports[4] provided to department chairs are posted. Departments use the findings as a measure of student satisfaction with the curriculum, as well as the quality of instruction and academic advising, and these data are addressed in their self-

review reports for the Academic Senate Program Review. The Senior Survey was recently adapted by the School of the Arts and Architecture and the School of Theater, Film and Television and is now given to their graduating senior students. Summaries of these data have not yet been posted.

One area of particular interest to Undergraduate Council is student satisfaction with the quality of education in the major and minor. Most respondents indicate they are "satisfied" or "very satisfied" with the academic challenge they experience within their majors (90%) and minors (94%). As illustrated in Figure 1, contentment with the overall curriculum and the quality of instruction is also high. In a few majors, ratings on these items are substantially lower than the norm. In one case, Business Economics, below-average student satisfaction levels led to a study of student opinion by an outside firm and to the formation of a faculty committee to consider updating the curriculum.

Figure 1. Sample Summary Data from the 2008 College Senior Survey



The Senior Survey Committee has collaborated with WASC theme workgroups to include questions related to their specific interests. In 2006, for example, the Senior Survey included questions on educational technology. Responses helped the Faculty Committee on Educational Technology understand students' views on how educational technology affects their learning. These findings are presented in *Essay D*. In 2007, new questions about students' views of their advanced seminar, internship, independent study, and honors thesis experiences were included. Resulting data, discussed in *Essay C*, facilitated the Capstone Workgroup's understanding of the range of integrative learning possibilities in the College's four divisions. Findings also underscored the potentially powerful effects that these types of academic experiences can have on student learning.

Focus on Courses: Evaluating Teaching and Learning

At UCLA, the Evaluation of Instruction Program (EIP)[5] in the Office of Instructional Development helps faculty assess and improve teaching by providing instructor evaluation services. At the end of each academic term, faculty members solicit anonymous written evaluations from students enrolled in their classes. Annually, EIP distributes, collects, and processes more than 300,000 forms for over 100 departments and programs.

The standard evaluation form[6] is designed in consultation with faculty committees and assessment experts, and incorporates recommendations from surveys of UCLA faculty and students. While most departments use the standard form, a few units have created their own forms that are administered by EIP. Faculty and staff, for example, have worked to develop specific course evaluations[7] for the freshman cluster lectures and spring seminars, which are designed to assess students' perceptions of their experiences, with specific attention to the cluster goals (see also *Essay 4*[8] of our *Capacity* report). Plans for developing new student evaluation forms for capstone courses are also underway.

Course evaluation results help individual faculty enhance their teaching and inform departments' curricular evaluation and improvement efforts. Departments also use teaching evaluation data as one criterion to evaluate a faculty member's instructional effectiveness. At UCLA, substantial attention is given to every faculty member's ability and achievement as a teacher, and there are numerous awards (university-wide, departmental, and student-generated) for outstanding teaching. Evaluation of teaching by students is a required element, as stated in the *UCLA CALL* (Appendix 3)[9] and in accordance with the Legislative Assembly mandate passed on June 5, 1972:

> *It is essential to the evaluation of instructional quality and impact that candid, non-selected and reasonably complete student opinion on teaching effectiveness be obtained for all courses and instructors. Student opinion, in writing, should be regularly solicited for all course offerings, and each Department or School should devise its own procedures to this end. Reasonable uniformity and consistency in procedures within each department should be maintained, but it is recognized that differences in subject matter and methodology between departments make it unreasonable to specify a campus-wide format.*

In the interest of enhancing flexibility, efficiency, and cost effectiveness, the Office of Instructional Development is currently researching options for transitioning to online course evaluations. UCLA's Undergraduate Council has been cautiously optimistic about the relative advantages of online course evaluation systems. Key considerations include maintaining procedural consistency and ensuring continued high response rates.

Focus on Programs: Evaluating Learning and Performance Indicators

UCLA has long embraced the practice of using assessment data to facilitate improvement in teaching, research, and service. As elaborated in *Essay 2*[10] of our *Capacity* report, we also have a long-standing, rigorous Academic Program Review process. At the undergraduate level, however, there have been no common expectations for articulating or assessing learning outcomes. To address that concern, all undergraduate degree granting programs at UCLA now must establish learning outcomes and develop corresponding assessment plans. Within the changed fiscal environment, UCLA has been challenged to reexamine core elements of all academic programs and, in a few units, faculty are beginning to use the process of articulating learning outcomes to help frame discussions about the nature of the revised curriculum.

Undergraduate Degree-Granting Programs

At UCLA, we have adopted two approaches to working with departments and programs to define learning outcomes for our 125 undergraduate degree-granting programs; one is focused on capstone majors and the other on non-capstone majors. We summarize both approaches in the following sections and they are explained in greater detail in UCLA's *Guidelines for Developing and Assessing Student Learning Outcomes for Undergraduate Majors*[11], a working document we view as playing a critical role in facilitating the faculty's learning outcomes assessment efforts.

Capstone Majors. For degree-granting programs certified as Capstone Majors (see *Essay C*), learning outcomes focus specifically on capstone experiences that encompass key expectations for learning within the program's curriculum. As such, evaluating students' capstone performances provides direct evidence of the degree to which students are achieving expected program outcomes. To illustrate this, learning outcomes for two Capstone Majors are listed in Table 2.

Table 2. Learning Outcomes for Two Capstone Majors in Ecology and Evolutionary Biology

Degrees	Learning Outcomes for the Capstone
Department: Ecology and Evolutionary Biology **Capstone Majors:** Ecology, Behavior, and Evolution (B.S.) Marine Biology (B.S.)	Brief capstone description: Field research with paper. Students apply theory and technique learned in their own independent projects. The main purpose of the capstone is to provide a field experience that involves designing and completing a research project, and writing a research paper. Students are expected to: • demonstrate broad-based knowledge of the fundamentals acquired through coursework, including general knowledge and developing skills in library research, interpreting data, synthesis, and scientific writing. • utilize the current primary scientific literature, including searching databases, identifying appropriate sources, and reading and understanding papers. • use knowledge gained in classroom and during discussions to conceive and execute their own project. • communicate original scientific work to colleagues and mentors in oral and written form. • exhibit strong teamwork and problem solving skills.

The assessment of student learning outcomes for capstone majors will revolve around students' final products (e.g., performance, project, paper, etc.). Once achievement levels for each learning outcome have been determined, the program faculty evaluates capstone products for evidence of student learning. Within a program, faculty may decide to review all capstone products from a particular cohort (such as the class of 2012). Alternatively, they may elect to review the work of random samples of students within or across cohorts; take systematic samples (e.g., every 5th student in a specific cohort); or draw purposeful samples of student work based on some pre-determined criteria (e.g., lowest, middle, and highest 10% of performers).

Non-Capstone Majors. Over the past six months, UCLA has begun to systematically help non-capstone degree-granting programs in their articulation of learning outcomes and assessment plans. Staff from the Vice Provost's office (Undergraduate Education) are working with selective departments to pilot a modification of the "curriculum mapping technique" used by our engineering faculty in their ABET accreditation (see Electrical Engineering[12]). Using this approach, the faculty identifies core courses that align with stated learning outcomes. Not all courses need to be listed; this is a key modification of engineering's approach. Checking the alignment between a program's core offerings and expected learning outcomes is an important part of the process for clarifying *what* and *how* students are learning. Table 3 portrays a hypothetical example of the type of matrix faculty are developing for each non-capstone major to illustrate how individual courses are related to program learning outcomes.

Once learning outcomes are "mapped" to core courses, the faculty decides what materials (e.g., copies of exams, reports, term papers, etc.) will be sampled and stored for program assessment purposes within the department's portfolio. Hypothetical assessment methods are provided in Section C of Table 3. Emphasis is placed on *direct* evidence of student learning; however, *indirect* evidence from student course evaluations and surveys described in the "Focus on Students" section of this essay provides valuable complementary assessment information.

Table 3. Hypothetical Curriculum Map with Assessment Ideas for a Non-capstone Major

A. Learning Outcomes for the Hypothetical "General Science" Major

Students completing the "General Science" major will be able to:

1. master broad knowledge concerning fundamentals in the basic areas of the discipline.
2. solve problems by identifying the essential parts of a problem and formulating a strategy for solving the problem.
3. understand the objective of scientific experiments, properly carry out the experiments, and appropriately record and analyze the results.
4. communicate laboratory experiment concepts and results through effective written and oral skills.

B. Curriculum Map for the Hypothetical "General Science" Major (L=low emphasis; M=moderate; H=high)

Required Core Courses for the Major	Learning Outcome #1	Learning Outcome #2	Learning Outcome #3	Learning Outcome #4
GenSci A	L	H		
GenSci B	L		M	H
GenSci C	M	L	H	
GenSci D	H			M
GenSci E lab	L	M	H	
GenSci F lab				H

C. Evaluation Methods for the Hypothetical "General Science" Major Learning Outcomes

Learning Outcomes	Assessment Methods
1	A random sample of GenSci C or D final exams will be evaluated for content knowledge.
2	A random sample of problem solving questions in GenSci A will be evaluated.
3	A random sample of laboratory reports in GenSci E will be evaluated.
4	A random sample of laboratory reports in GenSci B or F will be evaluated.

Learning Outcomes and Assessment Framework in Exhibit 7.1. To date, our faculty has completed the *Educational Effectiveness Inventory Indicators* for certified and proposed Capstone Majors (see Appendix 5, Exhibit 7.1A[13]). The Capstone Workgroup and Undergraduate Council decided to provide more detail than requested by WASC so as to encourage faculty to be specific about learning outcomes and assessment procedures. A sample of UCLA's expanded Exhibit 7.1 for Music History, an inaugural Capstone Major, is illustrated in Table 4. Learning outcomes, established by the faculty, are listed in column (2). Bulleted statements in columns (4) and (5) illustrate key procedures that will frame the department's assessment. These procedures incorporate the focal points discussed in this essay; that is, assessments include a focus on student performance, individual courses, and the curriculum. If majors are accredited by a professional organization, an additional process has been added (see Engineering majors in Exhibit 7.1A).

A timetable for completing inventories for new Capstone Majors and non-capstone majors is presented in Exhibit 7.1B[14]. For each of the next three years, inventories for an additional 25-30 programs will be completed and posted. The timetable is closely tied to the Academic Senate's Program Review schedule, which is discussed in a subsequent section of this essay (see "Program Reviews and the Assessment of Learning Outcomes"). The three-year schedule is paced to ensure that Undergraduate Council has adequate time to establish clear and meaningful guidelines for non-capstone majors and to encourage departments to develop learning outcomes and assessment plans that will help guide the review of their undergraduate programs. Departments will also be encouraged to publish learning outcomes in the UCLA *General Catalog* (see *Catalog* entries[15]) and on websites (see website posting[16] from the Department of Materials Science and Engineering).

Table 4. Sample of UCLA's Modification of WASC Exhibit 7.1 - *Inventory of Educational Effectiveness Indicators* for a Capstone Major

Academic Program	(1) Have formal learning outcomes been developed?	(2) What are the learning outcomes? _____ Where are they published? (Please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last Academic Senate review?
Department: Musicology **Capstone Major:** Music History B.A.	Yes	Students completing the capstone should be able to: • demonstrate, within the context of a specialized topic in music history, specific skills and expertise acquired in earlier coursework, including research, analysis, writing, and general knowledge of music and music history. • identify and analyze appropriate primary sources and musical scores. • acquire a working knowledge of scholarly discourse relative to a specialized topic. • conceive and execute a project that identifies and engages with a problem within a specialized topic. • engage with a community of scholars, presenting one's own work to peers and helping to further the work of those peers through discussion and critique. _____ Learning outcomes published: • in general catalog (for 2010) • in course syllabi	**Capstone:** **2-course sequence:** **MH 191T and MH 190** **and Senior Thesis** **Capstone description:** Students not pursuing departmental honors must complete a senior thesis. During their senior year, students take a capstone seminar (MH 191T) in which they formulate their thesis. In addition, they must enroll in a colloquium (MH 190) that brings together students taking supervised tutorial research. Students are expected to present their work and to discuss and help critique the work of their peers.	• Instructor evaluates and grades each student's capstone thesis as well as his/her performance within the capstone course sequence, and any associated tutorials. Feedback on each is provided to the student. Students are also invited to submit their capstone project for the Herb Alpert Prize. • Student reflects on capstone experience and provides feedback via course evaluation and UCLA Senior Survey. • Departmental subcommittee reviews all capstones as part of the department's self review. • Internal and external reviewers provide feedback regarding the overall quality of the program and the capstone experience as part of Academic Senate review.	• To foster students' academic, personal, and professional development. • To inform faculty members' course development and teaching methods and to inform personnel evaluations for faculty merit and promotion. • To assess whether departmental learning outcomes are being met, to ensure continuity of performance standards, and to inform curriculum development. • To determine whether program quality and student performance are appropriate for an elite research university.	2003-2004

Graduate Degree-Granting Programs

Graduate education at UCLA is central to the University's mission. As a top-tier research institution, our graduate students often serve as instructors and mentors to undergraduates and as colleagues-in-training to the faculty. Although their scholarly endeavors are well defined at the graduate level, graduate students require faculty time and input at all stages of their graduate careers. They greatly influence the quality of the undergraduate experience and supplement the instructional expectations of the faculty. Masters theses and doctoral dissertations define the capstone for graduate students, but it is the ongoing collaborations with faculty and the hands-on interactions with the undergraduates that further enhance the graduate student experience.

The Graduate Division has long provided students with clear expectations about the Master's Thesis and Doctoral Dissertation. Published in the *Standards and Procedures for Graduate Study at UCLA*[17], criteria for these works serve as common outcome measures for UCLA's graduate degree-granting programs. For example, faculty and students are notified that:

> *Every doctoral program requires the completion of an approved dissertation that demonstrates the student's ability to perform original, independent research and constitutes a distinct contribution to knowledge in the principal field of study. The choice of subject must be approved by the doctoral committee.* [*Standards* page 13]

Because common standards are published, Graduate Council opted to create a modified version of the *Educational Effectiveness Inventory Indicators*, illustrated in Table 5. Here, the first two columns of the original Exhibit 7.1 are merged. A 'yes' in the condensed column indicates that the department adheres to the *Standards* guidelines. In this example, the Department of English indicates that their Master's thesis, qualifying exams, and Ph.D. dissertation follow the published guidelines.

Table 5. UCLA's Modified *Educational Effectiveness Inventory Indicators* for Graduate Programs

Academic Programs	Columns (1 & 2) Does the faculty endorse the learning outcomes and program guidelines established by the Graduate Council for the Graduate Degrees?	Column (3) What "evidence" (thesis or exam and/or dissertation, or licensure examination) is used to determine that graduates have achieved stated outcomes for the degree?	Columns (4 & 5) Does the document follow the guidelines for assessment and evaluation?	Column (6) Date of last Academic Senate review?
English • Masters • Candidate in Philosophy • Doctorate	Yes	• Thesis or Exam • Qualifying Exam • Dissertation	Yes	2008-09

The modified inventory also merges columns (4) and (5), which provide information about the assessment process. A 'yes' in the combined column indicates the department or program adheres to UCLA's four- or five-step process, which begins with a committee assessment of the dissertation and ends with the program review (step 4) or professional accreditation (step 5). The assessment steps, similar to those outlined for UCLA's undergraduate programs, are discussed in this essay and summarized in Table 4.

The inventories for all of UCLA's 103 Masters degree-granting programs (M.A., M.S., Professional) and 88 Doctoral degree-granting programs are posted online and constitute Appendix 5, Exhibit 7.1C – Graduate Programs[18], of this report. For UCLA's graduate and professional programs that are also accredited by professional organizations, we have posted the *Inventory of*

Concurrent Accreditation and Key Performance Indicators (see Appendix 5, Exhibit 8.1[19]). Table 6 shows the inventory entry for UCLA's School of Law.

Table 6. An Excerpt from UCLA's Exhibit 8.1-*Inventory of Concurrent Accreditation*

Columns (1) and (2). Professional accreditations currently held and date of most recent accreditation.	Column (3). Summary key issues for continuing institutional attention identified in accreditation action letter or report.	Column (4). Key performance indicators required by agency or selected by program (licensure, bar pass rates; employment rates, etc.).	Column (5). For at least one indicator, provide up to 3 years of data (if available).
School of Law			
Last joint ABA-AALS re-inspection site visit occurred on Feb 24-27, 2002.	The ABA found that the UCLA School of Law is in compliance with the ABA Standards for Compliance and remains on the list of law schools approved by the ABA.	1) Bar Passage Rate (first time takers, July Bar) 2) Employment rate for those seeking employment (9 months after graduation as reported to NALP)	85.9% (2006-07) 88.5% (2007-08) 99.4% (2006-07) 99.1% (2007-08)

Program Reviews and the Assessment of Learning Outcomes

From the earliest discussions of UCLA's current WASC reaccreditation, steering groups have discussed how program reviews conducted by the Academic Senate might support the requirement set by WASC that all degree-granting programs establish learning outcomes and methods of assessment. As noted in the previous section, our graduate degree-granting programs have had published outcomes for some time. These outcomes are assessed every time the department or Graduate Division approves a thesis or dissertation. In their graduate program self-review reports, departments and programs also typically outline their students' achievements.

At the undergraduate level, there have been no common expectations for the articulation of learning outcomes or their assessment. The Undergraduate Council sought to rectify this in Fall 2008 by revising its program review guidelines. The primary change was to require that the self-review reports include program-level student learning outcomes, a summary of the faculty's efforts to evaluate the achievement of learning outcomes, and discussion of any changes implemented as a result of the assessment process. In Spring 2009, the Undergraduate Council and the Graduate Council approved new guidelines for the review of undergraduate programs:

> *D. Undergraduate Programs (for full description see the Guidelines[20])*
>
> *Provide an overview of the goals, rationale, structure, and effectiveness of your undergraduate educational programs, providing evidence and support as appropriate. Included should be the articulated learning objectives for each of your major and minor programs, indicating any changes introduced since the last program review or certification/accreditation. For designated capstone majors, the learning objectives provided should be those developed within the context of the capstone course(s). Discuss efforts made to evaluate achievement of those learning objectives either across the curriculum or among your graduating seniors. Describe any changes you have implemented in your program as a result of that evaluation.*

These new guidelines were developed as a result of several discussions held during the 2008-09 academic year between the leadership of the Graduate Council and Undergraduate Council. During these discussions, three points of concern emerged:

1. *Approving a timetable for implementing the new guidelines.* Councils were concerned that the faculty needed time and assistance to properly develop learning outcomes and assessment plans. In response to this concern, Undergraduate Council voted to "implement the new guidelines over a three-year period, beginning with departments

scheduled to write their self-reviews in 2010. In that year, departments will be asked only to articulate their learning outcomes for undergraduate programs. Programs writing their self-reviews in 2011 will be asked both to list their learning outcomes and to describe their assessment plans. Beginning in 2012, departments will be asked to articulate learning outcomes, summarize their assessment efforts and, as applicable, discuss changes implemented as a result of each program's assessment process."

2. *Helping faculty implement the new guidelines.* Both Councils underscored the importance of providing the faculty in units scheduled for review with assistance from other faculty and staff who have had experience with educational assessment. They also raised concern about how faculty would "implement an assessment plan in the environment of diminishing resources." In response, the Vice Provost (Undergraduate Education) explained that two units in the Division of Undergraduate Education—the Center for Educational Assessment and the Office of Instructional Development—have been assisting faculty in developing evaluation plans, including updating course evaluations and adding program-specific questions to the UCLA Senior Survey. Also, Dr. Jennifer Lindholm—Special Assistant to the Vice Provost—has been helping faculty develop learning outcomes for capstone and non-capstone majors. Currently, resources for these programs and staff are secure. Lastly, OID's Instructional Improvement Grants can be a future source of funding for units interested in funding graduate students to help the faculty pilot assessment programs.

3. *Setting expectations for the role of assessment in UCLA's Program Review.* In their review of the final draft of this essay, both Councils expressed concern about the impact of assessments on the Program Review Process. Councils worried that an "intense focus on undergraduate learning assessments and outcomes and their connection to Program Review will take over the process" and "have collateral effects on reviews of graduate programs across our campus." These issues and others will be the focus of discussions in the coming months.

As the faculty begins to implement the new guidelines during the next few years, it is clear that the two Councils will be concerned and actively involved in setting helpful guidelines, making certain that faculty receive timely assistance, and framing an appropriate role for the assessment processes in UCLA's Program Reviews for which they are responsible.

Reflections on an Evolving Process

As defined by a recent draft report[21] from the UC-wide Undergraduate Educational Effectiveness Task Force, "assessment is an on-going three-stage process that identifies learning goals (outcomes), measures students' mastery of the goals, and uses the results to improve instructional programs, as well as refine learning goals." Critical stages of this closed-loop process are consistent with WASC's directive to "invite sustained engagement" and to "create a feedback loop" designed to account for and enhance educational effectiveness. The work described in this essay on *UCLA's Approaches to Evaluating Educational Effectiveness* will continue to be time-intensive and challenging, especially so within the context of UCLA's new fiscal realities.

UCLA remains strongly committed to academic excellence (*Essay A*); this is reflected in the evolving efforts of a growing cadre to embrace new undergraduate education initiatives, including engaging undergraduate students in capstone experiences (*Essay C*) and using educational technology to enhance teaching and learning (*Essay D*).