



UCLA
CHANCELLOR'S OFFICE

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July 25, 2006

Paula N. Lutomirski

Dear Paula:

At its June 30, 2006, meeting, a panel of the Proposal Review Committee considered the University of California at Los Angeles Institutional Proposal for its next reaffirmation of accreditation review. Members of the panel asked me to express their appreciation for your participation in the telephone conference call, and for that of your colleagues. The panel appreciated the involvement of the UCLA representatives in the phone call and found their responses helpful in responding to the panel's questions.

The panel found the proposal thorough, thoughtful and well developed. The organization of the proposal, and the approaches to the Capacity and Preparatory and the Educational Effectiveness Reviews, are excellent, and demonstrate the likelihood that the University will address issues that could significantly improve the quality of education for UCLA students. Each of the three themes is substantive and will require engagement across the University to be successfully addressed. In addition, the description of essays to be prepared for these reviews appears quite appropriate.

In addition, the panel also found helpful to its review Appendix A, which identified the relationship of the WASC Criteria for Review to the UCLA Reaccreditation Themes. Moreover, the panel was pleased that the University found the WASC Inventory of Educational Effectiveness Indicators to be useful and a basis for working with the many departments across the University.

In approving the proposal, the panel offered a number of recommendations for consideration by the University as it moves to implement the proposal plan:

1. While the panel well understands the strong research record of UCLA, the proposal provides a special opportunity for the University to address key elements of its undergraduate education programs and to engage the University in conversations and actions that address the growing need to identify and assess student learning outcomes. Thus, each of the three themes could be further refined to identify, at the outset, learning outcomes expected. For example, for the first theme – developing a capstone requirement – what would be the expected outcomes of such a requirement across the University? In a similar vein, other campuses have developed common criteria for such a requirement that still allows for disciplinary differences, and provides the basis for assessment whether the expected educational value of a capstone experience has been met.

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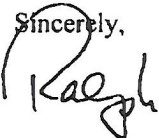
The same could be done as well for the other two themes – facilitating interdisciplinary education and research, and using educational technology. The panel urged that the University use these themes to engage the faculty and students more deeply in developed learning outcomes that could be assess in the course and program review processes already in place.

2. The panel recognized that the course and program approval processes are taken very seriously at UCLA. As a consequence, they provide a unique opportunity to engage faculty and departments in conversations about learning outcomes. It is hoped that the work undertaken as outlined in the proposal will lead to embedding learning outcomes assessment in the criteria of these reviews.
3. The proposal provided an informative update on issues raised in the last comprehensive review of the University. These helpful comments should be expanded in the Capacity and Preparatory Review presentation, as an appendix or interwoven in the body of the report.
4. The panel noted that there are significant leadership changes at the University, and discussed this issue during the call. It was pleased by the expression of commitment by the participants, especially the senate leadership. The panel urges that the new Chancellor and the University leadership be engaged in the implementation of these issues so that recommendations for action will be supported.
5. The University has requested a 12-month gap between the Capacity and Preparatory Review and the Educational Effectiveness Review. This too was discussed during the call and the panel was satisfied that the University understands the challenges of responding to the Capacity Review report and Commission action quickly with this timeframe. It accepted the University's arguments, noting that the Commission ultimately sets the date of the Educational Effectiveness Review when it acts on the Capacity Review team report.

The Institutional Proposal now becomes the framework for the accreditation review process and represents a plan of action and commitment by the institution. The proposal will be shared with the visiting teams for both the Capacity and Preparatory Review and the Educational Effectiveness Review and with the Commission following each Review. It is understood that adjustments in the activities undertaken under the proposal will be made as implementation occurs. Major changes to the proposal, such as in the direction or focus of institutional activities for the accreditation review process, are to be approved in advance by Commission staff.

We wish you well and look forward to working with you on this review cycle.

Sincerely,



Ralph A. Wolff
President and Executive Director

Cc: ✓ Albert Carnesale, Chancellor
Proposal Review Committee