Institutional Proposal
to the Western Association of Schools and Colleges

University of California, Los Angeles

May 2006

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Institutional Proposal

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UCLA's Institutional Proposal
to the Western Association of Schools and Colleges

May 12, 2006

The submission of this Institutional Proposal to WASC marks the beginning of a new cycle of formal reaccreditation activities under WASC's Guidelines in the 2001 *Handbook of Accreditation*. Following acceptance by WASC, this proposal will provide the basis for UCLA's institutional self-review and for the subsequent evaluation of UCLA by the visiting team and WASC Commission. The proposal begins with a description of our Institutional Context, including the institutional strengths and challenges that were the foundation for the proposed self-review. The remaining sections outline the institutional research questions, work plan and expected outcomes, and other elements related to the WASC Standards.

1. Institutional Context

Background

UCLA was founded in 1919 as the second campus of the University of California (UC) System. UC has grown to encompass ten campuses and is governed by the Board of Regents, a 26-member board of trustees. UCLA's eighth Chancellor, Albert Carnesale, reports to the President of the University of California, who is accountable to the Regents.

The University of California's 1974-1978 Academic Plan succinctly describes the University's role:

> The distinctive mission of the University is to serve society as a center of higher learning, providing long-term societal benefits through transmitting advanced knowledge, discovering new knowledge, and functioning as an active working repository of organized knowledge. That obligation, more specifically, includes undergraduate education, graduate and professional education, research, and other kinds of public service, which are shaped and bounded by the central pervasive mission of discovering and advancing knowledge.

Stemming from the 1960 California *Master Plan for Higher Education*, UC has assumed the responsibility for educating students from the baccalaureate to the doctoral level. As the smallest of the ten UC campuses (174 buildings on 419 acres) with the largest enrollment, UCLA had reached an earlier planned enrollment plateau in the late 1990s. But the demands of a growing state population created a state mandate for UCLA to enroll 4,000 more FTE-students, and by the Fall of 2005, total state-funded headcount enrollment had risen to 36,224, including 24,811undergraduates, 9,817graduates and professionals, and 1,596 interns and residents. Additionally, 997 students were enrolled in non-state funded graduate programs, such as the Executive MBA and the Master of Public Health for Health Professionals.

In addition to students, the UCLA community includes nearly 4,000 faculty and academic staff, and approximately 23,000 non-academic staff. Every day, thousands of visitors take advantage of UCLA's cultural, medical, and recreational facilities. At the same time, UCLA students and faculty provide outreach and service within the broad Los Angeles community and beyond. UCLA Extension is one of the nation's largest and most comprehensive continuing education providers, offering 4,500 courses and programs to 65,000 adults in Westwood and throughout the Southland. This vibrant community of learners, scholars, researchers, and practitioners, working with the public and other institutions and agencies, advances and

exemplifies UCLA's tripartite mission of teaching, research, and public service. UCLA is a rare phenomenon in American higher education: a relatively young institution that has distinguished itself by rising to the top ranks of research universities.

Hallmarks of UCLA

Six distinctive and interrelated aspects have shaped UCLA's historical development and define its current circumstances: its geographical setting; its comprehensive programs; the breadth and strength of its multi-and interdisciplinary programs; its superb faculty, students, and programs; its cultural and ethnic diversity; and its tradition of shared governance. These hallmarks were fundamental as we considered how UCLA should approach reaccreditation under WASC's core commitments to institutional capacity and educational effectiveness.

UCLA's geographical setting in Los Angeles—one of America's largest and most diverse cities situated on the Pacific Rim—affords unique and mutual opportunities to UCLA and its surrounding community. UCLA's highly ranked hospital, world-class performing and visual arts programs, extension and continuing education programs, and outreach programs benefit the entire Los Angeles region. The "UCLA in LA" initiative exemplifies UCLA's ongoing commitment to strengthening ties to the community by building productive and positive relationships that enhance the quality of life for Los Angeles residents. UCLA capitalizes on its geographic positioning through its Center for Community Partnerships where UCLA students and faculty are engaged with community partners in nearly 200 programs in the Los Angeles region: providing services that support children, youth and families; fostering economic development, and enriching arts and culture, and all the while integrating teaching, research and service. Because of these and other programs, the *Princeton Review* recently recognized UCLA as one of 81 "Colleges with a Conscience."

Comprehensiveness is UCLA's second distinguishing hallmark. The great breadth and depth of our academic programs and adjunct operations and the meaningful bonds between them are remarkable. UCLA offers more than 300 degree programs. The College of Letters and Science, UCLA's largest academic unit with more than 24,000 undergraduate and graduate students, offers highly rated programs in the humanities, social sciences, life sciences, physical sciences, and international studies. Seven professional schools and four health science schools mount highly ranked programs in: architecture, art, dance, and music; dentistry; education and information studies; engineering; law; management; medicine; nursing; public health; public policy, social welfare, and urban planning; and theater, film, digital media and television, all of which are located on a single campus that also houses the UCLA hospital.

UCLA's third hallmark, strong multi- and interdisciplinary programs, developed from these proximities, and has been fostered at UCLA as means for solving problems in research and education that require or benefit from cooperation across traditional disciplinary boundaries. Exciting multi- and interdisciplinary research endeavors build on our key strengths in the professional schools and the College and enable new bridges between disciplines to be created. UCLA was a pioneer among world universities when it created the Molecular Biology Institute in 1965, bringing together scholars from many departments in the College and health sciences who shared interests in this burgeoning field. The same pioneering spirit continues to guide UCLA faculty in creating world-class programs and centers that span engineering, the physical sciences, medicine, the life sciences and nanotechnology. Outside the sciences, faculty from the liberal arts in the College and from the professional schools have come together to build vibrant programs in areas such as ethnic studies, gender- and sexual-orientation studies, historically-based studies and international studies. Moreover, many professional school faculty, including those who have no undergraduates in their own departments, offer freshman seminars, contribute to General Education, work with hundreds of undergraduates in the Student Research Program, and collaborate with College faculty in campus research

centers. Building on these real strengths in multi- and interdisciplinary education and research is central to UCLA's future and integral to our reaccreditation plan.

UCLA's fourth hallmark is the superb quality of its students, faculty, and programs. For just 4,625 freshman slots, UCLA received over 47,000 applications, 44% from students whose high school GPAs are above 4.0,[1] and UCLA is increasingly successful in attracting the very best applicants to matriculate here. UCLA has the largest proportion of transfer students of any UC campus, and they graduate at a rate consistent with native freshmen. Graduate student quality is also high, but UCLA faces growing competition in attracting the very top graduate students, both domestic and international, because private institutions are able to offer more generous fellowships. Faculty quality is outstanding despite difficult recruitment and retention cases, the pressures of maintaining competitive salary levels, and the high cost of living in Los Angeles. The exceptional quality of the faculty and graduate programs is reflected in rankings by the National Research Council and specialized professional groups, as well as in the increasingly used *U.S. News and World Report* rankings, in which UCLA's programs place among the best. Supporting and amplifying the efforts of UCLA's scholars and researchers, the UCLA Library ranks among the top five in the U.S., with more than eight million volumes, nearly 80,000 serial titles, and millions of manuscript pages, photographs, sheet music, and other archival materials. For 16 consecutive years, the UCLA Medical Center has been rated "Best in the West" by *U.S. News and World Report*. UCLA's success in attracting research funding is further evidence of the quality of its faculty and programs: in 2003, UCLA ranked second among U.S. universities in total research spending, at $849 million.

Diversity is the fifth hallmark, and it is best illustrated by UCLA's undergraduate student population. Nearly 63% of UCLA's undergraduates report 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 that $35,000, and 37% are federal Pell Grant recipients. Despite barriers that first-generation and low-income students often face, undergraduates are graduating in record numbers. The 6-year graduation rate stands at 87% for all students and 78% for underrepresented minorities. In 2005, the *Washington Monthly* ranked UCLA first in the U.S. as an "engine of social mobility," based upon our "astoundingly high successful graduation rate given its large numbers of lower-income students." Despite these successes, challenges remain. We struggle to increase the diversity of our professional and graduate school student populations, and at the undergraduate level the dramatic decrease in the number of African American students is a problem of alarming proportion. In addition, our population of foreign students, especially at the graduate level, has been decreasing and will continue to do so unless means can be found to make graduate education more affordable.

Sixth among UCLA's great strengths is a long and successful tradition of shared governance. In 1920, the Regents endorsed a memorial submitted to them by the Academic Senate that gave the Senate formal powers over educational policy concerning admission and degree programs and guaranteed consultation in University affairs. This Regental resolution has been described as a watershed in American higher education, creating a system of shared governance that gives University of California faculty substantial influence over the affairs of the institution. 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. Two standing committees of the Academic Senate, the Graduate Council and Undergraduate Council, focus on the faculty's responsibility for educational programs, principally through our eight-year program review process, which the Councils administer. Other standing committees are responsible for admissions criteria, the appointment and promotion of ladder faculty, and budget and planning. The Senate's Faculty Executive Committees in each School and the College address local academic matters in concert with their deans. Joint

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[1] With extra weighting for advanced placement courses.

Senate/administration committees have also proven to be an effective form of shared governance; key examples are the Information Technology Policy Board that addresses policy and budget aspects of IT and the Chancellor's Enrollment Advisory Committee (CEAC), which deals with admission levels and enrollment management. Many ad hoc joint Senate/administration committees have also provided valuable guidance in areas such as undergraduate research, the academic calendar, teaching policies, and gender equity.

Budget and Planning Context

These hallmarks are consistent with the role of a public research university. They have been made possible by long-term commitment and financial support from the State of California for development of a top research university. In recent years, however, UCLA has been strongly affected by reductions in state support, largely stemming from California's financial difficulties in the wake of the bursting of the dot-com bubble. While UCLA has been aggressive in meeting the crisis of shrinking budgets through strategic and tactical planning designed to protect access and quality, support for both students and faculty has suffered, damaging our ability to compete with better-endowed private universities. Although still below market, student fees have increased dramatically and may continue to rise. Despite aid programs for the most needy students, these increases have imposed perceived and real hardships on students and their families. Because the additional income from student fees has merely replaced lost state funding, the higher cost of a UC education has not resulted in better services or improved student/faculty ratios. More positively, student enrollment growth has brought new faculty positions, with a concomitant ability to build in areas of high quality.

In this environment, excellent fundraising ability is more essential than ever. For the past five years, UCLA has consistently ranked among the top 15 higher education institutions, public or private, in annual fundraising, although our endowment remains well below those of private institutions. The recently completed ten-year campaign generated more than $3 billion from more than 225,000 donors, making it the most successful campaign in higher education. The new UCLA Initiative to Ensure Academic Excellence, designed to attract direct support for faculty and graduate students, has raised over $150 million in just two years.

Despite recent state budget difficulties, UCLA has been able to move ahead toward many important goals in part because of its strong internal planning processes. Led by the Chancellor and closely involving the Academic Senate, planning takes two forms. First, routine academic, budget, and capital planning enable UCLA to deal with and move beyond external limitations to preserve quality, maintain programs, and accommodate the growing faculty, student body, and research programs. Second, major planning efforts are periodically focused in key areas that require cross-organization cooperation and recognize both weaknesses and opportunities. The UCLA Student Housing Plan, for example, has enabled UCLA to become the only UC campus that offers all of its undergraduates the opportunity to live on campus, which transformed UCLA from a commuter campus to a residential campus. This tradition of planning shapes UCLA's approach to accreditation.

Campus Progress since the 1998 Reaccreditation

The three topics from our 1998 WASC reaccreditation review, General Education, Diversity, and Performance Indicators, were, in effect, examples of periodic and specialized planning through which we have made significant advances. Below, we review our major achievements in each area. Each area remains a work-in-progress; by no means has UCLA completed all that it set out to do. In the 2008 Capacity and Preparatory Review, we will include a comprehensive essay for each topic, detailing our accomplishments, ongoing efforts, and remaining challenges.

In General Education, the Vice Provost for Undergraduate Education has worked closely with the faculty to achieve five major goals: 1) creation of a common General Education framework and course options for all UCLA undergraduates that is organized around three foundation areas of knowledge: Arts and Humanities, Society and Culture, and Scientific Inquiry; 2) redesign and full review of all courses that carry General Education credit; 3) development and implementation of twelve freshman cluster courses organized around broad, interdisciplinary topics of societal importance such as interracial dynamics, globalization, and biotechnology that are co-taught by faculty teams over the course of a full academic year; 4) introduction of over 100 new lower division seminars (many associated with cluster courses) and Writing II courses (writing within specific disciplines); and 5) establishment of a General Education Governance Committee, jointly appointed by the Undergraduate Council Chair and the Vice Provost, which has oversight of all matters pertaining to General Education and approves new General Education courses. One of the remaining challenges is to establish vigorous periodic reviews of the course offerings in each of the three foundation areas of knowledge. These reviews are slated to begin in 2006-07.

On the pressing issue of Diversity, UCLA made significant progress by: 1) establishing a Chancellor's Advisory Committee on Diversity to provide oversight and report annually on issues of faculty, student, and staff diversity; 2) focusing on specific issues of faculty diversity through the appointment of the Associate Vice Chancellor for Faculty Diversity and undertaking a series of faculty gender equity studies; 3) working to increase the diversity of the pool of UCLA-competitive applicants in local high schools and community colleges through the development of academic preparation and advancement programs; 4) approving departmental status for Asian American Studies and for Chicana and Chicano Studies, two programs that attract faculty and students with diverse cultural perspectives and provide innovative educational opportunities; and 5) incorporating diversity as one hallmark of General Education courses, based upon a new and comprehensive definition of academic diversity. Through explicit guidelines for General Education courses and creation of departments and programs devoted to ethnic, gender- and sexual-orientation studies, UCLA has significantly increased the attention given to diversity issues in the curriculum. Many diversity-related challenges remain, including increasing the number of African American students who are admitted and choose to attend UCLA, and meeting recruitment goals to achieve gender parity at the tenure faculty ranks.

Regarding Performance Indicators, UCLA took important steps to improve how we collect, analyze, assess, and reflect upon institutional data. These are outlined in Section 7: Effectiveness of Data Gathering and Analysis Systems. Challenges that remain in this area include creating a better synergy among the units devoted to assessment. The most daunting challenge, which is now being addressed, will be establishing effective programs to evaluate student learning and the effectiveness of various teaching techniques. This goal was not an issue in 1998, but it was made imperative by the new WASC Guidelines.

2. Expected Outcomes

Growing out of this context and looking ahead to UCLA's future, we identified three special themes that will form the foundation for our work and subsequent reporting for the 2008 and 2009 WASC reaccreditation visits:

- *Theme 1: Shaping Undergraduate Education via the Capstone Experience:* As a bookend to our work on General Education, we will develop and pursue a plan for all undergraduates to complete a capstone project as a culmination of their baccalaureate studies at UCLA.
- *Theme 2: Facilitating Interdisciplinary Education and Research:* To further our commitment to interdisciplinary work, we will assess and improve our institutional structures, policies, and practices.
- *Theme 3: Using Educational Technology to Enhance the Student Academic Experience:* As part of our ongoing efforts to deploy technology more wisely at UCLA, we aim to improve the integration and effectiveness of educational technology.

Although the themes differ in emphasis, all three aim to enhance the educational experience of both undergraduate and graduate students, and all include innovation, implementation and assessment components. Each theme is presented as follows. First, background and contextual material are provided to explain the importance of the theme for UCLA at this time. Second, the Primary Goals that derive from this rationale are set forth in three parts: a) organizational structures and processes, b) faculty engagement, and c) student learning and culture. Third, the Campus Questions section suggests the nature of the inquiry that must be undertaken to pursue those goals. Finally, the Anticipated Results section describes what we envision will be completed or well underway, some at the time of the Capacity and Preparatory Review (C&PR) and others for the Educational Effectiveness Review (EER).

Theme 1. Shaping Undergraduate Education via the Capstone Experience

Faculty-mentored capstone experiences provide students the opportunity to demonstrate mastery and integration of knowledge and learned abilities in an active context within a discipline. In *Reinventing Undergraduate Education: A Blueprint for America's Research Universities* (Boyer Commission, 1998), the capstone experience is described as marshalling 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." Depending on the nature of the specific project and its disciplinary context, a capstone will engage a student's individual creativity, research abilities, artistic or critical proficiency, personal reflection, and/or capacity for teamwork.

An important UCLA campus report on *Undergraduate Education in a Research Context* (UERC, Spring 2003) recommended that all undergraduates complete a capstone experience, defined to include not only research, but also creative performances, product designs, community service, and campus leadership projects. Most UCLA programs provide opportunities for capstone experiences, but fewer than 20% of our majors require such an experience. In the performing arts, all students must complete a creative or performance-based project; similarly, all engineering students must complete a design project, many in a group setting. Capstone experiences take varying forms in the College; students in the relatively small Classics and Musicology departments, for example, complete individual research projects, while in English and History, two of the College's largest departments, students complete research papers as part of a special

topics seminar. Other students complete capstone projects for minors and for special programs such as those at UC's Sacramento and Washington, D.C. locations.

While we are pleased that so many of our students are taking part in these valuable experiences, we want to create a climate in which students and faculty alike view a capstone experience as the essential culmination of a UCLA undergraduate experience. The UERC report provides a good foundation for UCLA to work toward this goal. In Spring 2003, the Undergraduate Council fully endorsed the UERC report, including its capstone recommendation, and many of the report's recommendations have already been implemented through initiatives undertaken jointly by Academic Senate committees and the administration. Those successes have already had a significant impact on the ways departments organize their undergraduate curricula, in many cases preparing the groundwork for a capstone experience by providing appropriate curricular space, and at the same time establishing an effective working dynamic that will be essential to the implementation of a campus-wide capstone initiative.

Whenever faculty have considered establishing a capstone requirement at UCLA, the question of feasibility invariably arises. The range of currently offered capstone experiences at UCLA suggests, however, that the size of the department may not be the critical variable, although a department's size may make seminar- or team-based projects more practical than individually supervised projects. A full survey of the various ways in which capstone experiences have been conceived and realized at UCLA (and elsewhere) might provide a menu of options from which departments and programs could choose. It will also be important to involve graduate students in the undergraduate capstone initiative, both as a resource and to provide them with mentoring experiences on this more advanced level as an extension of their teaching apprenticeships.

We plan to approach a capstone initiative in holistic terms, so that senior projects are not simply tacked on to existing majors. Departments may need to rethink and in some cases redesign aspects of their curricula so as to prepare students in specific ways for working on research or creative projects. Moreover, the capstone should provide a pivot point of sorts. On one side, the curriculum will have been designed to support students' successful completion of a capstone project. On the other, after completing a curriculum that begins with the broad view of General Education and later narrows to the tight disciplinal focus required of a capstone experience, students should have the opportunity to present that work within a wider cultural and academic context and to learn from similar capstone projects based in other disciplines.

Primary Goals:
1. Articulate a campus vision and implementation plan for a senior-level capstone requirement that addresses feasibility and capacity issues at the same time as it outlines essential outcomes.
2. Create and sustain a climate in which faculty broadly support the implementation of capstone experiences for all students.
3. Ensure the capstone experience enhances learning and enriches the student culture and community.

Campus Questions:
1. What types of research, design, performance, or creative projects at UCLA and in the community provide good models of individual or team capstone experiences?
2. What elements need to be in place within a curriculum to support an integrated capstone experience appropriate to each discipline?
3. What are the challenges and barriers to implementing a capstone requirement, including resource limitations, and how might they be overcome so that all undergraduate majors, whether large or small, will be able to offer capstones?

4. How might the campus celebrate students and mentors who complete or facilitate outstanding capstone projects?
5. How might graduate students be involved in the mentoring of senior capstone projects?
6. By what mechanisms should we assess the educational effectiveness of capstone experiences?

Anticipated Results:
1. Develop a calendar and workplan to move UCLA toward a broad-based approach to the capstone experience.
2. Establish, in cooperation with Undergraduate Council, requirements and guidelines to provide students with appropriate options for completing a capstone experience.
3. Establish a meaningful way to record the completion of a capstone experience on student transcripts.
4. Implement expanded Undergraduate Council 8-year review instructions that require departments and interdepartmental programs to describe and assess the effectiveness of capstone experiences.
5. Create opportunities for students to share their work across disciplines.

Theme 2. Facilitating Interdisciplinary Education and Research

Scholarship in the 21st century is characterized by innovations that cross and transcend historic disciplinary boundaries in the academy. Federal funding for research and training is increasingly being allocated to crosscutting programs that aim to solve problems at the boundaries between traditional disciplines and to create new opportunities for collaboration and discovery. Team-based multi-investigator research is now commonplace at major universities. Top-ranked institutions all have major interdisciplinary initiatives that are viewed as central to remaining competitive in recruiting the best students and faculty. Nevertheless, the 2004 National Academy of Sciences (NAS) report, "Facilitating Interdisciplinary Research," identifies barriers to interdisciplinary efforts that include limited resources, the academic reward system, differences in disciplinary cultures, the pursuit of national rankings (based on traditional disciplinary categorizations), differences in policies and procedures across departments, and decentralized budget strategies that advantage departments over interdisciplinary programs.

UCLA has tremendous strength and breadth in interdisciplinary education and research. The curriculum is rich with crosscutting educational programs that serve undergraduates and graduates, including 32 interdepartmental program (IDP) majors, 65 minors, and 22 concurrent degree programs. In 2003-04, nearly 500 courses were offered that are multi-listed in two or more departments. Many faculty members participate in several departments and even schools through split appointments (5.4%) or joint appointments (24.5%),[2] and many more are members of research centers. The faculty has been highly successful in garnering support for multi-investigator and multi-and interdisciplinary research and training programs, e.g., from NSF and NIH, that attract outstanding graduate students and visiting scholars. UCLA has over 80 national and campus-based multidisciplinary research centers, characterized by long-term institutional commitment and robust funding. We have done this by building on key strengths in areas representing the convergence of engineering, the physical and life sciences and medicine, as well as in the humanities and social sciences, where research linkages often extend to the sciences and the professional schools. Building on this foundation, in 2005, as part of the campus budget and strategic planning process, the Chancellor identified initiatives in the Biosciences, Arts, and International Studies as important to the long-range goals of the

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[2] Split appointees have partial appointments in two (or more) departments; joint appointees have a 0% appointment in a second department.

campus; each initiative is grounded within the disciplines but has strong interdisciplinary components as well.

Even given this relatively favorable climate and strong tradition of interdisciplinary education and research, the Academic Senate and administration have identified significant challenges that threaten the sustainability and growth of our efforts. A common perception is that interdisciplinary programs are in competition with departments and research centers for resources, including faculty time, funds, and space. Faculty face institutional obstacles to incorporating interdisciplinarity into the curriculum. These challenges, which include insufficient recognition for interdisciplinary work, administrative barriers between divisions and schools, and inadequate space, mirror those identified in the NAS report. While the GE Cluster program is an exemplar for how these barriers can be overcome, it has brought to the forefront the need for an institution-wide approach. Recognizing this, one focus of a Fall 2005 Chancellor's Leadership Retreat centered on ensuring fair review of faculty members engaging in interdisciplinary scholarship, and developing administrative structures and funding mechanisms to nurture interdisciplinary efforts. The Academic Personnel Manual was subsequently revised to improve review procedures, but much remains to be done regarding structures and mechanisms.

Primary goals:
1. Articulate a campus-wide vision for interdisciplinary education and research.
2. Remove barriers to faculty participation in interdisciplinary education and research, and create a porous, flexible environment that facilitates the flow of ideas and people across boundaries.
3. Increase student awareness and engagement in multi- and interdisciplinary curricula, and develop tools to assess the effectiveness of interdisciplinary education. Our efforts to establish capstone requirements and improve educational technology are directly related to this goal.

Campus questions:
1. What is the importance of interdisciplinary activities at UCLA?
2. How can UCLA improve its policies and procedures (e.g., regarding allocation of faculty positions, conducting of searches, and administrative and financial arrangements for faculty who teach outside their department) to nurture interdisciplinary research and teaching? How can resources and obligations be balanced within and among departments and interdisciplinary programs?
3. How can the tenure and promotion process be improved to ensure fair review of interdisciplinary research and teaching?
4. What barriers must be removed and what support services should be provided to promote and facilitate faculty participation in team teaching and interdisciplinary research and training?
5. What should be our expectations for student participation in interdisciplinary courses, programs, and capstone experiences?
6. By what mechanisms should we assess the educational effectiveness of interdisciplinary education at the undergraduate and graduate levels?

Anticipated Results:
1. Establish an improved framework of structures and policies that will enhance UCLA's ability to pursue a campus-wide vision for interdisciplinary research and teaching.
2. Create a more flexible environment for interdisciplinarity by refining and transforming existing mechanisms for initiating, supporting, reviewing, and pruning programs across the campus.
3. Enhance existing mechanisms for evaluating and recognizing faculty who engage in interdisciplinary teaching and research.

4. Implement mechanisms and tools for increasing student participation in interdisciplinary courses and programs, e.g., technology to facilitate counseling, mentoring and professional development.
5. Develop tools for assessing UCLA's institutional capacity and educational effectiveness in interdisciplinary areas, and use these tools as part of academic program review.

Theme 3. Using Educational Technology to Enhance the Student Academic Experience

With this theme, we intend to combine and build on our experiences over the past decade with technology in teaching and research to offer a richer educational experience that is based on a technology-enabled environment. UCLA has the leadership and structures in place to articulate a vision, define policy, establish governance, and manage the deployment of educational technology (ET) to accomplish this vision.

In 2001, UCLA established the Information Technology Planning Board (ITPB), a joint Senate/administrative committee responsible for strategic planning and policy recommendations for academic and administrative applications. The ITPB developed a campus-wide vision for ET at UCLA with two major components that encompass the educational and research environments: 1) to integrate students into an ET-enhanced, individualized teaching, learning, and research environment, and 2) to use the internet to support centers of scholarly interaction, both to engage students and to enhance external access to UCLA. Because of the importance of technology for education, the Faculty Committee on Educational Technology (FCET) was created to advise the Vice Provost for Undergraduate Education, Campus Information Officer (CIO,) and ITPB on the use of technology in instruction.

UCLA has made a significant investment in the use of ET in undergraduate education over the past decade. Examples include classroom equipment and networks, computer labs, course management systems and other support for faculty, the use of blended instruction, and creation of the web-based *MyUCLA* portal. Most undergraduate lecture courses now use online technology and many are web-enhanced. However, UCLA's highly distributed ET structure has resulted in duplicate services in some areas, insufficient services in other areas, and incompatibilities that limit cross-fertilization and interdisciplinary work. Similarly, while we have developed some understanding of the pedagogical value of ET, we lack a broad institutional approach for using ET, faculty-to-student and student-to-student, as a way to advance and transform education or to integrate research and teaching.

UCLA intends to use this theme to clarify and strengthen its vision for providing a technology-enabled and research-rich education in the coming decade, and to reposition ET services, funding, and organizational structures to support this vision.

Primary Goals:
1. Articulate a vision and plan for transforming the role of educational technology in instruction at UCLA that leads faculty and students to conceive of ET as a natural, necessary, and integrated part of their educational environment.
2. Develop scalable services for engaging, preparing, supporting and evaluating faculty and TA use of ET in teaching and in evaluating the impact of ET on student learning.
3. Build a research-rich educational environment for students using ET-enabled pedagogy to achieve clearly articulated learning outcomes.

Campus Questions:

1. What are the campus goals for transforming instruction and how can ET be used to support those goals?
2. What ET infrastructure, services, policies, and processes are needed to create and sustain a research-rich educational environment for students and faculty?
3. How can faculty and TAs meet the growing demands for using technology in a research-rich course?
4. What do we expect students to have experienced, know, and be able to do with technology as a research, learning and communication tool, i.e., what are the anticipated learning outcomes?
5. How can we motivate faculty and students to seek and use meaningful applications of ET?
6. How will we measure our progress and success with ET?

Anticipated Results:

1. Develop a plan for creating, equipping, and staffing learning spaces that will support new teaching and learning requirements, including all general assignment classrooms.
2. Establish effective services to train and support faculty and TAs, enabling them to redesign and deliver courses that integrate research with educational technology.
3. Define core and discipline-specific information literacy and technology competency requirements for undergraduate and graduate students.
4. Develop and evaluate scalable methodologies to assess learning outcomes, in individual courses and overall, achieved through the use of educational technology.
5. Adapt teaching evaluations and merit/promotion documentation to include evidence of learning improvements derived through the use of educational technology.

3. Involvement of Constituencies

Planning for UCLA's Institutional Proposal began in the Spring of 2004 when the Chancellor and Provost agreed upon the creation of a WASC Steering Committee, simultaneously agreeing to use the "Special Themes" format, which UCLA used successfully when reaccredited under an experimental process in 1998.

Consultation with the Academic Senate Chair about the approach and the initial workplan began immediately. Professors Robin Garrell and Raymond Knapp were invited to serve as Co-Chairs of the Steering Committee, and WASC agreed to delay submission of the Institutional Proposal by six months to allow for sufficient Academic Senate review. Steering Committee membership was determined collaboratively with the Academic Senate Chair and with advice from the Senate's Committee on Committees. The Steering Committee was formally appointed in December 2004 and met monthly during the 2005 Winter and Spring quarters. In January 2005, the Accreditation Liaison Officer (ALO) arranged for the two Co-Chairs, another Steering Committee member (the University Librarian), and key support staff to attend the WASC Institutional Planning Workshop.

The Steering Committee's primary role was to consider and recommend the themes UCLA would use for its reaccreditation self-study. WASC's "What Really Matters" approach enabled the group to coalesce around a number of possible themes, and small discussion subgroups were formed to flesh out the concepts. The full Committee agreed that the three themes presented in this Institutional Proposal share essential characteristics that make them ideal for reaccreditation focus: a foundation of institutional experience, grass roots faculty support, strong leadership within the faculty and the administration, evident commitment of UCLA's leaders, and appropriate time frame. Furthermore, the themes are consistent with the WASC "Criteria for Review" (CFR) determined to be of highest priority by the Steering Committee. (See Appendix A, which links our

chosen themes and integrative essays to the CFR.) As a consequence and after serious deliberation, the Steering Committee decided to recommend these three themes without recommending alternatives.

During the summer of 2005, the two Co-Chairs, the Vice Provost for Undergraduate Education and the ALO refined the theme concepts and developed the initial draft Institutional Proposal. In the fall, the WASC Steering Committee met to discuss and modify the draft for presentation to campus leadership. In October, the Chancellor and Provost approved the themes, suggested minor revisions, and accepted the resulting *Draft* Institutional Proposal, which the Provost then sent to the Academic Senate Chair, deans, and vice chancellors for formal review.

The ensuing review process was broad and deep. The *Draft* Institutional Proposal was discussed in many settings, and the Steering Committee Co-Chairs were often present. Responses from the Senate Chair, Senate Councils, Faculty Committee on Educational Technology, deans, vice chancellors, and others were overwhelmingly positive with many indicating that the three themes will provide UCLA with a valuable long-term agenda to use as the basis for enhancing our academic programs. Many important suggestions were made and formed the basis for this final Institutional Proposal. After a final discussion in with the WASC Steering Committee, it was reviewed and accepted by Chancellor Albert Carnesale and Executive Vice Chancellor and Provost Daniel Neuman prior to submission to WASC in May 2006.

Consultation with the Academic Senate Chair and Vice Chair is underway to develop the approach that will be used to ensure that the themes are properly linked and that the Senate's Undergraduate and Graduate Councils and other relevant committees are full participants. It is expected that efforts will soon begin to appoint and charge three taskforces, one to pursue each topic commencing in Fall Quarter, 2006.

4. Approach for the Preparatory Review
and
5. Approach for the Educational Effectiveness Review

Our three themes will be the primary focus of both the Capacity and Preparatory Review (C&PR) and the Educational Effectiveness Review (EER). Our intent is to provide reaccreditation team members, the campus community, and interested members of the public with a deep understanding of UCLA's efforts and findings in each of the three areas. Theme taskforces will address the primary goals for each theme, which encompass organizational structures and processes, faculty engagement, and student learning and culture. While graduate education was not selected as a stand-alone theme, the taskforces will be called upon to address related issues for graduate education, including academic and professional degrees. Each theme taskforce will keep in mind UCLA's tripartite mission of teaching, research, and service and the progress of the other accreditation themes and Chancellor's initiatives, as relevant. For each theme, there will be two successive integrative essays, focusing first on C&PR and then on EER issues.

For the C&PR, we will demonstrate that UCLA fosters continual institutional change, and we will incorporate consideration of organizational structures, resources, processes, faculty engagement, academic values and educational objectives. We will present nine integrative essays for the C&PR:

    Theme Essays
      1. Theme 1. Shaping Undergraduate Education via the Capstone Experience
      2. Theme 2. Facilitating Interdisciplinary Education and Research
      3. Theme 3. Using Educational Technology to Enhance the Student Academic Experience

Institutional Framework Essays
4. Educational Effectiveness Indicators
5. Strategic Planning and Budget Process
6. Academic Senate Program Review

Progress Review Essays
7. General Education
8. Diversity
9. Performance Indicators

Essay 4 grows out of WASC's requirement to provide an "Inventory of Educational Effectiveness Indicators" that must include information about formal learning outcomes, an indication of where they are published, and a description of outcome measures/indicators other than GPA for each degree program.[3] In Winter 2005, we knew there was great variability across programs, with some programs having outstanding and well-understood expectations and others providing less clarity. We considered how we might complete the Inventory for UCLA's more than 300 degree programs in a manner that would involve departments and programs more seriously than simply requiring them to fill out yet another form. We also believed that the WASC inventory expectations should be integrated into UCLA's existing 8-year program review process. 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' record on these matters, the members began the process of developing a pilot set of guidelines that would enable each program to clearly and publicly identify student learning goals and to develop assessment approaches. The group plans to draft guidelines and assemble exemplars, with the goals of obtaining Undergraduate and Graduate Council approval to modify current program review guidelines and providing assistance to all programs in pursuing these new requirements. Thus, in this Institutional Proposal, we complete the Inventory questions only for selected programs (Appendix D, Table 6). We will, however, provide integrative essays for both the C&PR and EER that describe our progress, and expect that we will have more complete Inventories to share with the reaccreditation team at each interval.

Essays 5 and 6 will provide an overview of UCLA's leadership, planning, and shared governance that will be essential for the reaccreditation team as it considers how UCLA meets the WASC standards and reviews our efforts on the three themes. In both essays, we will present an overview of the current processes and their evolution.

Essays 7, 8, and 9 will provide progress reports on our prior reaccreditation topics. In a November 11, 1998 letter, Executive Director Ralph Wolff indicated the Team had found "considerable momentum . . . on three complex, comprehensive issues of great moment in American Higher Education," and the Commission "encourage[d] the University to continue on its trajectory of implementation." In these essays, we will

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[3] This requirement grows out of WASC's Criteria for Review (CFR) and is described as follows in the instructions for the Inventory: ". . . institutions are expected to have educational objectives for degree programs and the institution as a whole (CFR 1.1, 1.2, and 2.4). In order to ensure that educational objectives are met, learning outcomes are to be reflected in academic programs and policies (CFR 2.3) and published and widely shared in the institution, with students, and among other stakeholders (CFR 2.4). The faculty is expected to take collective responsibility for reviewing and demonstrating the attainment of those expectations (CFR 2.4). The ongoing and regular collection and use of data help assure the delivery of programs and learner accomplishments at a level of performance appropriate for the degree or certificate awarded (CFR 2.6). Program review then examines and improves curricular currency and effectiveness of degree offerings (CFR 2.7) to ensure and improve student learning (CFR 4.4). In sum, for an institution to be committed to educational effectiveness, it must have in place a system that regularly uses evidence in a variety of ways to improve student learning. The indicators listed in this table collectively demonstrate an institution's commitment to quality assurance systems that improve educational results over time (CFR 4.1 and 4.5)."

discuss what has transpired since that time. The look back at General Education will present a broad review of all we have done since 1998 to enhance undergraduate education; this document will also provide essential background for our work on the capstone experience. The essay on Performance Indicators will demonstrate how UCLA values and uses data and evidence for institutional planning and decision-making. Similarly, the report on Diversity will describe how UCLA has moved forward since 1998, within the constraints of state law and UC policies.

The EER will consist primarily of integrative essays on each of the three themes that will focus on academic matters, especially approaches to student learning, integration of research with teaching, and student learning outcomes. Because each theme will require ongoing institutional attention, we will also develop and present our plans to ensure that our successes will be sustained and that evolution and enhancement will continue.

All essays will include electronic links to relevant studies, related websites for faculty and students, germane data and evidence, and critical policy sources. Our goal will be to enable readers to delve into issues in which they have special expertise and interest, so they can become informed, question our approaches, and offer suggestions or criticism. UCLA has a wealth of existing information, reports, and plans that support ongoing institutional processes. Appendix B contains a preliminary list of some of the materials that will be incorporated in our institutional portfolio. Our priorities will be to include evidence of student learning (e.g., assessments of the Freshman Cluster Program, report on the 2005 Senior Survey) and to demonstrate how UCLA uses evidence in its institutional planning processes (e.g., reports for the Chancellor's Enrollment Advisory Committee).

At the time of each review, we will provide a detailed table that demonstrates how each integrative essay is responsive to the four WASC Standards and the related CFR.

6. Work Plan and Milestones

Planning for this reaccreditation process began in 2004-05. Our projected activities and emphases over the five-year period through 2008-09 will be as follows:
    2004-05: WASC Steering Committee appointed and begins drafting Institutional Proposal
    2005-06: Executive approval of Institutional Proposal and vetting with Academic Senate and Deans
    2006-07: Formal work for C&PR and EER begins
    2007-08: Focus on Developing C&PR Portfolio and C&PR Visit
    2008-09: Focus on Developing EER Portfolio and EER Visit.

A more detailed workplan is presented in Appendix C. As with the preparation of this Institutional Proposal, we will develop specific annual schedules and related deadlines, and we will share them with all involved: the Academic Senate, departments, deans, and administrators.

7. Effectiveness of Data Gathering and Analysis Systems

UCLA has a long history of using institutional data effectively to inform planning, policy development, consultation, and decision making at the executive level, in joint groups such as the Chancellor's Enrollment Advisory Committee, by the Academic Senate, and by the deans, departments and faculty. Data will similarly inform the work of each reaccreditation taskforce.

Ongoing efforts are aimed at improving the quality and scope of basic data, access to the data, and analytical approaches. In the years since the 1998 reaccreditation, UCLA has made key improvements.

- *Assessment of learning.* The Office for Undergraduate Evaluation and Research (OUER), established in 2001, is responsible for the assessment of UCLA's innovative programs, such as the Freshman Cluster Program, the *Fiat Lux* seminar program, and the new Writing II program.
- *Structural aspects.* We now have a reinvigorated and well-integrated group of units with institutional research and data responsibilities: the Office of Academic Information Management (AIM) is responsible for official and comprehensive data and analyses dealing with students and faculty; the Student Affairs Institutional Research Office (SAIRO) focuses on student attitudes and experiences, and the Graduate Division maintains a comprehensive graduate student database.
- *Common institutional data.* Program review and strategic planning are enhanced by the implementation of: 1) a common set of data on students, faculty, finances, and space that is used by the Undergraduate and Graduate Councils in the 8-year academic program review process, and 2) a set of Key Academic Indicators (KAIs) that provide common metrics across departments to facilitate strategic planning and enrollment management.
- *New data sources.* Outstanding sources of student opinion data are now available. UCLA has participated in the UC Undergraduate Experience Survey (UCUES) since 2002. In 2005, for the first-time ever, UCLA administered a senior survey, made possible by outstanding cross-unit collaboration among AIM, OUER, SAIRO, and the UCLA Alumni Association. This survey, which netted a remarkable ~80% response rate, is providing valuable data on student academic experiences and attitudes. At the same time, more needs to be done in the area of alumni and placement data.

These topics, along with other examples, will be discussed fully in our essay on Performance Indicators for the C&PR.

8. Proposal Data Tables

The required data exhibits are in Appendix D.

9. Off-Campus and Distance Education Degree Programs

At this time, UCLA has no off-campus programs and only one degree program in which 50 percent or more of the program is offered through distance learning: the M.S. in Nursing Administration degree. Following the normal review by the Substantive Change Committee, the formal letter of approval from WASC was dated February 26, 2002. The next routine 8-year program review will take place in 2007-08.

10. Institutional Stipulation

Appendix E provides an Institutional Stipulation Statement signed by Chancellor Carnesale.

Appendix A
Relationship of WASC Criteria for Review to UCLA Reaccreditation Themes

THEME ESSAYS			PROGRESS REVIEW ESSAYS			INSTITUTIONAL FRAMEWORK ESSAYS			WASC Criteria for Review (CFR) Relevant to UCLA's Reaccreditation
Capstone	Interdisciplinary	Educational Technology	Performance Indicators	Diversity	General Education	Educational Effectiveness	Strategic Planning	Program Review	
									Institutional Purposes
			√	√	√				1.3. The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability.
									Integrity
				√				√	1.5. 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.
									Teaching and Learning
√						√			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.
√	√	√			√	√			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.
√					√	√			2.4. 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.

Appendix A
Relationship of WASC Criteria for Review to UCLA Reaccreditation Themes

THEME ESSAYS			PROGRESS REVIEW ESSAYS			INSTITUTIONAL FRAMEWORK ESSAYS			WASC Criteria for Review (CFR) Relevant to UCLA's Reaccreditation
Capstone	Interdisciplinary	Educational Technology	Performance Indicators	Diversity	General Education	Educational Effectiveness	Strategic Planning	Program Review	
									Teaching and Learning (continued)
√		√							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. 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.
									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.
√	√	√							2.9. The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.
									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.
√									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.
		√							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.
									Faculty and Staff
	√	√							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.
		√							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.
									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.
		√							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.
		√							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.

THEME ESSAYS			PROGRESS REVIEW ESSAYS			INSTITUTIONAL FRAMEWORK ESSAYS			WASC Criteria for Review (CFR) Relevant to UCLA's Reaccreditation
Capstone	Interdisciplinary	Educational Technology	Peformance Indicators	Diversity	General Education	Educational Effectiveness	Strategic Planning	Program Review	
									Organizational Structures and Decision-Making Processes
	√		√						3.8. The institution's organizational structures and decisionmaking processes are clear, consistent with its purposes, and sufficient to support effective decision making.
									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.
							√		4.2. Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectivesand priorities of the institution.
			√				√	√	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.
									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.
			√				√	√	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.
√					√		√	√	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.
√					√			√	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.

Appendix B
Potential List of Materials to be Included in
UCLA's Web-Based Institutional Portfolio
(Contents will be refined prior to the C&PR)

Relevant to Institutional Planning Processes
- o Strategic Planning and Budget Processes
    - o Chancellor's strategic planning memoranda
    - o Strategic Planning and Budget Process annual "Call Letters"
    - o Samples of Faculty Renewal Model and related executive memoranda
    - o April 2005 UC Report on Health Sciences Education, with recommendations for enrollment growth at UCLA
    - o Competitiveness Taskforce: establishment and outcomes
    - o Resource Allocation Advisory Group: establishment and outcomes
    - o UCLA Housing Plan
    - o Library Strategic Plan
    - o Office of Instructional Development reports
    - o Student Affairs Plan
    - o Administration Plan
    - o Capital Programs Plan
    - o External Affairs Plan
    - o Campaign UCLA materials
    - o Academic Excellence Initiative materials
- o Reports produced for/growing out of Executive Leadership Retreats
- o Chancellor's Enrollment Advisory Committee materials, including:
    - o February 2003: Changing Graduation and Time to Degree Patterns (AIM)
    - o April 2003: Long Range Enrollment Projections for UCLA (AIM)
    - o October 2003: Planned and Actual Enrollment Growth at UCLA: A Review of the First Four Years under the Strategic Enrollment Growth Plan (AIM)
    - o October 2004: Managing Enrollment at UCLA within the 2010-11 Targets (AIM)
    - o October and November 2004: Review of Improving Graduation and Time to Degree Outcomes for Undergraduates (AIM)
    - o November 2004: Graduate Applications, Admissions and Enrollment: Comparison of Fall 2004 and Fall 2003 (Graduate Division IRIS)
    - o January 2005: Presentation of UCLA Results for the 2003-2004 UCUES Surveys (UC Undergraduate Experience Survey) (AIM)
    - o March 2005: College Campuses: Where are the Men? The Decline of Male Enrollment and Degree Attainment in U.S. Higher Education (Bellanti)
    - o May 2005: Enrollment Yield for UCLA Admitted First Year Students, Fall 2003 and Fall 2004—Analysis and Recommendations (Lifka and Fox)

- o Graduate student support analyses and related materials
- o *The Report of the Joint Academic Senate/Administration Committee to Study the UCLA Academic Calendar*, November 1, 2002
- o *Report of the Joint Academic Senate/Administration Taskforce of Departmental Workload Policie*s, January 30, 2004

Relevant to Academic Program Review at UCLA
- o UC Academic Personnel Manual
- o The UCLA Call: A Summary of Academic Personnel Policies and Procedures
- o Undergraduate Council and Graduate Council 8-year program review guidelines
- o Exemplar 8-year program reviews
- o Examples of data provided to units preparing for their review
- o Instructions of review of ORUs
- o Exemplar reviews

Relevant to Undergraduate Education and General Education
- o General Education Foundation Area Reports from 2002 Reform
- o Assessments of the Freshman Cluster Program
  - ▪ *Four Years Later: Senior Students Reflect Back on their Freshman Cluster Experiences*, Office of Undergraduate Evaluation and Research (OUER), April 2005.
  - ▪ *Freshman Cluster Program Self-Review 1998-2003*, prepared for the Undergraduate Council of the UCLA Academic Senate, June 3, 2003.
  - ▪ *Assessment of the General Education Cluster Course Experience: Year Two of a Five Year Study*, April 2001.
  - ▪ *Assessment of the General Education Cluster Course Experience: Year One of a Five Year Study*, January 2000.
- o *Fiat Lux* Reports
  - ▪ Assessment of the *Fiat Lux* Freshman Seminar Program, Inaugural Year 2002-2003, October 2003
  - ▪ *Fiat Lux* Freshman Seminar Program Assessment Report 2003-2004, OUER, May 2005
- o *Progress Report, UCLA College Writing II Requirement: 1998-2004,* November 2004.
- o Published articles on undergraduate education innovation at UCLA:
  - ▪ Kerfeld, C., Levis M., and Perry, J. *Teaching and Exploring the Social Implications of Twenty-First Century Molecular Biology in a Laboratory-Based General Education Course.* Innovative Higher Education, 2001, 26: 87-102.
  - ▪ Kendrick, M. G., Blackmar, L., Levis, M., Walker, A. A., and Smith, J. L. *Creating New Communities of Learning at UCLA.* Part of a monograph series edited by A. W. Astin and H. S. Astin; Higher Education Research Institute, 2001, pp. 1-28
  - ▪ Anderson, J., Levis-Fitzgerald, M., Rhoads, R. *Democratic Learning and Global Citizenship: The Contribution of One-Unit Seminars.* The Journal of General Education, 2003, 52: 84-107.
- o Report of the Joint Administrative/Senate Taskforce on Undergraduate Education in a Research Context

Relevant to Diversity
- o Academic Advancement Program Reports:
  - *Student Perspectives on the UCLA Academic Advancement Program*, Office of Undergraduate Evaluation and Research (OUER), October 2004
  - AAP self-review prepared for the Academic Senate, February 2005.
- o Undergraduate Persistence and Graduation Reports
- o Graduate Division reports
- o Reports dealing with faculty gender and minority equity
  - *Gender Equity Issues Affecting Senate Faculty at UCLA, Report of the Gender Equity Committee*, October 10, 2000 (Currie & Kivelson)
  - *Promoting Faculty Diversity at UCLA*, April 2002
  - *Report on UCLA's Efforts in Aid of Diversity in Faculty Hiring and Achieving Gender and Minority Equity*, May 1, 2001*Gender Equity Data Committee Final Report*, University of California, Los Angeles, Winter 2003 (Bastani et al.)
  - *An Assessment of the Academic Climate for Faculty at UCLA, Gender Equity Committee on Academic Climate*, April 2003 (Siegel, et al.)
  - *Gender Equity Health Sciences Compensation Committee Final Report*, University of California, Los Angeles May 28, 2005
  - *Women In Science and Engineering Summit, Summary of Issues and Recommendations*, May 13, 2005
- o *Faculty Diversity – Guidelines for an Academic Plan*, May 2003
- o Chancellor's Advisory Committee on Diversity Annual Reports
- o UCLA Academic Affirmative Action Plan, 2004-2005
- o Reports on Academic Preparation

Relevant to Performance Indicators
- o Announcement of establishment of an institutional research office reporting to the chief planning officer
- o Reports of the 2004 and 2005 Performance Indicators Taskforces
- o Key Academic Indicators (KAIs)
- o Cooperative Institutional Research Program (CIRP) Surveys
- o UC Undergraduate Experience Survey (UCUES) reports
- o 2005 Senior Survey results

Relevant to UCLA Educational Technology
- o *UCLA Information Technology Vision,* 2001
- o Faculty Committee on Educational Technology
  - Annual reports
  - 2004 Recommendations to the ITPB
  - Strategic Initiatives: Blended Instruction Case Studies; Common Collaboration and Learning Environment

Appendix C
UCLA Reaccreditation Timeline and Workplan
(As of May 2006)

2004-05: WASC Steering Committee appointed/begins drafting Institutional Proposal
- ALO leads Steering Committee subgroup to January WASC workshop
- Steering Committee meets monthly
- Potential topics identified and subgroups meet to define topics
- Refined topic descriptions considered by Steering Committee
- Three topics (Capstone, Interdisciplinary, Educational Technology) considered appropriate
- Planning Group holds (Co-Chairs, Vice Provost for UG Education, and ALO) retreat, develops draft Institutional Proposal, and shares it with full Steering Committee

2005-06: Executive approval of Institutional Proposal/vetting with Academic Senate and Deans
- Steering Committee meets and approves draft Institutional Proposal
- Chancellor and Provost review and approve Institutional Proposal
- Draft Institutional Proposal completed & sent to Chancellor Provost
- WASC Planning Group meets w/ Chancellor/Provost
- Website containing key reference materials and ongoing work of taskforces made available to campus
- Provost sends Final Draft Institutional Proposal to Academic Senate/Deans to begin formal consultation process
- Reaccreditation Process/Institutional Proposal discussed in Academic Senate Executive Board, Deans' Council, Chancellor's Executive Committee
- Detailed consultation processes within Academic Senate and administration defined and initiated
- Ongoing institutional processes informed and enriched by themes although final approval is pending
- Comments from Academic Senate/Deans/VCs considered and changes made to Draft Institutional Proposal
- Institutional Proposal approved by the Chancellor/Provost
- Institutional Proposal submitted to WASC
- Theme leaders identified and theme taskforce members appointed
- Institutional Proposal reviewed by WASC Proposal Review Committee (i.e., approved or revisions requested)
- Institutional Proposal revisions made if necessary

2006-07: Formal work on Capacity and Preparatory Review (C&PR) and Educational Effectiveness Review (EER) begins
- Institutional Proposal and reaccreditation workplan presented to key groups, e.g., Legislative Assembly, Deans' Council, Chancellor's Executive Committee
- Theme taskforces and Coordinating Committee appointed and begin work in monthly meetings
- Staff support named for each Theme
- Director of Academic Information Management chairs workgroup to assemble data, reports and other information for Portfolio
- Progress reports and workplans presented to key groups, e.g., Legislative Assembly, Deans' Council, Executive Committee
- ALO consults with WASC liaison to identify potential Team Chair and members

2007-08: Focus on Developing C&PR Portfolio and C&PR Visit
- Lead writers selected to draft integrative essays
    1. Theme 1: Shaping Undergraduate Education via the Capstone Experience
    2. Theme 2: Facilitating Interdisciplinary Education and Research
    3. Theme 3: Using Educational Technology to Enhance the Student Academic Experience
    4. Review of Progress on General Education
    5. Review of Progress on Performance Indicators
    6. Review of Progress on Diversity
    7. Strategic Planning and Budget Process
    8. Academic Senate Program Review at UCLA
    9. Educational Effectiveness Indicators
- Integrative essays vetted within taskforces, Coordinating Committee, Academic Senate, and administration
- Final Portfolio (integrative essays, evidence, etc.) prepared and submitted to WASC (Winter 2008)
- Presentation to key groups, e.g., Legislative Assembly, Deans' Council, Executive Committee
- Spring C&PR Visit and Team Report

2008-09: Focus on Developing EER Portfolio and EER Visit
- Lead writers selected to draft integrative essays on three themes:
    1. Theme 1: Shaping Undergraduate Education via the Capstone Experience
    2. Theme 2: Facilitating Interdisciplinary Education and Research
    3. Theme 3: Using Educational Technology to Enhance the Student Academic Experience
- Integrative essays vetted within taskforces, Coordinating Committee, Academic Senate, and administration
- Presentation to key groups, e.g., Legislative Assembly, Deans' Council, Executive Committee
- Final Educational Effectiveness Report (essays, additional evidence, etc.) prepared and submitted to WASC (Winter 2009)
- Spring EER Visit and Team Report
- Final Commission Letter

Appendix D
Required Data Exhibits

Table 1
Headcount Enrollment by Level (Fall Term)
UCLA

	Total Enrollment	Lower Division		Upper Division		Graduate		Post-Baccalaureate (Non-Graduate)		Non-Degree		Total FTE
	Headcount	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent	Enrollment
Fall 2001	37,494	8,528	22.7%	16,798	44.8%	10,479	27.9%	1,687	4.5%	2	0.0%	36,703.5
Fall 2002	37,599	8,242	21.9%	16,657	44.3%	11,013	29.3%	1,687	4.5%	0	0.0%	36,848.2
Fall 2003	38,598	7,914	20.5%	17,801	46.1%	11,340	29.4%	1,543	4.0%	0	0.0%	37,883.8
Fall 2004	37,563	7,173	19.1%	17,773	47.3%	11,020	29.3%	1,597	4.3%	0	0.0%	36,928.1
Fall 2005	37,221	7,675	20.6%	17,136	46.0%	10,814	29.1%	1,596	4.3%	0	0.0%	36,642.8

NOTE: FTE calculated using methods of the University of California Office of the President.

NEW UCLA UNDERGRADUATES

Admissions Statistics

FALL 2005	Freshmen	Transfers
Applied	42,227	13,189
Admitted	11,361	5,076
Enrolled	4,422	3,150
Admit Rate	27%	38%
Yield (% admits enrolled)	39%	62%

All other statistics on this page refer to new students enrolled at UCLA in Fall 2005.

GPA and Test Scores — Enrolled Students

The high school fully-weighted GPA of new freshmen averaged 4.13, and their SAT scores (25th to 75th percentile) ranged from 1190 to 1400. New transfer students had an average college GPA of 3.52.

New Student Demographics

GENDER	Freshmen	Transfers
Male	41%	46%
Female	59%	54%

ETHNICITY	Freshmen	Transfers
Native American	<1%	<1%
Asian	40%	28%
African American	3%	3%
Hispanic	14%	16%
White	33%	35%
International	2%	9%
Other, Unknown	8%	9%

FIRST LANGUAGE	Freshmen	Transfers
English only	51%	40%
English and another	29%	29%
Another language only	20%	31%

AGE

The average age of new freshmen is 18; the average age of new transfers is 22.

Fields of Study: Freshmen

theater, film and television 1%
humanities 15%
life sciences 28%
social sciences 24%
physical sciences 14%
arts and architecture 4%
engineering and applied science 14%
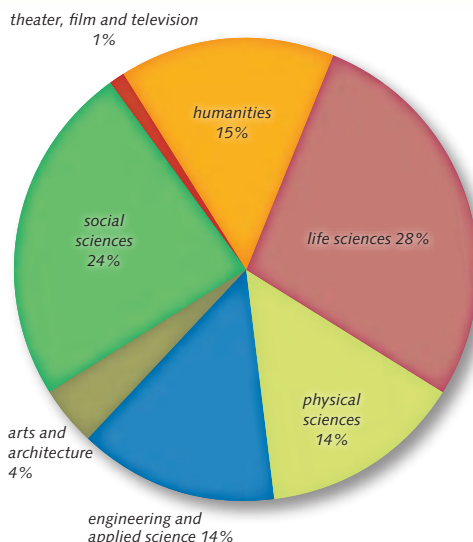
Fields of Study: Transfers

theater, film and television 1%
int'l institute 2%
humanities 19%
life sciences 19%
social sciences 43%
physical sciences 10%
arts and architecture 2%
engineering and applied science 4%
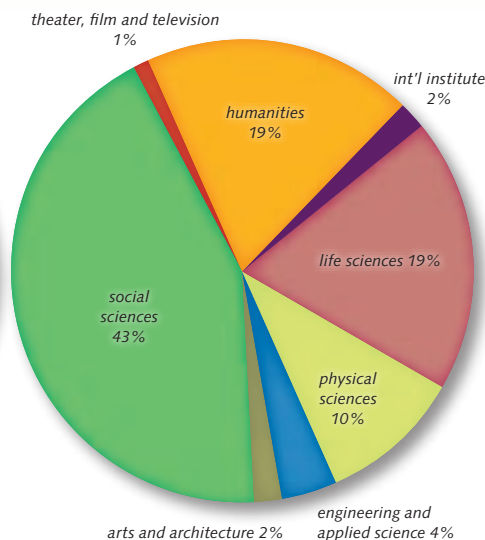
Geographic Origins

Southern California	Freshmen	Transfers
Los Angeles County	34%	54%
Orange County	13%	12%
San Diego County	7%	3%
San Bernardino County	3%	1%
Riverside County	3%	2%
Rest of California	35%	23%
Rest of U.S.	4%	2%
International	1%	4%

School of Origin

FRESHMEN	
Los Angeles County Public	29%
Los Angeles County Private	5%
Other California Public	52%
Other California Private	8%
Outside California/Unknown	6%

TRANSFERS	
California Community College	92%
University of California	3%
California State University	1%
California Private	1%
Outside California/Unknown	3%

Freshman Survey

Results of a survey given to incoming freshmen in Fall 2005 showed that during their last year of high school:

- 84% socialized frequently with someone of another racial or ethnic group.
- 94% performed volunteer work frequently or occasionally.

Incoming freshmen provided this information about how they are financing the first year of college:

- 43% plan to use at least $1,000 in loans or other money that must be repaid, and 17% will use at least $6,000 in loans.
- 77% plan to receive at least $1,000 from family resources, and 59% are counting on at least $6,000 from family.
- 35% expect to use at least $1,000 of their own resources (such as work/study).
- 59% expect to receive at least $1,000 in scholarships or other money that need not be repaid.

Milestones in the Life of a UCLA Undergraduate

| | | | | **TRANSFERS: YEAR 1** | | | **YEAR 2** | | | **YEAR 3** |

12% of transfers attend UCLA summer session just before their first fall quarter

transfer students enter and make up 50% of students at the junior level

58% attend UCLA summer session between 1st and 2nd year

94% of transfers return this fall

53% of transfers have graduated by the end of this summer

83% of transfers have graduated by the end of year 3, and 89% eventually graduate

FRESHMEN: YEAR 1 | YEAR 2 | | YEAR 3 | | | YEAR 4 | | | YEAR 5

34% of first years take a Flat Lux seminar

34% take a General Education Cluster course

57% of initial undeclared majors have chosen a major by the end of the first year

25% attend UCLA summer session between 1st and 2nd year

96% of entering freshmen return for their second fall quarter

85% of initial undeclared students have declared a major by the end of their second year

51% attend UCLA summer session between 2nd and 3rd years

92% of high school entrants return for their 3rd fall quarter

approximately 400 students participate in the Education Abroad Program, and almost one-quarter of them are transfer students

50% attend UCLA summer session between 3rd and 4th years

88% of high school entrants return this fall

86% of all seniors report being satisfied or very satisfied with their UCLA experience

63% of high school entrants have graduated by the end of this summer

85% of high school entrants have graduated by the end of year 5, and 89% eventually graduate

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ALL UCLA UNDERGRADUATES — FALL 2005

Majors

LARGEST UNDERGRADUATE MAJORS

Psychology	8%
Political Science	7%
Biology	6%
History	5%
English	5%
Sociology	4%
Biochemistry	3%
Mathematics	3%
Psychobiology	3%
Business Economics	3%
Economics	3%
Physiological Science	2%
Electrical Engineering	2%
Microbiology, Immunology, and Molecular Genetics	2%
Anthropology	2%
Other	42%

UNDECLARED ENTRANTS later major in

Psychology, Psychobiology,

Cognitive Science	20%
Other Life Sciences	12%
Economics, Business Economics	9%
Sociology	9%
History	8%
Political Science	7%
English	5%
Communication Studies	5%
Linguistics, Foreign Languages, Other Humanities	5%
Area, Ethnic and Cultural Studies	5%
Other Social Sciences	4%
Physical Sciences	4%
Mathematics	3%
Engineering	2%
Fine and Performing Arts	2%

UNDERGRADUATE MAJORS BY SCHOOL

theater, film and television 1%
int'l institute 2%
humanities 10%
undeclared 13%
life sciences 24%
social sciences 29%
physical sciences 9%
arts and architecture 3%
engineering and applied sciences 9%

Minors

In Fall 2005, more than 1,500 seniors were pursuing minors. The most popular were:

Political Science
Accounting
Spanish
Education Studies
English
Applied Developmental Studies
Public Affairs
Anthropology
Chicana and Chicano Studies
Philosophy
Public Health
French
Asian Languages
Music History
Classical Civilization

Total Campus Enrollment

PROFESSIONAL SCHOOLS

	Undergrad	Grad
Arts and Architecture	818	356
Education & Information Studies		937
Engineering & Applied Science	2,260	1,254
Law		990
Management		1,446
Public Affairs		446
Theater, Film, and Television	310	371
TOTAL	**3,388**	**5,800**

COLLEGE OF LETTERS AND SCIENCE

Humanities	2,555	634
Life Sciences	5,980	519
Physical Sciences	2,137	815
Social Sciences	7,182	746
UCLA International Institute	420	51
Undeclared	3,112	
TOTAL	**21,387**	**2,765**

GENERAL CAMPUS	**24,774**	**8,565**

HEALTH SCIENCES

Dentistry		392
Medicine		950
Nursing	37	267
Public Health		640
TOTAL	**37**	**2,249**

UCLA TOTAL	**24,811**	**10,814**

Expenses and Finances

2005 In-state Budget	**$22,653**
Fees	$6,504
Room and Board (residence hall)	$11,928
Books and other supplies	$1,485
Transportation	$729
Personal expenses	$1,449
Health insurance (waivable)	$558

2005 Out-of-state Budget	**$40,473**
Fees	$7,020
Out-of-state tuition	$17,304
Other expenses as above	$16,149

Current fee information: www.registrar.ucla.edu/Fees

FINANCIAL AID

In the past year, 14,266 students applied for need-based financial aid. Of those, 12,153 were awarded any need-based scholarship or grant aid, and 6,505 had their calculated need fully met. The average financial aid package was $13,462, and the average need-based scholarship and grant award was $9,950.

Living Arrangements

University-owned housing	38%
Fraternity/Sorority housing	4%
Other	58%

Graduation and Time to Degree

FRESHMEN	**TRANSFERS**
63% in 4 years or less	53% in 2 years or less
85% within 5 years	82% within 3 years
87% within 6 years	87% within 6 years

On average, freshmen take 12.5 quarters (four years plus one-half quarter) to reach their degree; transfer students take 7 quarters (two years plus one quarter). Among graduating seniors, 22% have double majors and 9% have completed at least one minor.

POST-GRADUATE PLANS

In a recent survey of graduating seniors, 83% of respondents said they planned to attend graduate or professional school in the future. Within three years of graduation, over a third are enrolled in a graduate or professional program, or are pursuing other post-graduate study.

Demographics — Fall 2005

UNDERGRADUATE ETHNICITY

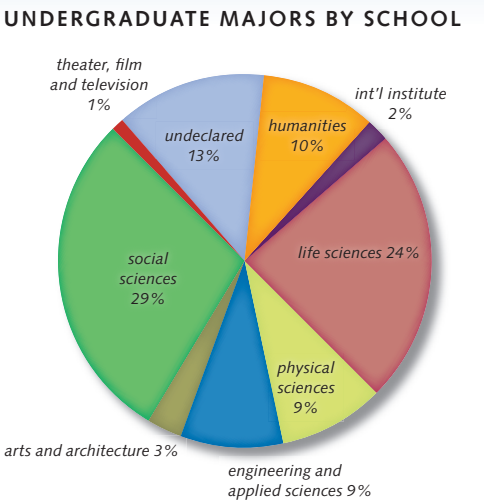|	
Native American	< 1%
Asian	38%
African American	3%
Hispanic	15%
White	34%
International	4%
Other, Unknown	6%

Time Outside the Classroom

In a 2004 survey, UCLA students reported how they spent time outside the classroom:

- 56% participated in campus based organizations; 17% were active for more than 4 hours a week

- 56% performed community service or volunteer activities; 15% spent more than 4 hours a week on service activities

- 54% worked for pay; 25% worked more than 12 hours each week

- 87% did some form of physical exercise or recreational sports; 28% exercised more than 4 hours each week

female transfers 17%
female freshmen 40%
male transfers 14%
male freshmen 29%
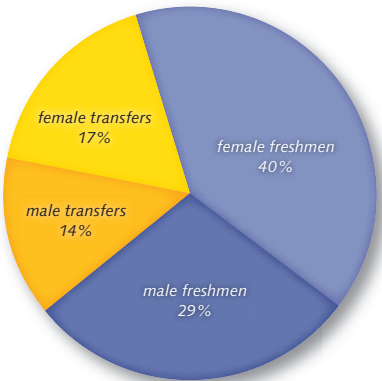
Gender of all undergraduates in Fall 2005, by their status when they first enrolled

EDUCATIONAL OPPORTUNITIES AT UCLA IN 2004-05

UCLA students enroll in small classes and unique educational opportunities from the beginning of their undergraduate careers through their senior year.

The Fiat Lux seminar program began in Fall 2001 as a way for freshmen to interact with faculty in small groups. In 2004-05 faculty taught close to 190 Fiat Lux seminars. Freshmen have a chance to enroll in other small classes as well, from composition and foreign language instruction to the seminars that cap the year-long General Education Cluster courses. The General Education Clusters bring an interdisciplinary approach to topics such as Biotechnology and Society; Politics, Society and Urban Culture in East Asia; and Inside the Performing Arts. In 2004-05 93% of first-year freshmen enrolled in a course with 30 or fewer students, and 41% took three or more small classes.

First-year transfer students took advantage of special opportunities in 2004-05 as well; 1,185 new transfers took at least one seminar, and 282 took an independent study course.

By their senior year, students are engaged in courses that challenge them to apply what they've learned to advanced problems, such as design work in engineering, honors theses in humanities and social sciences, creative work in the arts, and laboratory research in the sciences.

School of the Arts and Architecture,
Department of Ethnomusicology: Korean Ensemble

School of the Arts and Architecture,
Department of Music: Brass Ensemble

FRESHMAN AND SOPHOMORE ENROLLMENT

Freshmen Fiat Lux seminars	2,882
General Education Cluster seminars	1,267
Honors seminars and tutorials	1,638
Other seminars	1,616
Visual and Performing Arts classes	4,109
Research and internship courses	915

JUNIOR AND SENIOR ENROLLMENT

Honors seminars and tutorials	2,291
Faculty research team meetings	582
Other seminars	1,616
Visual and Performing Arts classes	4,167
Research and internship courses	3,196

Learning Outside the Classroom

Participated in the Education Abroad program	423
Enrolled in a travel study program through UCLA summer sessions	727
Spent at least one quarter in Washington D.C. through the CAPP program	80

A senior biochemistry major enrolled in an independent study course works as a member of Professor Guillame Chanfreau's laboratory team.

◀ *A discussion in a year-long honors seminar on research methodology, taught by Professor Jackson Beatty for students working in the laboratories of faculty mentors in the Department of Psychology.*

An English major discusses ▶
her senior thesis on
Pilipino-American writer
Bienvenido Santos with
Professor King-Kok Cheung

LOWER THREE PHOTOS BY CAROL PETERSEN

Appendix D
Required Data Exhibits

Table 2
Headcount Enrollment by Status and Location (Fall Term)
UCLA

	Total Enrollment	Full-Time		Part-Time		On-Campus Location		Off-Campus Location	
	Headcount	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent
Fall 2001	37,494	35,880	95.7%	1614	4.3%	37,494	100.0%	0	0.0%
Fall 2002	37,599	36,072	95.9%	1527	4.1%	37,599	100.0%	0	0.0%
Fall 2003	38,598	37,099	96.1%	1499	3.9%	38,598	100.0%	0	0.0%
Fall 2004	37,563	36,268	96.6%	1295	3.4%	37,563	100.0%	0	0.0%
Fall 2005	37,221	36,035	96.8%	1186	3.2%	37,221	100.0%	0	0.0%

Appendix D
Required Data Exhibits

Table 3
Degrees and Certificates Granted by Level (Academic Year)
UCLA

	Total Degrees Granted	Bachelor		Master		Doctorate		Other	
	Count	Count	Percent	Count	Percent	Count	Percent	Count	Percent
2000-2001	9,820	6,309	64.2%	2,008	20.4%	612	6.2%	891	9.1%
2001-2002	10,425	6,894	66.1%	2,106	20.2%	593	5.7%	832	8.0%
2002-2003	10,712	6,919	64.6%	2,303	21.5%	596	5.6%	894	8.3%
2003-2004	11,093	7,026	63.3%	2,488	22.4%	666	6.0%	913	8.2%
2004-2005	11,430	7,336	64.2%	2,545	22.3%	657	5.7%	892	7.8%

NOTE: Other includes IPEDS designated post-masters certificates and first-professional degrees.

Two Thirds of UCLA Baccalaureate Degree Recipients Are Graduating "On Time"

New data show that average time-to-degree took a big jump in 2004-05 toward normative time of four years for students who enter from high school and two years for those who enter as transfers. Almost 70% of the undergraduates who earned degrees from UCLA in 2004-05, and who had entered directly from high school, graduated within four years. Ten years ago only 44% of the graduates who entered as freshmen earned their degrees within four years. Among 2004-05 degree recipients who transferred from another institution, 63% graduated within two years. Ten years earlier only 38% graduated in two years. In total, 66% of 2004-05 baccalaureate degree recipients finished within the normative times of two and four years. In both cases, time-to-degree is measured in number of registered quarters, so that quarters the student took off are not included.

Time-to-Degree for UCLA Baccalaureate Degree Recipients					
Entered as	Quarters Registered	1990-91	1995-96	2000-01	2004-05*
Freshmen	10 to 12 (within 4 years)	1,350	1,394	2,385	2,836
from high	13 to 15 (within 5 years)	1,649	1,467	1,424	1,145
school	16 or more (more than 5 years)	298	281	235	139
	Total Degrees	3,297	3,142	4,044	4,120
	Percent in 12 or less	**41%**	**44%**	**59%**	**69%**
Transfers	6 (within 2 years)	466	917	1,183	1,935
	7 to 9 (within 3 years)	1,080	1,090	945	963
	More than 9 (more than 3 years)	397	417	234	151
	Total Degrees	1,943	2,424	2,362	3,049
	Percent in 6 or less	**24%**	**38%**	**50%**	**63%**
Total	All degree recipients	5,240	5,566	6,406	7,169
	Percent in normative time	**35%**	**42%**	**56%**	**67%**

Cohort-Based Graduation Rates Are Strong Across the Board

Of the students who entered UCLA from high school in Fall 2001, 63% graduated within four years. The four-year graduation rate for the cohort just before them (Fall 2000) was 59%. (Note that the 2004-05 graduation rates for freshmen entrants will improve by up to 2% in next year's reports, when some summer 2005 degrees that have yet to be processed are incorporated into the dataset. These adjustments in graduation rates occur in every reporting cycle.)

Graduation Rates for Cohorts Entering UCLA Directly from High School
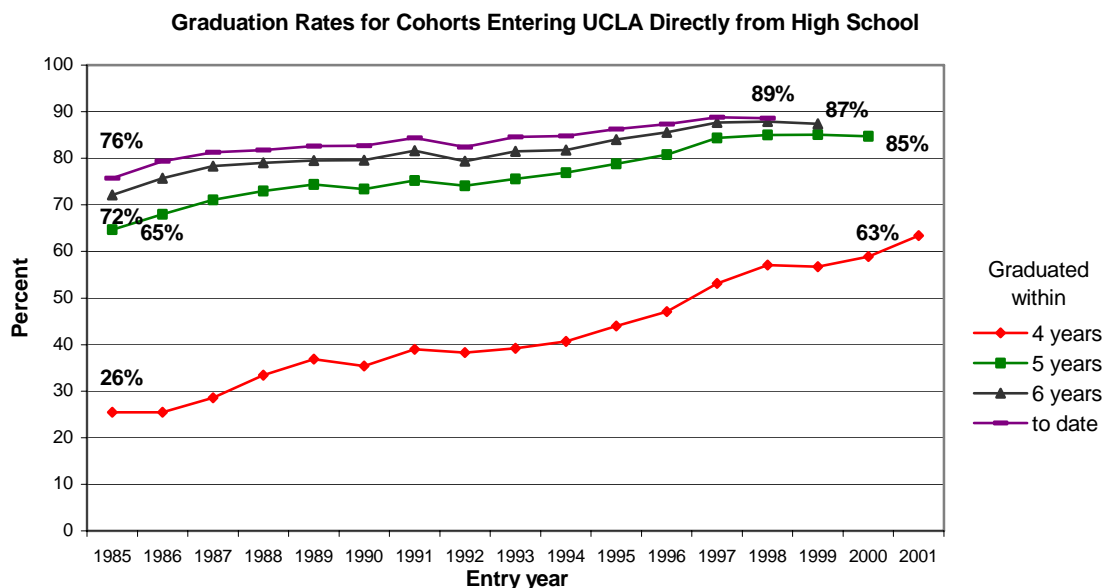
In sixteen years, the four-year graduation rate for freshmen cohorts has gone from 26% to 63%, a remarkable change.

The improvement in the transfer graduation rate shows a similar improvement over twenty years. At UCLA, 53 percent of community college transfers are graduating in two years or less. Twenty years ago, only 18 percent graduated within two years. The graduation rates at normative time plus two years are virtually the same for both types of student: 87% for freshman entrants and 88% for transfer entrants.

Graduation Rates for Cohorts Entering UCLA from Community College
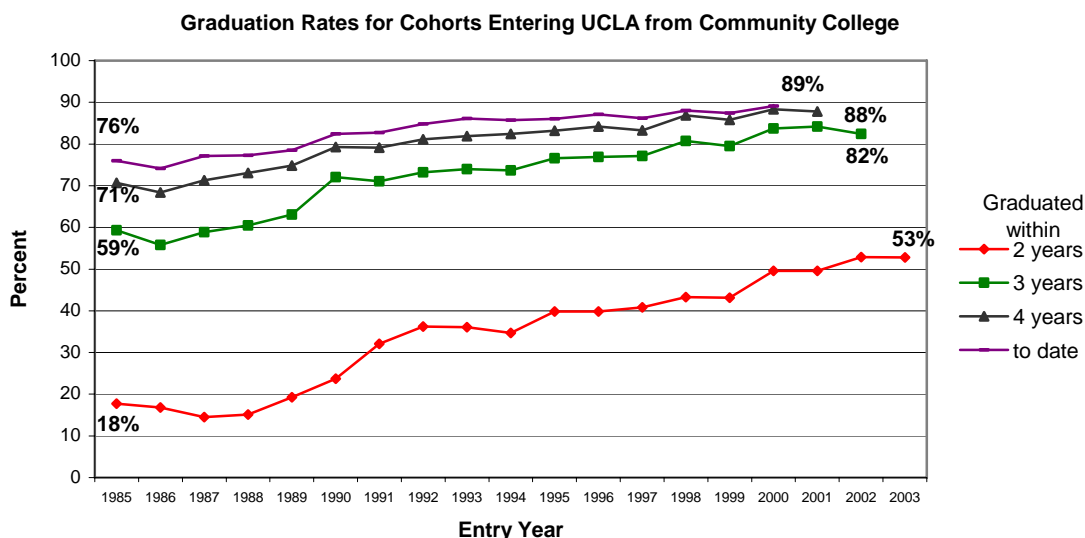
The sharp jump in the graduation rate for the entering freshmen of Fall 2001 means that far fewer than expected returned as continuing seniors in fall 2005. This is a sign that a number of policies aimed at shortening time to degree are working. These include state funded summer, the expected cumulative progress policy in the College of Letters and Science, review of unit values assigned to courses, increasing the number of 1- and 2-unit classes, and stricter major-based entry requirements for transfer students. Other contributing factors include increasing selectivity in admissions, ending winter admissions for transfer students, and rising fees.

Average Number of Units at Graduation Edges Up For Freshman Entrants

While time-to-degree is important to both students and outside observers, access to UC is a leading State concern. Most policies are aimed to time-to-degree, but in the final analysis access depends on how many UC units students take while earning their degrees rather than on how many quarters they attend. This is because UC's budget is based on the number of student credit hours faculty members teach, not on the number of students who are enrolled. If students graduate with "excess" units, even within a four year time-to-degree, access is reduced. Overall, average units at graduation have been steady recently, but high school and transfer averages are moving in opposite directions.

Since 2000-01, average UC units at graduation for entrants from high school have increased from 177 to 184, or 7 units. Average units for transfer students fell throughout the 1990s, although the total remains above the normative level of 90 units. The decrease in average units at the transfer level, combined with a growing proportion of transfers in the graduating cohort, means that the average "cost" of each UCLA degree in terms of teaching has fallen from 156 units to 148 units over fifteen years.

Average UC Units at Graduation				
		1990-91	1995-96	2000-01	2004-05
Entered as	Freshman	177	182	177	184
	Transfer	120	111	101	99
All degree recipients		156	151	148	148

While some of the policies contributing to shorter time-to-degree (e.g. state funded summer sessions) may be a factor in rising UC units for the high school cohort that just graduated, other factors may be at play as well. For example, more double majors, increased enrollment in high-unit engineering majors, and more participation in Education Abroad may be involved. It is possible, moreover, that rising fees will start to work in the opposite direction. Additional analysis is needed to understand whether, and why, there may be reason for concern.

Note: For purposes of calculating graduation rates and time-to-degree, standard practice treats summer as the final degree term of the academic year. For example, students who entered in Fall 2001 and graduated in summer 2005 are considered to have graduated within four years.

Appendix D
Required Data Exhibits

Table 4
Faculty by Employment Status
UCLA

	Total Faculty Headcount	Full-Time Faculty Headcount	Full-Time Faculty Percent	Part-Time Faculty Headcount	Part-Time Faculty Percent	Total Faculty FTE
2001	2,427	1,855	76.4%	572	23.6%	2045.67
2002	2,462	1,871	76.0%	591	24.0%	2068.00
2003	2,466	1,872	75.9%	594	24.1%	2070.00
2004	2,460	1,859	75.6%	601	24.4%	2059.33
2005	2,505	1,890	75.4%	615	24.6%	2095.00

Appendix D
Required Data Exhibits

Table 5
Key Financial Ratios
UCLA

	FY 2001/02	FY 2002/03	FY 2003/04	FY 2004/05
Return on Net Assets Change in Net Assets/Total Net Assets at the beginning of fiscal year	10.37%	10.52%	14.09%	7.76%
Net Income Ratio Change in Unrestricted Net Assets/Total Unrestricted Revenues	15.69%	16.90%	21.21%	22.36%
Operating Income Ratio Operating Income/Total Expenses	103.39%	102.86%	105.11%	102.69%
Viability Ratio Expendable Net Assets/Long Term Debt	96.41%	59.81%	52.83%	48.62%
Instructional Expense per Student	$20,158.00	$20,617.00	$21,367.00	$23,010.00
Net Tuition per Student	$5,624.00	$5,660.00	$7,139.00	$7,675.00

Appendix D
Required Data Exhibits

Table 6
UCLA Inventory of Educational Effectiveness Indicators
(only selected programs as of May 2006)

	Date of last program review	Are there formal learning outcomes?	Where are these learning outcomes published? (Please specify)	Other than GPA; what measures/indicators are used to determined that graduates have achieved the stated outcomes for the degree? (e.g.; capstone course; portfolio review; licensure examination)
School of Arts and Architecture				
World Arts and Cultures				
B.A. - World Arts and Cultures	new	yes	Catalog; department website; self-review for 8-year academic program review; counseling; departmental handbook/brochure; and other websites	Culminating projects/classes; supervised research projects; taking advantage of what UCLA offers; graduation rate; and time to degree
M.A. - Culture and Performance	1998-99	yes	Catalog; department website; self-review for 8-year academic program review or for disciplinary accreditation; counseling; departmental handbook/brochure and other websites	Placement results for doctoral/professional degree recipients (potential placement as M.A>; or potential to move on to Ph.D.); comprehensive examination results; time to degree; culminating projects/classes; and Awards for academic distinction
M.F.A. - Dance	1998-99	yes	Catalog; department website; self-review for 8-year academic program review or for disciplinary accreditation; counseling; departmental handbook/brochure and other websites	Culminating projects/classes; student portfolios; placement results for doctoral/professional degree recipients (skill level preparing students to be placed); supervised research projects; and time to degree
Ph.D.- Culture and Performance	1998-99	yes	Catalog; department website; self-review for 8-year academic program review or for disciplinary accreditation; counseling; departmental handbook/brochure and other websites	Placement results for doctoral/professional degree recipients (given the uniqueness of our Ph.D. program; the ability to find an academic slot related to the studies here); supervised research projects; time to degree; culminating projects/classes; and Awards for academic distinction

Appendix D
Required Data Exhibits

	Date of last program review	Are there formal learning outcomes?	Where are these learning outcomes published? (Please specify)	Other than GPA; what measures/indicators are used to determined that graduates have achieved the stated outcomes for the degree? (e.g.; capstone course; portfolio review; licensure examination)
Henry Samueli School of Engineering and Applied Sciences				
Electrical Engineering				
B.S. - Electrical Engineering	1998-99	yes	Catalog; department website; and self-review for 8-year academic program review or for disciplinary accreditation	Student portfolios; comprehensive examination results; and student surveys or interviews
M.S.- Electrical Engineering	1998-99	yes	Catalog; department website; and self-review for 8-year academic program review or for disciplinary accreditation	Comprehensive examination results; placement results for doctoral/professional recipients; and student surveys or interviews
Ph.D.- Electrical Engineering	1998-99	yes	Catalog; department website; and self-review for 8-year academic program review or for disciplinary accreditation	Comprehensive examination results; placement results for doctoral/professional recipients; and student surveys or interviews
Mechanical and Aerospace Engineering				
B.S. - Aerospace Engineering	1999-2000	yes	Catalog and department website	Student surveys or interviews; Awards for academic distinction; supervised research projects; and department honors
B.S. - Mechanical Engineering	1999-2000	yes	Catalog and department website	Student surveys or interviews; Awards for academic distinction; supervised research projects; and department honors
M.S. - Aerospace Engineering	1999-2000	yes	Catalog and department website	Student surveys or interviews; placement results for doctoral/professional degree recipients; Awards for academic distinction; time to degree; and supervised research projects
M.S. - Manufacturing Engineering	1999-2000	yes	Catalog and department website	Student surveys or interviews; placement results for doctoral/professional degree recipients; Awards for academic distinction; time to degree; and supervised research projects
M.S. - Mechanical Engineering	1999-2000	yes	Catalog and department website	Student surveys or interviews; placement results for doctoral/professional degree recipients; Awards for academic distinction; time to degree; and supervised research projects
Ph.D. - Aerospace Engineering	1999-2000	yes	Catalog and department website	Placement results for doctoral/professional degree recipients; student surveys or interviews; Awards for academic distinction; time to degree; and supervised research projects
Ph.D. - Mechanical Engineering	1999-2000	yes	Catalog and department website	Placement results for doctoral/professional degree recipients; student surveys or interviews; Awards for academic distinction; time to degree; and supervised research projects

Appendix D
Required Data Exhibits

	Date of last program review	Are there formal learning outcomes?	Where are these learning outcomes published? (Please specify)	Other than GPA; what measures/indicators are used to determined that graduates have achieved the stated outcomes for the degree? (e.g.; capstone course; portfolio review; licensure examination)
School of Theater, Film, and Television				
Film, Television, and Digital Media				
B.A. - Film and Television	2002-03	yes	Catalog; department website; self-review for 8-year academic program review or for disciplinary accreditation; and department handbook/brochure	Graduation rate; supervised research projects; culminating projects/classes; student portfolios; Awards for academic distinction
M.A. - Film and Television	2002-03	yes	Catalog; self-review for 8-year academic program review; and hand-outs for MA Program	Comprehensive exam results; culminating projects/classes; Awards for academic distinction; Department Honors; and
M.A. - Moving Image Archive Studies (interdisciplinary program)	new	yes	Catalog; department website; information sessions; and program handbook/brochure	Graduation rate; time to degree; supervised research projects (practicum); student portfolios; comprehensive examination results; and placement results for doctoral/professional degree recipients
M.F.A. - Film and Television	2002-03	yes	Catalog; department website; self-review for 8-year academic program review or for disciplinary accreditation	Culminating projects/classes; film festival Awards; student portfolios; graduation rate; and time to degree
Ph.D. - Film and Television	2002-03	yes	Catalog; self-review for 8-year academic program review; and hand-outs for Ph.D. Program	Placement results for degree recipients; time to degree; comprehensive examination results; culminating projects/classes; and Awards for academic distinction

	Date of last program review	Are there formal learning outcomes?	Where are these learning outcomes published? (Please specify)	Other than GPA; what measures/indicators are used to determined that graduates have achieved the stated outcomes for the degree? (e.g.; capstone course; portfolio review; licensure examination)
College of Letters and Sciences				
Division of Humanities				
English				
B.A. - American Literature and Culture	1998-99	yes	Catalog; department website; self-review for 8-year academic program review or for disciplinary accreditation; department handbook/brochure; printed information provided by undergraduate counselors; and also list-serve	Time to degree; graduation rate; culminating projects/classes; department honors; and supervised research projects
B.A. - English	1998-99	yes	Catalog; department website; self-review for 8-year academic program review or for disciplinary accreditation; department handbook/brochure; printed information provided by undergraduate counselors; and also list-serve	Time to degree; graduation rate; culminating projects/classes; department honors; and supervised research projects
Ph.D. - English	1998-99	yes	Catalog; department website; self-review for 8-year academic program review or for disciplinary accreditation; department handbook/brochure; and careful counseling by vice chair and counselors (small program 14-16students admitted annually)	Placement results for doctoral/professional degree recipients; time to degree; graduation rate; supervised research projects (dissertations); and student surveys or interviews
French and Francophone Studies				
B.A. - French	2000-01	yes	Catalog; department website; and self-review for 8-year academic program review or for disciplinary accreditation	Graduation rate; supervised research projects; culminating projects/classes; Awards for academic distinction; and student surveys or interviews
B.A. - French and Linguistics	2000-01	yes	Catalog; department website	Graduation rate
M.A. - French and Francophone Studies	2000-01		only offer M.A. "en route" to PH.D. not a terminal degree	
Ph.D. - French and Francophone Studies	2000-01	yes	Catalog; department website; and self-review for 8-year academic program review or for disciplinary accreditation	Graduation rate; supervised research projects; Awards for academic distinction; comprehensive examination results; and placement results for doctoral/professional degree recipients
Musicology				
B.A. - Music History	2003-04	yes	Catalog; department website	Award for academic distinction; graduate school acceptance rates; department honors; culminating projects/classes; and supervised research projects
M.A. - Musicology	2003-04	yes	Catalog; department website; and department handbook/brochure	Comprehensive examination results; student portfolios; and Awards for academic distinction
Ph.D. - Musicology	2003-04	yes	Catalog; department website; and department handbook/brochure	Placement results for doctoral/professional degree recipients; Awards for academic distinction; time to degree; graduation rate; and supervised research projects

Appendix D
Required Data Exhibits

	Date of last program review	Are there formal learning outcomes?	Where are these learning outcomes published? (Please specify)	Other than GPA; what measures/indicators are used to determined that graduates have achieved the stated outcomes for the degree? (e.g.; capstone course; portfolio review; licensure examination)
Division of Life Sciences				
Ecology and Evolutionary Biology				
B.S. - Biology	1996-97	yes	Catalog; department website; self-review for 8-year academic program review; department handbook/brochure; and other websites	Culminating projects/classes; supervised research projects; graduation rate; and student surveys or interviews
B.S. - Ecology, Behavior & Evolution	1996-97	yes	Catalog; department website; self-review for 8-year academic program review; department handbook/brochure; and other websites	Culminating projects/classes; supervised research projects; graduation rate; and student surveys or interviews
B.S. - Marine Biology	1996-97	yes	Catalog; department website; self-review for 8-year academic program review; department handbook/brochure; and other websites	Culminating projects/classes; supervised research projects; graduation rate; and student surveys or interviews
B.S. - Plant Biology	1996-97	yes	Catalog; department website; self-review for 8-year academic program review; department handbook/brochure; and other websites	Culminating projects/classes; supervised research projects; graduation rate; and student surveys or interviews
M.A. - Biology	1996-97	yes	Catalog; department website; department handbook/brochure; and other websites	Supervised research projects; graduate school acceptance rate; graduation rate; placement results for doctoral/professional degree recipients; student surveys or interviews
Ph.D. - Biology	1996-97	yes	Catalog; department website; self review for 8-year academic program review; department handbook/brochure; and other websites	Post-doc and/or faculty appointment; supervised research projects; Awards for academic distinction; time to degree; and graduation rate
Psychology				
B.S. - Cognitive Science	2002-03	yes	Catalog; department website; self-review for 8-year academic program review or for disciplinary accreditation; and department handbook/brochure	Time to degree; supervised research projects; graduation rate; and student surveys or interviews
B.S. - Psychobiology	2002-03	yes	Catalog; department website; self-review for 8-year academic program review or for disciplinary accreditation; and department handbook/brochure	Time to degree; supervised research projects; graduation rate; and student surveys or interviews
B.A. - Psychology	2002-03	yes	Catalog; department website; self-review for 8-year academic program review or for disciplinary accreditation; and department handbook/brochure	Time to degree; supervised research projects; graduation rate; and student surveys or interviews
Ph.D. - Psychology	2002-03	yes	Catalog; department website; self-review for 8-year academic program review or for disciplinary accreditation; graduate student recruitment weekends; and department handbook/brochure	Placement results for doctoral/professional degree recipients; publications/grants; Awards for academic distinction; time to degree; and student portfolios

Appendix D
Required Data Exhibits

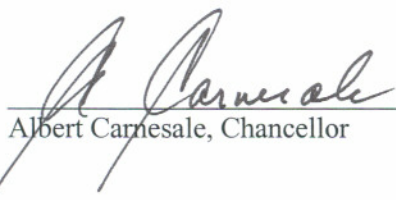|	Date of last program review	Are there formal learning outcomes?	Where are these learning outcomes published? (Please specify)	Other than GPA; what measures/indicators are used to determined that graduates have achieved the stated outcomes for the degree? (e.g.; capstone course; portfolio review; licensure examination)
Division of Physical Sciences				
Chemistry and Biochemistry				
B.S. - Biochemistry	1997-98	yes	Catalog; department website; department handbook/brochure; and other websites	Graduation rate; time to degree; student surveys or interviews; Awards for academic distinction; and supervised research projects
B.S. - Chemistry	1997-98	yes	Catalog; department website; department handbook/brochure; and other websites	Graduation rate; time to degree; student surveys or interviews; Awards for academic distinction; and supervised research projects
B.S. - General Chemistry	1997-98	yes	Catalog; department website; department handbook/brochure; and other websites	Graduation rate; time to degree; student surveys or interviews; Awards for academic distinction; and supervised research projects
M.S. - Chemistry	1997-98	yes	Catalog; department website; self-review for 8-year academic program review; department handbook/brochure; and UCLA Graduate Division website	Time to degree; supervised research projects; Awards for academic distinction; and placement results for MS degree recipients
M.S. - Biochemistry & Molecular Biology	1997-98	yes	Catalog; department website; self-review for 8-year academic program review; department handbook/brochure; and UCLA Graduate Division website	Time to degree; supervised research projects; Awards for academic distinction; and placement results for MS degree recipients
Ph.D. - Biochemistry & Molecular Biology	1997-98	yes	Catalog; department website; self-review for 8-year academic program review; department handbook/brochure; and UCLA Graduate Division website	Time to degree; supervised research projects; Awards for academic distinction; comprehensive examination results; and placement results for doctoral/professional degree recipients
Ph.D. - Chemistry	1997-98	yes	Catalog; department website; self-review for 8-year academic program review; department handbook/brochure; and UCLA Graduate Division website	Time to degree; supervised research projects; Awards for academic distinction; comprehensive examination results; and placement results for doctoral/professional degree recipients

	Date of last program review	Are there formal learning outcomes?	Where are these learning outcomes published? (Please specify)	Other than GPA; what measures/indicators are used to determined that graduates have achieved the stated outcomes for the degree? (e.g.; capstone course; portfolio review; licensure examination)
Division of Social Sciences				
Geography				
B.A. - Geography/Environmental Studies	2001-02	yes	Catalog; department website; and flyers for prospective majors/minors	Graduation rate; students surveys or interviews; Awards for academic distinction; and culminating projects/classes
B.A. - Geography	2001-02	yes	Catalog; department website; and flyers for prospective majors/minors	Graduation rate; students surveys or interviews; Awards for academic distinction; and culminating projects/classes
M.A. - Geography	2001-02	yes	Catalog; department website; and Graduate Manual	Annual review of graduate students; placement results for doctoral/professional degree recipients; time to degree; student surveys/interviews; and graduation rate
Ph.D. - Geography	2001-02	yes	Catalog; department website; and Graduate Manual	Annual review of graduate students; placement results for doctoral/professional degree recipients; time to degree; student surveys/interviews; and graduation rate
History				
B.A. - History	1997-98	yes	Catalog; department website; self-review for 8-year academic program review or for disciplinary accreditation; and other websites	Quality of student work; department honors; Awards for academic distinction; student portfolios; and culminating projects/classes
Ph.D. - History	1997-98	yes	Department website; self-review for 8-year academic program review or for disciplinary accreditation; orientation; quarterly email reminders from graduate advisors; and other websites	Placement results for doctoral/professional degree recipients; Awards for academic distinction; time to degree; comprehensive examination results; annual Awards and evaluation
Chicana and Chicano Studies				
B.A. - Chicana and Chicano Studies	1997-98	yes	Catalog; department website; and department handbook/brochure	Graduation rate; supervised research projects; and culminating projects/classes

Appendix E
Institutional Stipulation Statement

I, Albert Carnesale, 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.

_____
Albert Carnesale, Chancellor

8 May 06
Date

Fri May 12, 2006: 64ºF / 18ºC

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Prospective Students ▪ Current Students ▪ Faculty ▪ Staff ▪ Alumni ▪ Visitors

UCLA

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RESEARCH	CONTINUING EDUCATION	ADMINISTRATION	LECTURES & CONFERENCES
LIBRARY	UCLA IN THE COMMUNITY	EMPLOYMENT	ARTS & MUSEUMS
		BUSINESS SERVICES	HAPPENINGS

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► University of California: "It Starts Here"
► UC Board of Regents
► UC Office of the President
► UC News Wire

University Mission

UCLA's core mission can be expressed in just three words: education, research, service.

In an essay on the Research University published Oct. 9, 2001, UCLA Chancellor Albert Carnesale noted the inter-related nature of these three fundamental activities:

Like other research universities, UCLA's mission is threefold: education, research, and service. Because these components are synergistic, our contribution to society is one in which the whole is greater than the sum of its parts. On our campus, education, research, and service are not mutually exclusive categories. The same people are engaged in all three activities, and all three endeavors thrive.

The 1974-78 University of California Academic Plan expands upon the meaning of the three-part mission:

The distinctive mission of the University of California is to serve society as a center of higher learning. . .Providing long-term societal benefits through transmitting advanced knowledge, discovering new knowledge, and functioning as an active, working repository of organized knowledge. That obligation...includes undergraduate education, graduate and professional education, research and other kinds of public service...

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Administrative Organization

UCLA

Albert Carnesale
Chancellor

Antoinette G. Mongelli
Assistant Chancellor

Daniel Neuman
Executive Vice Chancellor
and Provost

John Hamilton
Assistant Provost

David Unruh
Assistant Provost,
Summer Session

Peter W. Blackman
Administrative
Vice Chancellor

Donna L. Vredevoe
Vice Chancellor
Academic Personnel

Franklin D. Gilliam, Jr.
Associate Vice Chancellor,
Community Partnerships

James Davis
Associate Vice
Chancellor,
Information Technology

Kathryn Ann Atchison
Interim Vice Provost,
Intellectual Property
& Industry Relations

Patricia O'Brien
Executive Dean,
The College

Sam J. Morabito
Vice Chancellor
Business and
Administrative Services

Claudia Mitchell-Kernan
Vice Chancellor
Graduate Studies &
Dean Graduate Division

Christopher Waterman
Dean,
School of the Arts and
Architecture

Marie J. Cowan
Dean,
School of Nursing

Judith L. Smith
Dean, Honors and
Undergraduate Programs,
and Vice Provost,
Undergraduate Education

Jonathan Post
Interim Dean,
Division of Humanities

Michael C. Eicher
Vice Chancellor
External Affairs

Gerald S. Levey
Vice Chancellor Medical
Sciences & Dean, David
Geffen School of Medicine

No-Hee Park
Dean,
School of Dentistry

Barbara Nelson
Dean,
School of Public Affairs

Ronald Rogowski
Interim Dean, UCLA
International Institute, and
Interim Vice Provost,
International Studies

Emil Reisler
Dean,
Division of Life Sciences

Steven A. Olsen
Vice Chancellor
Finance and Budget

Roberto Peccei
Vice Chancellor
Research

Aimee Dorr
Dean, Graduate School of
Education and Information
Studies

Linda Rosenstock
Dean,
School of Public Health

Tony Chan
Dean,
Division of Physical
Sciences

Joseph D. Mandel*
Vice Chancellor
Legal Affairs

Vijay Dhir
Dean, Henry Samueli
School of Engineering and
Applied Science

Robert Rosen
Dean,
School of Theater, Film,
and Television

Scott Waugh
Dean,
Division of Social Sciences

Michael Schill
Dean,
School of Law

David Menninger
Interim Dean,
Continuing Education and
UCLA Extension

Janina Montero
Vice Chancellor
Student Affairs

Judy Olian
Dean, John E. Anderson
Graduate School of
Management

Gary Strong
University Librarian,
University Library

*Reports jointly to the Chancellor and General Counsel of The Regents
Office of Analysis and Information Management (02MARCH2006)

INSTITUTION: University of California, Los Angeles   **CHANCELLOR**: Albert Carnesale   **DATE**: May 10, 2006

SUMMARY DATA FORM

1. YEAR FOUNDED: 1919

2. CALENDAR PLAN: Quarters

3. DEGREE LEVELS OFFERED: _____ Associate ___X___ Bachelors   ___X___ Masters ___X___ Doctorate ___X___ Professional

4. SPONSORSHIP AND CONTROL: State

5. LAST REPORTED IPEDS DATA FOR ENROLLMENT BY ETHNICITY AND GENDER

Use IPEDS definitions for students. Data reported as of Fall 2005

Enrollment by Category	Total FTE of Students*	Total Headcount of Students	Non-Resident Alien Headcount	Black, Non-Hispanic Headcount	Am Indian/ Alaska Native Headcount	Asian / Pacific Islander Headcount	Hispanic/ Latino Headcount	White/Non-Hispanic Headcount	Ethnicity Unknown Headcount	Total Male Headcount	Total Female Headcount
Undergraduate	24361	24811	893	799	112	9448	3788	8330	1441	10793	14018
Graduate	10685.8	10814	1552	418	54	2166	937	4445	1242	5531	5283
Non-degree	1596	1596	31	73	9	601	100	688	94	856	740
Total	36642.8	37221	2479	1290	175	12215	4825	13463	2777	17180	20041

* FTE at UCLA is calculated using the methods established by the UC Office of the President for budgeting, which is based on the load carried by students.

6. LAST 3 YEARS IPEDS DATA FOR 6-YEAR COHORT GRADUATION RATE BY ETHNICITY & GENDER:

If you track graduation rates separately for freshman students and for students who transfer in to your institution, please use question 6 to record FRESHMAN GRADUATION RATES and question 7 to record TRANSFER STUDENT GRADUATION RATES.

Please indicate if the data provided in question 6 table below is for freshmen only.

Freshman Cohort Year (Entering Fall)	Overall Graduation Percentage	Non-Resident Alien %	Black, Non-Hispanic %	Am Indian/ Alaska Native %	Asian / Pacific Islander %	Hispanic/ Latino %	White/Non-Hispanic %	Ethnicity Unknown %	Male %	Female %
1997	87.7	79.2	75.0	80.0	91.2	84.7	90.0	80.8	84.8	89.9
1998	87.9	78.9	71.8	70.6	90.7	81.1	89.4	85.4	85.2	90.0
1999**	87.4	80.4	72.9	83.3	90.5	80.3	88.0	87.5	85.5	88.9
Averages	87.7	79.5	73.2	78.0	90.8	82.0	89.1	84.6	85.2	89.6

** Percentages for the 1999 cohort will increase by one or two percentage points, on average, when late-reported degrees are fully accounted for.

7. **If you track freshman and transfer graduation rates separately (see question 6), please provide**

   LAST 3 YEARS DATA FOR 4-YEAR COHORT _TRANSFER_ GRADUATION RATE BY ETHNICITY & GENDER:

Transfer Cohort Year (Entering Fall)	Overall Graduation Percentage	Non-Resident Alien %	Black, Non-Hispanic %	Am Indian/ Alaska Native %	Asian / Pacific Islander %	Hispanic %	White/Non Hispanic %	Ethnicity Unknown %	Male %	Female %
1999	85.8	87.0	82.8	76.9	87.8	84.2	85.2	85.6	83.9	87.3
2000	88.3	91.8	74.5	81.8	86.8	86.6	91.5	83.0	86.5	89.7
2001**	87.8	92.5	90.0	80.0	87.9	84.0	89.3	84.5	86.1	89.2
Averages	87.3	90.4	82.4	79.6	87.5	85.0	88.7	84.4	85.5	88.7

** For 2001 cohort, see note on the table above.

8. **CURRENT FACULTY**:   **Total FTE** of faculty 2094.8   as of October 2005 (excludes faculty in clinical and pre-clinical medicine)

   Full-time faculty headcount: 1890 % Non-Caucasian 22   %Male 70   %Female 30

   Part-time faculty headcount: 615 % Non Caucasian 27   %Male 63   %Female 37

9. **FTE STUDENT TO FTE FACULTY RATIO**: 17.6 to 1 (General Campus)

10. **FINANCES:**

   A. **Annual Tuition Rate:**   Undergraduate Resident Tuition: See Attached   Undergraduate Non-Resident Tuition: See Attached

   Graduate Resident Tuition: See Attached   Graduate Non-Resident Tuition: See Attached

   B. **Total Annual Operating Budget**: $3,353,247,000

   C. **Percentage from tuition and fees:**   8.5%

   D. **Operating deficit(s) for past 3 years**: 0 (FY2003);   0 (FY2004);   0 (FY2005)

   E. **Current Accumulated Deficit**:   0
   F. **Endowment**: $1,002,364,769.54

11. **GOVERNING BOARD**:   A. Size: 26   B. Meetings a year: 6

12. **OFF-CAMPUS LOCATIONS**:   A. Number: 0   B. Total Enrollment: 0

13. **ELECTRONICALLY-MEDIATED PROGRAMS** (50% or more offered online):

MS Nursing Administration (partially online): 31 currently enrolled; 7 taking online courses; 12 have taken some online courses; and 12 have not taken online courses.

UCLA Majors and Degrees

College of Letters and Science

African Studies Interdepartmental Program
African Studies M.A.

Afro-American Studies Interdepartmental Program
Afro-American Studies B.A., M.A.

American Indian Studies Interdepartmental Program
American Indian Studies B.A., M.A.

Anthropology Department
Anthropology B.A., B.S., M.A., Ph.D.

Applied Linguistics and Teaching English as a Second Language Department
Applied Linguistics C.Phil., Ph.D.
Applied Linguistics and Teaching English as a Second Language M.A.
Teaching English as a Second Language M.A.

Archaeology Interdepartmental Program
Archaeology M.A., C.Phil., Ph.D.

Art History Department
Art History B.A., M.A., Ph.D.

Asian American Studies Department
Asian American Studies B.A., M.A.

Asian Languages and Cultures Department
Asian Humanities B.A.
Asian Languages and Cultures M.A., C.Phil., Ph.D.
Asian Religions B.A.
Chinese B.A.
Japanese B.A.
Korean B.A.

Atmospheric and Oceanic Sciences Department
Atmospheric, Oceanic, and Environmental Sciences B.S.
Atmospheric Sciences M.S., C.Phil., Ph.D.

Chemistry and Biochemistry Department
Biochemistry B.S.
Biochemistry and Molecular Biology M.S., C.Phil., Ph.D.
Chemistry B.S., M.S., C.Phil., Ph.D.
General Chemistry B.S.

Chemistry/Materials Science Interdepartmental Program
Chemistry/Materials Science B.S.

Chicana and Chicano Studies Department
Chicana and Chicano Studies B.A.

Classics Department
Classics M.A., C.Phil., Ph.D.
Classical Civilization B.A.
Greek B.A., M.A.
Greek and Latin B.A.
Latin B.A., M.A.

Communication Studies Department
Communication Studies B.A.

Comparative Literature Department
Comparative Literature B.A., M.A., C.Phil., Ph.D.

Conservation of Archaeological and Ethnographic Materials Interdepartmental Program
Conservation of Archaeological and Ethnographic Materials M.A.

UCLA Majors and Degrees

Cybernetics Interdepartmental Program
Cybernetics B.S.
Earth and Space Sciences Department
Earth Sciences B.A.
Geochemistry M.S., C.Phil., Ph.D.
Geology B.S., M.S., C.Phil., Ph.D.
Geology/Engineering Geology B.S.
Geology/Paleobiology B.S.
Geophysics/Applied Geophysics B.S.
Geophysics/Geophysics and Space Physics B.S.
Geophysics and Space Physics M.S., Ph.D.
East Asian Studies Interdepartmental Program
East Asian Studies B.A., M.A.
Ecology and Evolutionary Biology Department
Biology B.S., M.A., C.Phil., Ph.D.
Ecology, Behavior, and Evolution B.S.
Marine Biology B.S.
Plant Biology B.S.
Economics Department
Business Economics B.A.
Economics B.A., M.A., C.Phil., Ph.D.
Economics/International Area Studies B.A.
English Department
American Literature and Culture B.A.
English B.A., M.A., C.Phil., Ph.D.
European Studies Interdepartmental Program
European Studies B.A.
French and Francophone Studies Department
French B.A.
French and Francophone Studies M.A., C.Phil., Ph.D.
French and Linguistics B.A.
Geography Department
Geography B.A., M.A., C.Phil., Ph.D.
Geography/Environmental Studies B.A.
Germanic Languages Department
German B.A.
Germanic Languages M.A., C.Phil., Ph.D.
Scandinavian M.A.
Scandinavian Languages B.A.
Global Studies Interdepartmental Program
Global Studies B.A.
Health Economics Interdepartmental Program
Health Economics Ph.D.
History Department
History B.A., M.A., C.Phil., Ph.D.
History/Art History Interdepartmental Program
History/Art History B.A.
Individual Field of Concentration
Individual Field of Concentration B.A.
Indo-European Studies Interdepartmental Program
Indo-European Studies C.Phil., Ph.D.

UCLA Majors and Degrees

International Development Studies Interdepartmental Program
    International Development Studies B.A.
Islamic Studies Interdepartmental Program
    Islamic Studies M.A., C.Phil., Ph.D.
Italian Department
    Italian B.A., M.A., C.Phil., Ph.D.
    Italian and Special Fields B.A.
Latin American Studies Interdepartmental Program
    Latin American Studies B.A., M.A.
Linguistics Department
    African Languages B.A.
    Linguistics B.A., M.A., C.Phil., Ph.D.
    Linguistics and Anthropology B.A.
    Linguistics and Asian Languages and Cultures B.A.
    Linguistics and Computer Science B.A.
    Linguistics and English B.A.
    Linguistics and French B.A.
    Linguistics and Italian B.A.
    Linguistics and Philosophy B.A.
    Linguistics and Psychology B.A.
    Linguistics and Scandinavian Languages B.A.
    Linguistics and Spanish B.A.
Mathematics Department
    Applied Mathematics B.S.
    General Mathematics B.S.
    Mathematics B.S., M.A., M.A.T., C.Phil., Ph.D.
    Mathematics/Applied Science B.S.
    Mathematics of Computation B.S.
Mathematics/Atmospheric and Oceanic Sciences Interdepartmental Program
    Mathematics/Atmospheric and Oceanic Sciences B.S.
Mathematics/Economics Interdepartmental Program
    Mathematics/Economics B.S.
Microbiology, Immunology, and Molecular Genetics Department
    Microbiology, Immunology, and Molecular Genetics B.S., M.S., Ph.D.
Middle Eastern and North African Studies Interdepartmental Program
    Middle Eastern and North African Studies B.A.
Molecular Biology Interdepartmental Program
    Molecular Biology Ph.D.
Molecular, Cell, and Developmental Biology Department
    Molecular, Cell, and Developmental Biology B.S., M.A., C.Phil., Ph.D.
    Plant Biotechnology B.S.
Molecular, Cellular, and Integrative Physiology Interdepartmental Program
    Molecular, Cellular, and Integrative Physiology Ph.D.
Musicology Department
    Music History B.A.
    Musicology M.A., C.Phil., Ph.D.

UCLA Majors and Degrees

Near Eastern Languages and Cultures Department
  Ancient Near Eastern Civilizations B.A.
  Arabic B.A.
  Hebrew B.A.
  Iranian Studies B.A.
  Jewish Studies B.A.
  Near Eastern Languages and Cultures M.A., C.Phil., Ph.D.

Neuroscience Interdepartmental Program
  Neuroscience B.S.

Philosophy Department
  Philosophy B.A., M.A., C.Phil., Ph.D.

Physics and Astronomy Department
  Astronomy M.S., M.A.T., Ph.D.
  Astrophysics B.S.
  Biophysics B.S.
  General Physics B.A.
  Physics B.S., M.S., M.A.T., Ph.D.

Physiological Science Department
  Physiological Science B.S., M.S.

Political Science Department
  Political Science B.A., M.A., C.Phil., Ph.D.
  Public Administration M.P.A.

Psychology Department
  Cognitive Science B.S.
  Psychobiology B.S.
  Psychology B.A., M.A., C.Phil., Ph.D.

Romance Linguistics and Literature Interdepartmental Program
  Romance Linguistics and Literature M.A., C.Phil., Ph.D.

Slavic Languages and Literatures Department
  Russian Language and Literature B.A.
  Russian Studies B.A.
  Slavic Languages and Literatures B.A., M.A., C.Phil., Ph.D.

Sociology Department
  Sociology B.A., M.A., C.Phil., Ph.D.

Southeast Asian Studies Interdepartmental Program
  Southeast Asian Studies B.A.

Spanish and Portuguese Department
  Hispanic Languages and Literatures C.Phil., Ph.D.
  Portuguese B.A., M.A.
  Spanish B.A., M.A.
  Spanish and Linguistics B.A.
  Spanish and Portuguese B.A.

Statistics Department
  Statistics B.S., M.S., C.Phil., Ph.D.

Study of Religion Interdepartmental Program
  Study of Religion B.A.

Women's Studies Interdepartmental Program
  Women's Studies B.A., M.A., Ph.D.

UCLA Majors and Degrees

David Geffen School of Medicine

Biological Chemistry Department
Biological Chemistry M.S., Ph.D.

Biomathematics Department
Biomathematics M.S., Ph.D.
Clinical Research M.S.

Biomedical Physics Interdepartmental Program
Biomedical Physics M.S., Ph.D.

Human Genetics Department
Human Genetics M.S., Ph.D.

Medicine Schoolwide Program
Medicine M.D.

Microbiology, Immunology, and Molecular Genetics Department
Microbiology, Immunology, and Molecular Genetics M.S., Ph.D.

Molecular and Medical Pharmacology Department
Molecular and Medical Pharmacology M.S., Ph.D.

Neurobiology Department
Neurobiology M.S., C.Phil., Ph.D.

Neuroscience Interdepartmental Program
Neuroscience Ph.D.

Pathology and Laboratory Medicine Department
Cellular and Molecular Pathology M.S., Ph.D.

Graduate School of Education and Information Studies

Education Department
Education M.A., M.Ed., Ed.D., Ph.D.
Educational Administration Joint Ed.D. with UCI
Special Education Joint Ph.D. with CSULA

Information Studies Department
Information Studies Ph.D.
Library and Information Science M.L.I.S.

Moving Image Archive Studies Interdepartmental Program
Moving Image Archive Studies M.A.

Henry Samueli School of Engineering and Applied Science

Bioengineering Department
Bioengineering B.S.

Biomedical Engineering Interdepartmental Program
Biomedical Engineering M.S., Ph.D.

Chemical and Biomolecular Engineering Department
Chemical Engineering B.S., M.S., Ph.D.

Civil and Environmental Engineering Department
Civil Engineering B.S., M.S., Ph.D.

Computer Science Department
Computer Science B.S., M.S., Ph.D.
Computer Science and Engineering B.S.

Electrical Engineering Department
Electrical Engineering B.S., M.S., Ph.D.

Engineering Schoolwide Programs
Engineering M.Engr., Engr.

Materials Science and Engineering
Materials Engineering B.S.
Materials Science and Engineering M.S., Ph.D.

UCLA Majors and Degrees

Mechanical and Aerospace Engineering Department
Aerospace Engineering B.S., M.S., Ph.D.
Manufacturing Engineering M.S.
Mechanical Engineering B.S., M.S., Ph.D.

John E. Anderson Graduate School of Management

Management Department
Management M.B.A., M.F.E., M.S., C.Phil., Ph.D.

School of the Arts and Architecture

Architecture and Urban Design Department
Architecture M.Arch. I, M.Arch. II, M.A., Ph.D.

Art Department
Art B.A., M.A., M.F.A.

Design | Media Arts Department
Design | Media Arts B.A., M.A., M.F.A.

Ethnomusicology Department
Ethnomusicology B.A., M.A., C.Phil., Ph.D.

Music Department
Music B.A., M.A., M.M., D.M.A., C.Phil., Ph.D.

World Arts and Cultures Department
Culture and Performance M.A., Ph.D.
Dance M.F.A.
World Arts and Cultures B.A.

School of Dentistry

Dentistry Department
Dental Surgery D.D.S

Oral Biology Section
Oral Biology M.S., Ph.D.

School of Law

Law Department
Law LL.M., J.D., S.J.D.

School of Nursing

Nursing Department
Nursing B.S., M.S.N., Ph.D.

School of Public Affairs

Public Policy Department
Public Policy M.P.P.

Social Welfare Department
Social Welfare M.S.W., Ph.D.

Urban Planning Department
Urban Planning M.A., Ph.D.

School of Public Health

Biostatistics Department
Biostatistics M.S., Ph.D.

Community Health Sciences Department
Public Health M.S., Ph.D.

Environmental Health Sciences Department
Environmental Health Sciences M.S., Ph.D.

Environmental Science and Engineering Interdepartmental Program
Environmental Science and Engineering D.Env.

UCLA Majors and Degrees

Epidemiology Department

Epidemiology M.S., Ph.D.

Health Economics Interdepartmental Program

Health Economics Ph.D.

Health Services Department

Health Services M.S., Ph.D.

Molecular Toxicology Interdepartmental Program

Molecular Toxicology Ph.D.

Public Health Schoolwide Programs

Preventive Medicine and Public Health M.S.

Public Health M.P.H., Dr.P.H.

School of Theater, Film, and Television

Film, Television, and Digital Media Department

Film and Television B.A., M.A., M.F.A., C.Phil., Ph.D.

Moving Image Archive Studies Interdepartmental Program

Moving Image Archive Studies M.A.

Theater Department

Theater B.A., M.A., M.F.A., C.Phil., Ph.D.