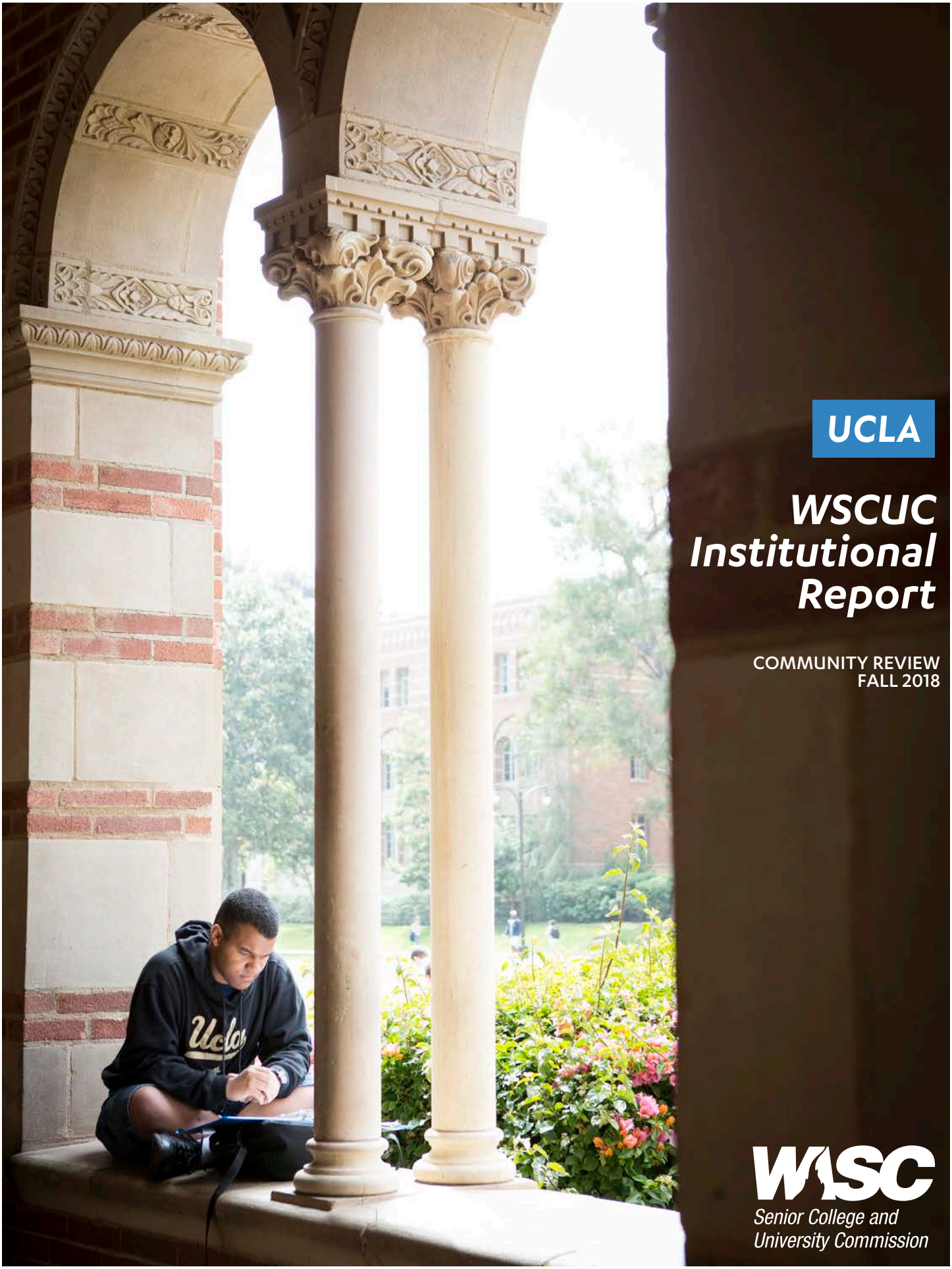

UCLA

WSCUC Institutional Report

COMMUNITY REVIEW
FALL 2018

WSCUC
Senior College and University Commission

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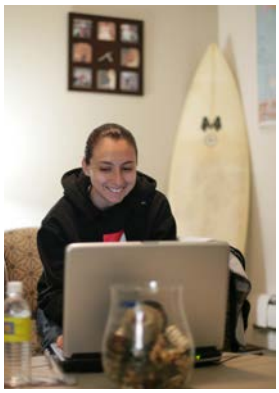


1 INTRODUCTION TO THE INSTITUTIONAL REPORT: INSTITUTIONAL CONTEXT; RESPONSE TO PREVIOUS COMMISSION ACTIONS

This Institutional Report coincides with UCLA's Centennial (2019), celebrates what the campus has accomplished over the last century, and looks ahead at new challenges and opportunities. The University of California, Los Angeles (UCLA) was founded in 1919 as the Southern Branch campus of the University of California. At that time, the campus was small, offered two-year programs, and stood near the southern end of Hollywood. We welcomed 260 junior-college undergraduates and over 1,000 students in the Teacher Training Program. Today, in the Westwood area of Los Angeles, UCLA is the largest campus of the University of California (UC) system by enrollment. In *Fall 2017*, over 31,000 undergraduates, 6,300 master's students, 4,700 doctoral students, and 2,000 students seeking doctorates of professional practice attended UCLA.

The 419-acre campus of UCLA houses the 12 professional Schools and the College of Letters and Science (the College). The College is comprised of the International Institute and the Divisions of Humanities, Life Sciences, Physical Sciences, and Social Sciences. UCLA's 12 professional Schools are: the School of Arts and Architecture; the School of Dentistry; the Graduate School of Education and Information Studies; the Henry Samueli School of Engineering and Applied Science; the School of Law; the John E. Anderson School of Management; the David Geffen School of Medicine; the Herb Alpert School of Music; the School of Nursing; the Meyer and Renee Luskin School of Public Affairs; the Jonathan and Karin Fielding School of Public Health; and the School of Theatre, Film, and Television. On the main campus in Westwood are the UCLA Ronald Reagan and UCLA Mattel Children's hospitals. In total, UCLA offers 134 undergraduate degree programs and 121 graduate degree programs.

UCLA was first *accredited by WSCUC* in 1949. The WSCUC

UCLA ENROLLMENT, FALL 2017	Undergraduate Level		Graduate Level		Total	
	Count	Percent	Count	Percent	Count	Percent
College of Letters and Science: General	148	0.5%			148	0.3%
College of Letters and Science: Humanities	2,548	8.2%	497	3.8%	3,045	6.9%
College of Letters and Science: International Institute	528	1.7%	33	0.2%	561	1.3%
College of Letters and Science: Life Sciences	9,193	29.7%	576	4.4%	9,769	22.2%
College of Letters and Science: Physical Sciences	4,495	14.5%	923	7.1%	5,418	12.3%
College of Letters and Science: Social Sciences	9,013	29.1%	801	6.1%	9,814	22.3%
Graduate School of Education and Information Studies			839	6.4%	839	1.9%
Henry Samueli School of Engineering and Applied Science	3,619	11.7%	2,260	17.3%	5,878	13.4%
Herb Alpert School of Music	296	1.0%	142	1.1%	437	1.0%
John E. Anderson Graduate School of Management			2,261	17.4%	2,261	5.1%
Meyer and Renee Luskin School of Public Affairs			533	4.1%	533	1.2%
School of Law			1,151	8.8%	1,151	2.6%
School of the Arts and Architecture	616	2.0%	297	2.3%	913	2.1%
School of Theater, Film, and Television	360	1.2%	367	2.8%	727	1.7%
David Geffen School of Medicine			916	7.0%	916	2.1%
Jonathan and Karin Fielding School of Public Health			591	4.5%	591	1.3%
School of Dentistry			427	3.3%	427	1.0%
School of Nursing	189	0.6%	415	3.2%	604	1.4%
Grand Total	**31,002**	**100.0%**	**13,025**	**100.0%**	**44,027**	**100.0%**

Source: Student Affairs Information and Research Office; Division of Undergraduate Education

Commission last reaffirmed our accreditation in June 2010 for ten years, and UCLA participated in the extended pilot of the Mid-Cycle Review in 2015. Changes to a small portion of our institutional offerings during this period relate to the introduction of distance learning and international dual degree programs. Following the successful launch of our Master of Science in Engineering Online degree in 2006, the program expanded to add 10 separate major degree programs within the Henry Samueli School of Engineering and Applied Science by 2015. In Spring 2018 UCLA's anticipated dual degree program with Peking University, the Master of Financial Engineering – Asia Pacific, was reviewed and approved through WSCUC's expedited Substantive Change review. That program continues its path through UCLA's degree program establishment process.

Since UCLA's most recent comprehensive review, major accomplishments include: the *establishment* of the *Herb Alpert School of Music* in January 2016, which created the first music school in the UC system; the *Centennial Campaign*, with its achievement of raising $4.2 billion to secure UCLA as a center for higher education, innovative teaching, groundbreaking research, and dedicated service advancing the public good; the introduction of two *Grand Challenges*; the creation of new

THE UCLA GRAND CHALLENGES

The UCLA Grand Challenges are large, collaborative, and transformative efforts that connect hundreds of faculty, students, community members, and leading experts across every field to solve society's toughest problems. The first Grand Challenge, Sustainable LA (launched in 2013), has the goal of achieving sustainability in energy and water while enhancing ecosystem health in Los Angeles County by 2050. The second, the Depression Grand Challenge (launched in 2015), focuses on understanding, preventing, and treating this tremendous health problem. An innovative new mental health screening and treatment program for all incoming UCLA students has been implemented as part of this endeavor, consistent with UCLA's commitment to integrate research and practice in support of student learning and wellness.

leadership roles including the *Vice Chancellor for Equity, Diversity and Inclusion*, *Vice Provost for Enrollment Management*, and *Special Advisor on Immigration Policy*; realignment of University Communications to report directly to the Chancellor as the *Office of Strategic Communications*; major *Capital Programs* such as the expansion of teaching and lab spaces and upgrades to student housing; success initiatives such as the *Veterans Initiative* and *Healthy Campus Initiative*; recognition from the Carnegie Foundation for the Advancement of Teaching as a recipient of its *2015 Community Engagement Classification*; and an annual *Volunteer Day* that mobilizes thousands of students to engage in community service across Los Angeles County. These developments demonstrate UCLA's commitment to education, research, and the public good during periods of significant *enrollment growth* and state *disinvestment* in the UC system. The campus continues to attract top *faculty* and *students* to generate knowledge and to confront the challenging issues of our time.

Beginning in 2015, academic and administrative leaders met to identify strategic themes for guiding the campus into our second century. These ideas were refined and developed into five key themes to inform UCLA's *Strategic Plan*, and task forces met through 2016-17, to offer their insights and to submit recommendations for campus review in 2017-18. Campus strategic planning outcomes are described at greater length in Component 7. Following a parallel planning process, a *WSCUC Steering Committee* was *appointed* by the Executive Vice Chancellor and Provost (EVC/Provost) to lead the campus efforts in developing this Institutional Report. The Committee *met* during 2017-18 to draft the report and submitted the document in Fall 2018 to committees and councils of the *Academic Senate*, the *Deans' Council*, the *Undergraduate Student Association Council*, the *Graduate Student Association*, the *UCLA Alumni Association*, the *UCLA Foundation*, the *Parents' Council*, and the general campus community to obtain their feedback. UCLA elected not to explore an optional institution-specific theme in Component 8 of this report.

RESPONSE TO THE 2010 WSCUC REPORT RECOMMENDATIONS

In 2010, *the Commission encouraged UCLA* to make progress in two areas before this review: (1) the assessment of learning outcomes and (2) continued progress in implementing UCLA's commitment to diversity.

Response: Assessment of Learning Outcomes

The Commission wrote:

The University has made significant progress in developing its capstone initiative, and in embedding assessment in other programs throughout the undergraduate curriculum. This progress is recent, however, especially the assessment of the capstone and program learning outcomes, which the faculty have identified for each program. The Commission urges that these efforts be sustained and expanded into graduate programs, and that assessment data (qualitative and quantitative) be used to improve program effectiveness and student learning. The team further recommends, and the Commission concurs, that there would be value in students being brought into the discussion about student learning outcomes and assessment.

Following the 2010 Commission action, continued progress has been made in the assessment of program *learning outcomes* for undergraduate degree programs. Sixty-one of UCLA's 134 undergraduate majors have been certified as *Capstone Majors* under the Capstone Initiative, with an additional five offering a capstone experience to at least 60% of their majors. As part of their *Self-Review Report* for the *Academic Senate Program Review*, undergraduate programs are also expected to document evidence of student learning by communicating efforts made to evaluate achievement of learning outcomes, summarizing key findings, and describing changes implemented in the program as a result of the evaluation efforts.

Progress has also been made at the graduate level. The Graduate Division has standardized the descriptions of program requirements for all academic graduate degrees, and changes to Senate Regulations (*SR 510*) in 2015 clarified the capstone requirements for all master's degrees. These modifications have enabled the campus to draft statements about learning objectives in graduate programs for the consideration of academic departments and the Academic Senate in 2018-19. UCLA's program learning objectives and corresponding assessment plans have been articulated in the Inventory of Educational Effectiveness Indicators (IEEI), which is among this report's appendices.

Students have been included in the discussion of undergraduate learning outcomes and assessment in several ways:

- At the *Learning Outcomes Student Forum*, the Division of Undergraduate Education (DUE) asked students to consider the learning outcomes for their majors and whether these outcomes were being met during their education. The discussion prompted the development of a *collaboration site* to connect students to services on campus that engage in best practices to enhance student learning and to assist

their academic exploration. ***Findings*** were shared at the WSCUC Academic Resource Conference in 2018.

- Graduating seniors in the Department of Statistics served as consultants in the study of key factors that impact student success and educational effectiveness. Students enrolled in the capstone course for the Statistics major worked in small groups to analyze a randomized sample of anonymous data describing UCLA undergraduate degree completers and their studies on campus. The students answered specific research questions to which they were assigned, and provided both written reports and oral presentations on their findings (shared in Component 5).

- As part of a campuswide effort to ***validate curriculum maps*** for all undergraduate programs, upper division students in many majors are associating their learning in required major courses with their program's learning outcomes. At the end of the three-year cycle of review, faculty and students will have studied the contributions of specific courses toward the attainment of program outcomes.

- The Student Affairs Information and Research Office (SAIRO) oversees the ***Undergraduate Research Partnership Initiative*** (URPI). The program's student interns gain valuable research experience by contributing analysis to campus assessment studies. The assessment skills that they develop make them marketable and highly competitive for both graduate school and professional careers after college. The involvement of students in the quality improvement processes in Student Affairs has proven invaluable to both the undergraduate participants and the campus efforts to evaluate co-curricular program success.

Response: Continued Progress in Implementing UCLA's Commitment to Diversity

The Commission wrote:

The University has distinguished itself in its longstanding commitment to diversity and it has developed a strategic plan for maintaining this commitment to diversity. The Commission urges that implementation of this strategic plan must continue as a priority and that progress in achieving its objectives be monitored.

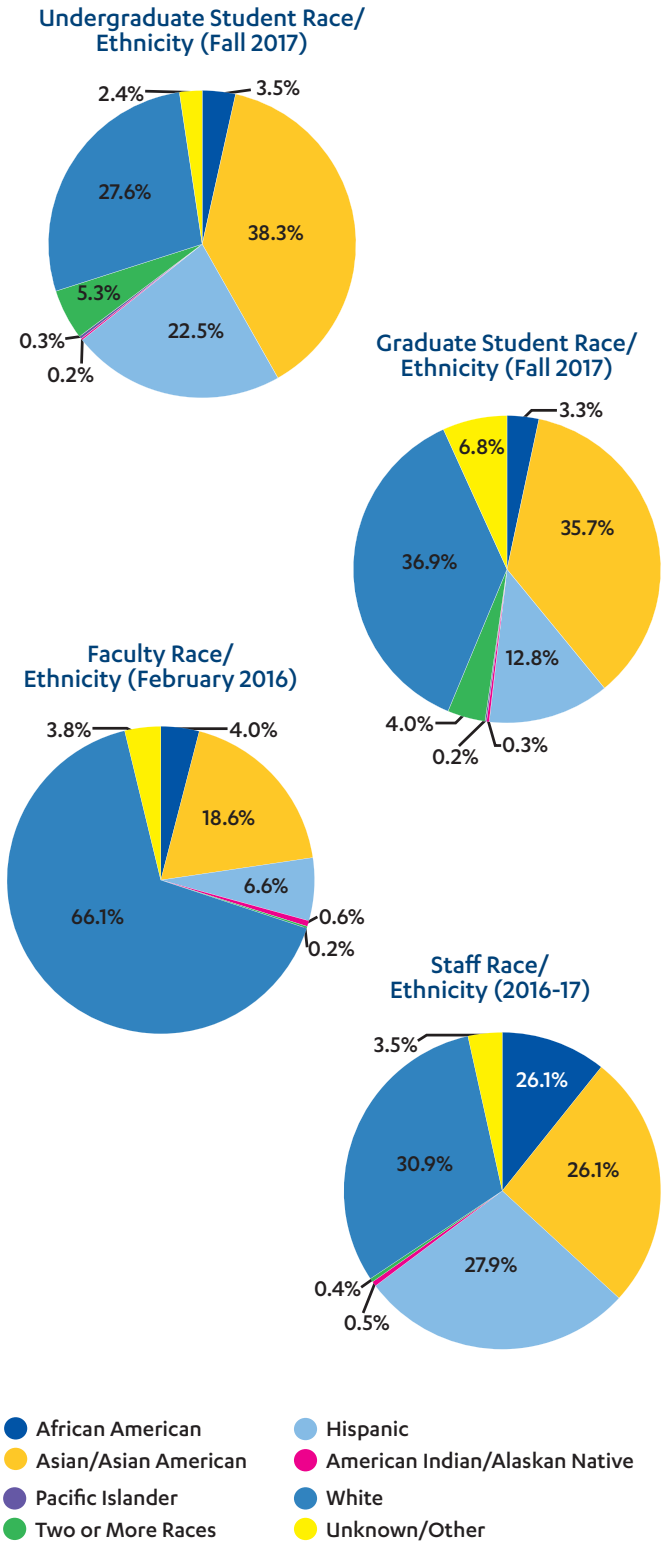
In 2012, following several high-profile incidents of racial and ethnic bias and discrimination at UCLA, a group of faculty approached the Chancellor and EVC/Provost with concerns about perceived racial bias, discrimination, and intolerance at the university. In response, the Chancellor authorized the EVC/Provost to appoint an independent review team to conduct an assessment and to present recommendations that address the stated concerns. The ensuing ***Moreno Report*** (issued in 2013) offered a sobering account of widespread faculty perceptions concerning the "deteriorated" racial climate at UCLA and the lack of adequate policies and procedures to respond to incidents of racial bias and discrimination. The Moreno Report included three top-line recommendations: (1) enhance and standardize investigation procedures; (2) implement anti-bias training programs; and (3) create a single Discrimination Officer.

In the years since the Moreno Report, UCLA has adopted and transcended these recommendations. In the fall of 2014, UCLA appointed two Discrimination Prevention Officers and established the ***Discrimination Prevention Office*** (DPO). Subsequently, in July 2015 UCLA created the ***Office of Equity, Diversity and Inclusion*** (EDI) and named an inaugural ***Vice Chancellor*** following a nationwide search. EDI is now comprised of three separate units: DPO, the Title IX Office, and BruinX. DPO and the ***Title IX Office*** are independent and impartial investigation and compliance units that have been at the front lines of UCLA's efforts to establish ***standard investigation procedures***, to increase ***anti-discrimination training***, and to bring UCLA into compliance with ***policy and procedure requirements*** adopted by the University of California Office of the President. DPO investigates complaints of discrimination, harassment, and bias brought by students, staff, and faculty against faculty members. The ***Staff Diversity & Compliance Office*** (part of Campus Human Resources) handles complaints against staff, and the ***Office of the Dean of Students*** handles complaints against students. All complaints against students, staff, or faculty concerning sexual harassment, sexual assault, or gender discrimination are handled by the ***Title IX Coordinator and Sexual Harassment Prevention Officer***. The Vice Chancellor of EDI has worked closely with Campus Human Resources and Student Affairs to ensure that the principles of EDI are applied equally across the campus populations of faculty, students, and staff, and that all individuals have recourse to remedies for discrimination and bias.

BruinX functions as EDI's research and development wing. This multidisciplinary team embodies UCLA's commitment to infuse traditional "diversity" work with a new evidence-based paradigm that privileges research, diagnosis, intervention, and fast iteration. In less than three years, this team has developed a notable portfolio. BruinX has developed interactive data *dashboards* that contain demographic information about UCLA's students, staff, faculty, and senior leadership. These dashboards, along with *other public-facing documents* and resources on *EDI's information clearinghouse*, promote institutional transparency and accountability, and have begun to inform strategic planning at the decanal level. BruinX has also instituted new training and workshops at UCLA covering topics such as implicit bias, confronting bias, and inclusive pedagogy. As of May 2018, BruinX and other EDI units had delivered more than 80 training sessions (including the *DPO Senior Leadership Briefing*) and workshops to more than 2,500 total participants. The *Faculty Search Briefing* is a prominent example. This briefing utilizes a flipped classroom approach – including the BruinX *Implicit Bias Video Series* (with more than 93,000 YouTube views as of July 2018) – and complements the archive of *search committee resources* that BruinX has cultivated. BruinX is also pursuing several evidence-based research projects and interventions. One class of interventions, versions of which have been administered to over 1,500 students, are empirically anchored to social science literature concerning the social and academic benefits associated with a student's positive sense of belonging. Moreover, to gain a more comprehensive and textured account of student well-being, BruinX has piloted a beta-version of the *BruinXperience Mobile App*, a mobile application that BruinX will deploy to collect longitudinal experiential climate data. The live version of the app will launch in Fall 2018.

UCLA has taken additional steps to build out our anti-discrimination infrastructure. Such steps include establishing the council of *Equity Advisors* and the *Student Advisory Board*, both of which function as liaisons between the campus community and EDI. UCLA has also publicly codified new *policies* and *procedures* to standardize investigations across campus units. These efforts have been supplemented by university programs designed to promote a more equal learning and working environment for all. Select examples include the *Every/One* campaign, *CrossCheck Live* and the CrossCheck *blog*, and other *BruinX initiatives*. EDI has also been a principal backer of the *Bruin Excellence & Student Transformation (BEST) Grant Program* and instituted a *process for internal funding requests* that has distributed roughly $200,000 in funds to over *100 student, staff, and faculty-led programs* that support EDI's mission to build equity for all.

RACE/ETHNICITY OF CAMPUS POPULATIONS



NOTE: Populations graphed include domestic and international groups combined.

Source: Student Affairs Information and Research Office; Equity, Diversity & Inclusion

2 COMPLIANCE WITH STANDARDS: REVIEW UNDER THE WSCUC STANDARDS AND COMPLIANCE WITH FEDERAL REQUIREMENTS; INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

As noted in Component 1, a ***Steering Committee*** was appointed to lead UCLA's WSCUC reaffirmation of accreditation self-review. The Committee appointed a workgroup from among its members to consider evidence relevant to each of the Criteria for Review (CFR). The workgroup began by identifying documents, policies, and examples that demonstrated our compliance with each of the CFRs. This ***collection of evidence*** guided the completion of the Review under the WSCUC Standards worksheet and informed the discussion to determine the self-review ratings. What follows is an assessment of our strengths and areas of growth for each of the Standards. Detailed evidence documenting compliance with each CFR is provided in the Standards and Criteria for Review appendix.

STANDARD ONE: DEFINING INSTITUTIONAL PURPOSES AND ENSURING EDUCATIONAL OBJECTIVES

Central to our ***mission***, values, and ***principles of community***, the campus prioritizes our contribution to the public good and strives to create an inclusive environment for our students and scholars. (CFRs 1.1 and 1.4) All ***policies*** are published and embody the best practices of integrity and transparency. (CFRs 1.3, 1.4, and 1.7) UCLA's robust and long-standing system of ***shared governance*** demonstrates how the campus embraces the broad participation, responsibilities, and accountability of the faculty and administration in fulfilling our mission and our collective pursuit of ***academic freedom***. (CFR 1.3)

UCLA's *statistical reporting* summarizes student degree completion outcomes, such as retention, graduation, and time to degree. The undergraduate *graduation rates*, which are calculated according to IPEDS methodology, describe undergraduate cohorts entering UCLA directly from high school, with their elapsed time to degree used to determine the cohort's completion percentages at the required intervals. Transfer graduation rates are similarly calculated, using elapsed time, as are the graduation rates for graduate programs. With two options available for calculating time to degree, however – elapsed time or count of terms registered during that elapsed period of time – UCLA must clearly articulate which statistic is used, in which contexts, and what this choice suggests about student success, to ensure this information is entirely understood by all audiences. (CFRs 1.2 and 1.6)

Frosh Entrants – Fall 2011 Entering Cohort

Terms to Completion	Percent of Cohort	
7 or fewer	0.1%	
8	0.3%	
9	2.8%	
10	2.7%	
11	6.6%	
12	62.1%	74.6% Four-year graduation rate
13	6.1%	
14	2.6%	
15	5.7%	89.0% Five-year graduation rate
16	0.4%	
17	0.3%	
18	1.1%	90.9% Six-year graduation rate
After more than 18	0.5%	
Enrolled after more than 18	0.6%	
No Degree	8.0%	Non-completers
	100%	

Transfer Entrants – Fall 2013 Entering Cohort

Terms to Completion	Percent of Cohort	
4 or fewer	1.9%	
5	5.7%	
6	58.3%	66.0% Two-year graduation rate
7	8.7%	
8	4.3%	
9	9.8%	88.7% Three-year graduation rate
10	1.0%	
11	0.5%	
12	1.2%	91.4% Four-year graduation rate
After more than 12	0.6%	
Enrolled after more than 12	0.8%	
No Degree	7.3%	Non-completers
	100%	

Of all students earning a bachelor's degree in 2016-17 (trailing summer):

Frosh entrants took, on average, 12.3 regular session elapsed terms to complete, and they registered for 11.9 of those terms, on average.

Transfer entrants took, on average, 7.0 regular session elapsed terms to complete, and they registered for 6.5 of those terms, on average.

Source: Office of Academic Planning and Budget

For all our accomplishments related to this Standard, UCLA dedicates effort to continuous improvement. For example, the recent publication of UCLA's *undergraduate program learning outcomes* in the General Catalog 2018-19 allows for a broader audience to access this information. Future plans include publishing curriculum maps that associate program learning outcomes to the courses required for undergraduate degree completion. (CFRs 1.2 and 1.6)

The campus devotes considerable attention and *resources* in response to the increasing diversity in society; however, that effort must persist with mounting vigor, given changes in our country's climate toward diverse populations. Investing in a *Special Advisor on Immigration Policy* for our campus demonstrates the seriousness of our leadership's commitment to remain ahead of adverse conditions that may arise for members of our campus community. While the diversity of our student population has yet to attain proportional representation of our state's demographics, with each admissions cycle attention renews toward our goals of inclusivity and equity. (CFR 1.4)

STANDARD TWO: ACHIEVING EDUCATIONAL OBJECTIVES THROUGH CORE FUNCTIONS

The systemwide *Compendium* establishes a peer review process for creating and modifying academic degree programs, academic units (departments and schools), and Organized Research Units. The Compendium articulates the delegation and distribution of faculty and administrative powers on the individual campuses as well as systemwide, not only to assure uniform standards but also to promote coordination and synergy. The UC system is committed to *Academic Freedom*, and the Regents have explicitly *delegated authority* of course and curricula development to the Academic Senate. (CFR 2.2)

As elaborated in Component 6, once programs have been established, UCLA engages in a robust system of review that includes an evaluation of the following: student achievements; efforts to foster diversity, equity, and inclusion for faculty, staff, and students; effectiveness of teaching and mentoring; academic support services; and the overall quality of the program. (CFRs 2.2 and 2.7) Strong and effective collaborations across campus in the area of learning outcomes assessment connect pedagogy improvement experts with faculty teaching in our academic programs, which is documented in Component 4. The campus has invested in articulating *learning outcomes* at both the *course* and *program* level. Course learning

outcomes are required for all new or revised courses, and an initiative in the Strategic Planning process proposes that the appearance of course learning outcomes be confirmed on every syllabus for ongoing courses. (CFR 2.3)

With learning outcomes articulated for all undergraduate programs, efforts are underway to translate graduate program requirements into learning objective statements. (CFRs 2.2b and 2.3) Progress is also being made to support faculty in assessment efforts. (CFR 2.4) The campus recognizes that greater consistency is needed in the reporting of assessment activities during the Senate program review process. For example, while the core competencies have been *aligned* to program learning outcomes, not all core competencies have been evaluated through the direct assessment of capstone projects. (CFRs 2.2a, 2.6, and 2.7) Additional discussion of the campus assessment infrastructure improvement occurs in Component 4 and Component 9.

STANDARD THREE: DEVELOPING AND APPLYING RESOURCES AND ORGANIZATIONAL STRUCTURES TO ENSURE QUALITY AND SUSTAINABILITY

As a result of the fiscal crisis of 2008, the state has *disinvested* in higher education and has restrained growth in tuition. Despite the resulting uncertainties regarding revenues, UCLA has greatly *expanded undergraduate enrollment*, which has strained campus resources. Through this process, the *leadership* has worked to sustain the overall quality of research, teaching, and learning at UCLA.

CREATING A COMPLETE LEARNING ENVIRONMENT

UCLA's transition from a commuter to a residential campus is coming to fruition after roughly forty years of planning and investment. The result has been to create a complete learning environment that includes residential life as well as campus and classroom life. We have invested heavily in providing spaces for classes and for study in the residence halls, and the new facilities will include impressive maker spaces as well. UCLA is committed to developing adequate and varied study spaces across the campus, recognizing that students cannot always get back to the residence halls during the day. In addition, significant resources are being devoted to renovating classrooms and, it is hoped, developing new ones. The UCLA Library is undertaking a systematic study of all the library spaces on campus with the aim of improving facilities available to students as well as rationalizing the use of library space.

UCLA LIBRARY

The UCLA Library creates a vibrant nexus of ideas, collections, expertise, and spaces in which users illuminate solutions for local and global challenges. The Library constantly evolves to advance UCLA's research, education, and public service mission by empowering and inspiring communities of scholars and learners to discover, access, create, share, and preserve knowledge.

COLLECTIONS:

- 14.5 million print and electronic titles
- 416 languages in collections
- 1 million items circulated
- 10.2 million articles downloaded

FACILITIES:

- 11 libraries across campus
- 2.7 million visitors
- 24 million virtual visitors

IN-CLASS OR IN-LIBRARY INSTRUCTIONAL SESSIONS:

- 1,760 sessions held
- 27,118 number of students reached

RESEARCH SERVICES:

- 44,780 people helped through in-person and online research and reference assistance
  (Figures from ARL fiscal year 2016-17 report.)

AFFORDABLE COURSE MATERIALS INITIATIVE, 2017-18:

- $14,456 spent by the Library
- $354,240 saved by students
- 196 participating courses
- 2,892 students in participating courses
- $108 in average savings per student in participating courses

CENTER FOR PRIMARY RESEARCH AND TRAINING, 2004-18:

- 215 participants
- 63 academic departments represented
- 396 collections made accessible

OPEN ACCESS ACCOMPLISHMENTS:

- *Open Scholarship and Collections Policy* "promotes the open and broadest dissemination of scholarship"
- *30 UCLA open-access journals* and *27,218 UCLA-authored research articles* on *eScholarship* receiving 11.5 million views
- 10 UCLA-authored open monographs published with Library support
- 507,000 digitized UCLA-held titles publicly available
- 2.7 million total UCLA digitized non-book items publicly available

The campus has made strategic investments in human, *physical*, *fiscal*, *technological*, and *information* resources. A review of research infrastructure across the campus has accompanied the development of a campuswide program for developing research grants. The creation of the *UCLA Technology Development Group* (TDG) allows the campus to capitalize on our intellectual property. Undergraduate education has benefited from the enhancement of classrooms and study spaces, as well as the realization of UCLA's transition from a commuter to a residential campus. Investment in information technology has included upgraded cybersecurity, a new faculty dossier and *academic personnel system* (OPUS), and the planned replacement of the *financial* and the student information systems. To capitalize on efficiencies and productivity that can be found across the enterprise, we have created the *Business Transformation Office*. (CFRs 3.5, 3.7, 3.9, and 3.10)

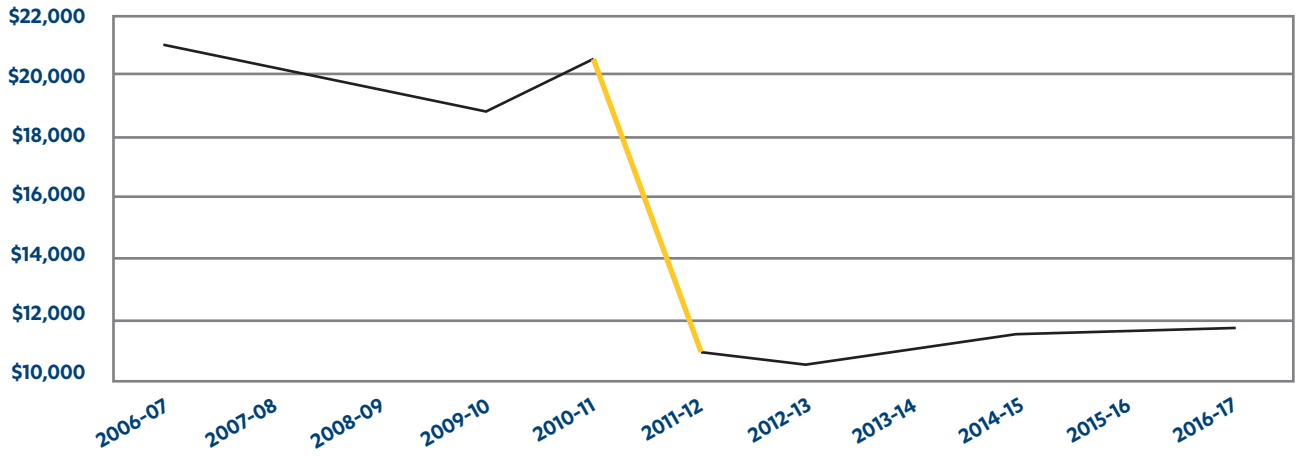
These accomplishments have necessitated the innovative cost-saving and revenue-generating efforts described in Component 7. (CFR 3.4) Other successes include development opportunities for *faculty*, including the *implicit bias training* (implemented for search committees), *new faculty orientations*, and additional *guidance* on navigating the faculty advancement review process. For staff, *training and development opportunities* exist at all levels including: *staff enrichment programs*, *professional development programs*, and *management enrichment programs*. (CFR 3.3)

Areas of exploration and growth related to this Standard include a renewed focus on developing the course evaluation process to incorporate best practices, such as emphases on student learning and faculty adoption of evidence-based pedagogy. Pilot tests of new course evaluation instruments are underway, and the campus conversation is expanding. A recent campus *symposium*, attended by faculty, students, and administrators, focused on the advancement of teaching evaluation at UCLA as well as what has succeeded at peer institutions. (CFRs 3.2 and 3.3) Considerable challenges arise while the campus educates an ever-increasing number of students without comparable growth in our permanent faculty, who are frequently drawn into service activity, which includes assessment. UCLA strives to continue our gains in the *diversity of our faculty ranks*. (CFR 3.1)

STANDARD FOUR: CREATING AN ORGANIZATION COMMITTED TO QUALITY ASSURANCE, INSTITUTIONAL LEARNING, AND IMPROVEMENT

The campus manages multiple quality assurance processes, for example: (1) the Academic Senate *program review*, which examines undergraduate and graduate programs, including both degree-granting and non-degree granting units of the university; (2) the Student Affairs division's *review* of its units to make certain

DECLINING STATE FUNDING PER STUDENT FTE



Assumptions

- General Campus FTE based on instruction-based student FTE (capped)
- Health Science unweighted FTE based on three-quarter average unduplicated major headcount
- Includes Interns and Residents

Source: Office of Academic Planning and Budget

that programmatic goals are met; (3) the *review* conducted by the Office of Interdisciplinary and Cross-Campus Affairs of all Organized Research Units. (CFR 4.1) The campus institutional research (IR) function is also undergoing self-review. Component 6 describes the network of institutional research offices and the self-review process. UCLA's institutional research effort, which is conducted by expert IR professionals positioned throughout the campus, supplies data and analysis to support decision making at all organizational levels and demonstrates extensive collaboration among each office. (CFR 4.2)

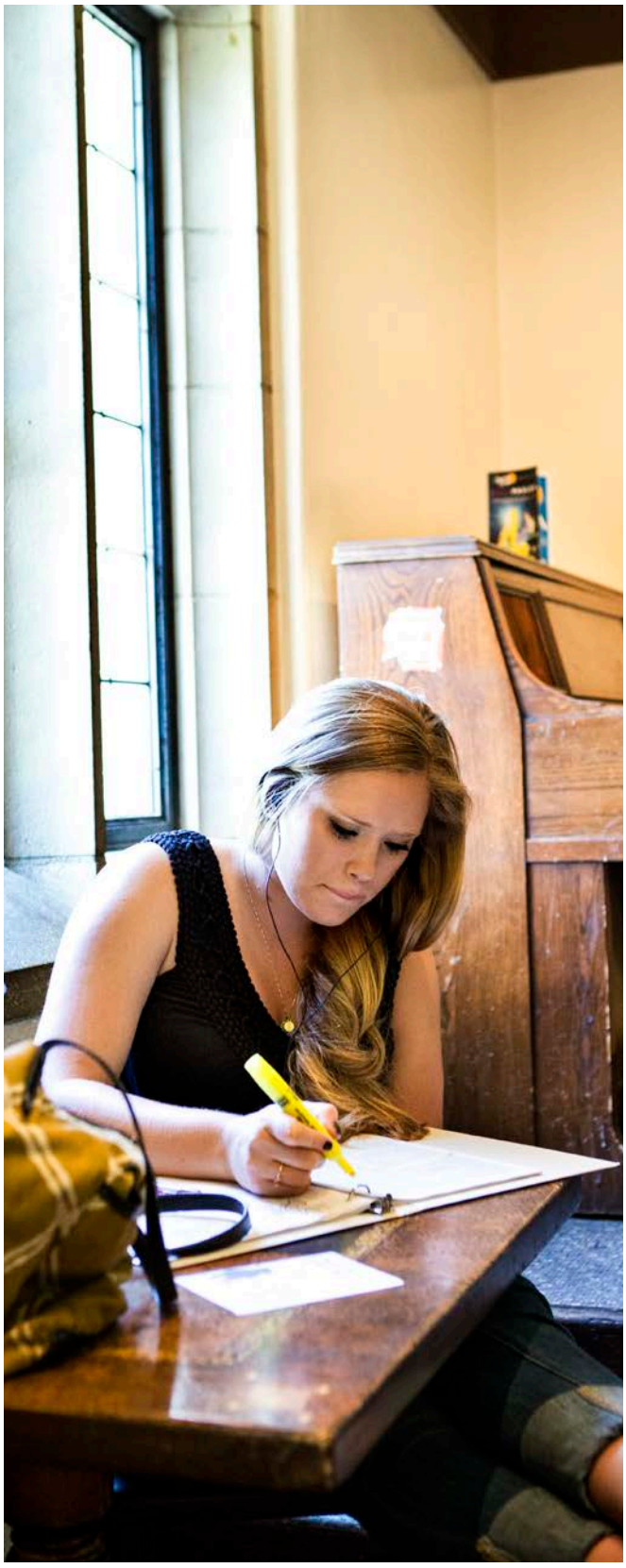
STRATEGIC PLANNING

The campus is currently engaged in a *Strategic Planning process*, which couples self-review and reflection with UCLA's response to the changing environment for higher education. Elaboration on this effort is found in Component 7, with attention to the plan's development, its aspirations, and its five themes:

1. **EDUCATION INNOVATION**
2. **RESEARCH INNOVATION**
3. **CIVIC ENGAGEMENT/ COMMUNITY IMPACT**
4. **GLOBAL OUTREACH**
5. **INSTITUTIONAL EFFECTIVENESS**

(CFRs 4.6 and 4.7)

UCLA's commitment to advancing the learning outcomes assessment operation is discussed at greater length in Component 4. The campus intends to gain consistency among assessment activities reported in academic program reviews and aims support broad participation of all categories of faculty in the continuous improvement of academic programs. (CFRs 4.3 and 4.4) External perspectives are currently sought to provide insight regarding the connections between learning in academic disciplines and our students' careers, which may occur outside academia. Conversations prompted within UCLA's numerous boards of visitors and advisors will serve the campus progress toward that end. (CFR 4.5)



3 DEGREE PROGRAMS: MEANING, QUALITY, AND INTEGRITY OF DEGREES

INTRODUCTION

Learning and teaching at UCLA are guided by the belief that students and faculty belong to a community of scholars. We are dedicated to providing undergraduate students with foundational understanding of a broad range of disciplines through general education, followed by in-depth study in their chosen fields of knowledge. We engage together in discovering knowledge and advancing practice, and we believe that learning occurs not only in the classroom but also through engagement in campus life and in communities and organizations beyond the university. We also endeavor to support the health and well-being of all members of our campus community as essential to learning. Ultimately, as reflected in our university's *mission* statement, "UCLA endeavors to integrate education, research, and service so that each enriches and extends the other." Component 3 addresses UCLA's efforts at the undergraduate and graduate levels to **Engage Students in Meaningful Pursuits** that are both curricular and co-curricular (meaning), **Ensure Coherence** (quality), and **Maintain Appropriate Performance Standards** (integrity). Distinctive experiences characterize a UCLA education, and an overarching framework of processes ensures the quality and integrity of academic and co-curricular programming, including reflection on accomplishments and challenges.

ENGAGE STUDENTS IN MEANINGFUL PURSUITS

The breadth and depth of the academic curricula at UCLA are exceptional, encompassing more than 250 degree programs.

Sustained excellence and renewal are supported by our robust system of ***shared governance*** through which programs are approved and reviewed. Students pursue meaningful degree pathways through the integration of education, research, and service. Opportunities for students to enrich their UCLA educational experience and prepare for life after college are abundant. Here, we offer a few illustrative examples.

Interdisciplinary Education

UCLA's faculty create world-class multidisciplinary and interdisciplinary programs that require, and benefit from, cooperation across traditional disciplinary boundaries. The curriculum is rich with crosscutting educational programs that serve undergraduates and graduates, including 31 interdepartmental degree program (IDP) majors, 79 minors, and 35 concurrent and articulated pairs of degree programs. In 2017-18, 1,056 courses offered were multi-listed in two or more departments. Interdisciplinary education lies at the heart of UCLA's College Honors Program. Through its unique Collegium offerings, the program mounts more than 60 interdisciplinary courses each year that are open to all UCLA undergraduates.

UCLA introduces students to interdisciplinary approaches to learning and problem solving as soon as they embark on their undergraduate careers. UCLA's ***General Education*** courses emphasize foundational learning centered on Arts and Humanities, Society and Culture, and Scientific Inquiry. Classes are designed to help students acquire skills that are essential to university-level learning, including the WSCUC Core Competencies (critical thinking, information literacy, written and oral communication, and quantitative reasoning). The ***UCLA Cluster Program*** provides General Education options that allow for greater depth and immersion than traditional lower division lecture courses. The year-long, collaboratively taught Cluster courses offer first-year students a foundational experience that helps them: (a) grasp complex interdisciplinary material and understand the contributions of distinct disciplinary perspectives; (b) strengthen academic competencies including critical thinking, problem solving, information literacy, rhetorical effectiveness, and creative expression; and (c) participate, under the mentorship of distinguished faculty in a community that encompasses in-class and out-of-class learning experiences. For the past ***20 years***, the UCLA Cluster Program has been a locally and nationally recognized exemplar for exposing entering college students to "big ideas" that are of timeless relevance, empowering students with a sense of belonging as they transition to college, promoting innovative teaching, and educating for citizenship.

UCLA also offers up to 200 *Fiat Lux Freshman* Seminars annually as a cornerstone of our undergraduate curriculum, illuminating for our newest Bruins the multifaceted pathways of discovery. These seminars provide students and faculty small group settings (average course size is 15 students) to engage in meaningful dialogue on a wide range of topics. A special series of *Centennial Fiat Lux Seminars* showcases UCLA's signature accomplishments and societal contributions.

Within our strong tradition of interdisciplinary education and research, the Academic Senate and administration recognize significant challenges that threaten the sustainability and growth of such efforts. Interdisciplinary programs may compete with departments and research centers for resources, including faculty time, funds, and space. Faculty face considerable, longstanding institutional obstacles to incorporating interdisciplinarity into the curriculum, including insufficient recognition for interdisciplinary work, administrative barriers between divisions and schools, and inadequate space. Steps are being taken, however, to *recognize* interdisciplinary activities in faculty evaluations. In 2018-19, the Academic Senate aims to create a working group to assess the best ways for UCLA to strengthen its longstanding support of innovative interdisciplinary programs that address new forms of knowledge and inquiry.

Civic Engagement

Commitment to community service is a hallmark of UCLA. Our Center for Community Learning supports civic engagement for UCLA undergraduates and faculty through the integration of teaching, research, and service in collaboration with academic departments and community partners. Through rigorous *"Engaging LA" service learning courses*, *internship courses*, and other community-based learning experiences that help students link theory with practice (e.g., *Astin Scholars Program*, *Jumpstart*, and *JusticeCorps*), the Center actively promotes engaged citizenship, leadership, and social justice while fostering civic skills and knowledge, a service ethic, and an informed perspective on diversity and democracy issues. The Center houses UCLA's *Civic Engagement minor*, which provides faculty with consultative support for *course development* and *engaged scholarship*. To support the professional development of graduate students, the Center offers a cross-disciplinary course on *community-engaged pedagogy and public scholarship*.

UCLA's core value of civic engagement and service is further exemplified through services provided by our *Volunteer Center*, which hosts multiple annual events, year-round programs, and student leadership opportunities as well as an extensive volunteer database. The Volunteer Center's signature endeavor is the annual *Volunteer Day*, the nation's largest service project for new university students. The most *recent event* included thousands of student volunteers and hundreds of project leaders and task captains. Undergraduates who are heavily invested in public service can also join the *Public Service and Civic Engagement Living Learning Community*, one of 12 residence life communities. Our graduates' persistence in civic engagement and community service is reflected in their *pursuit of public administration* and *non-profit employment*, as well as through their *self-reported intentions* to continue their service after they complete their UCLA studies.

Diversity Education

As a top-ranked public university, we embrace our responsibility for enhancing student awareness and understanding of frames of difference that include (but are not limited to) race, ethnicity, socioeconomic status, class, gender, sexual orientation, religion, disability, age, language, nationality, citizenship status, and place of origin.

Reflective of this dedication, in 2015 the faculty and students in the College of Letters and Science, the Herb Alpert School of Music, and the School of Arts and Architecture endorsed *required completion of a diversity course* as part of students' baccalaureate degree requirements. The new undergraduate major in the Luskin School of Public Affairs has adopted this requirement as well. Nearly 400 *designated diversity courses*, taught at UCLA in more than 80 subjects, are designed to provide students with the analytical skills needed to develop critical and reflective perspectives on difference within both domestic and global spheres, and to prepare them to function, thrive, and provide leadership in multicultural, multiethnic, transnational, and interconnected global societies. The campus has dedicated effort toward the success of these courses by offering symposia and development workshops for faculty interested in teaching diversity concepts and by requiring *Creating Inclusive Classrooms* training for all diversity course TAs beginning in Fall 2018.

Research

UCLA's faculty has been highly successful in garnering support for multi-investigator and multi- and interdisciplinary research and

training programs (e.g., from the National Science Foundation and the National Institutes of Health) that attract outstanding graduate students and visiting scholars and that also promote the engagement of undergraduates in creative discovery. Many faculty members participate in several departments, and even schools, through split appointments. For example, just over a quarter of ladder and adjunct faculty in the College of Letters and Science have joint appointments. Many faculty are members of the 18 formal *Organized Research Units*. Major interdisciplinary initiatives create collaborations among faculty, undergraduates, and graduate students in the *arts*, *biosciences*, *nanoscience*, *international studies*, and the *environment*.

More than 50% of UCLA undergraduates participate in research either by working for faculty on research projects or by enrolling in senior seminars and independent research courses. Two campus research offices at UCLA – the *Undergraduate Research Center for Humanities, Arts, and Social Sciences* and the *Undergraduate Research Center for Sciences* – assist in matching undergraduates with faculty to develop research projects that lead to career opportunities, graduate study, and publications. The research centers also provide resources for faculty interested in mentoring emerging scholars. Each spring, hundreds of students participate in *Undergraduate Research Week*, which is sponsored by these centers and showcases undergraduate student research and creative projects through poster sessions and presentations. As discussed in Component 5, student research activity, since it is such an intrinsic component of study at UCLA, has been found to be favorably associated with undergraduate time-to-degree.

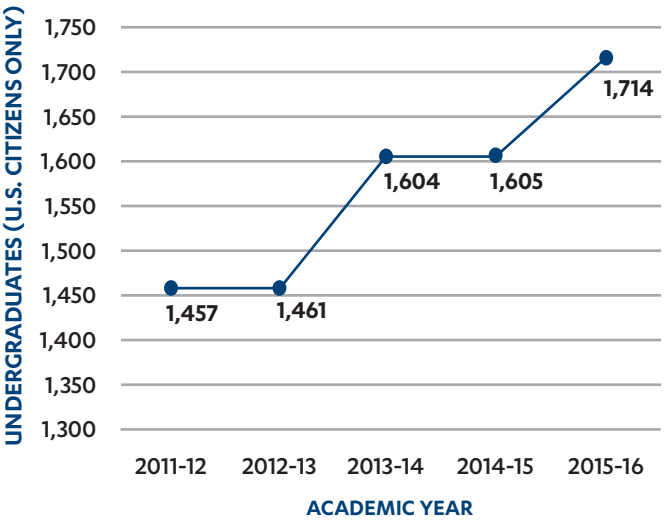
Study Abroad

In support of the university's long-term strategic initiatives, UCLA's *International Education Office* (IEO) works with UCLA students, faculty, and departments to create, manage, and promote study abroad programming that adheres to best practices of the field. UCLA students have access to over 100 study abroad programs in more than 40 countries, enabling them to further tailor their academic experience to support them in achieving life and career goals. IEO also facilitates the active participation of almost 2,000 students from all over the world in UCLA's educational community each year.

Entrepreneurship

UCLA has created a robust entrepreneurial ecosystem and support network comprised of 18 entrepreneur groups (including *Startup UCLA* and *Bruin Entrepreneurs*). These groups enable students and faculty to learn from peers across campus; identify salient coursework, programmatic, and internship/job options; and explore the commercial possibilities of their discoveries. The UCLA Anderson School of Management, the Henry Samueli School of Engineering and Applied Science, and the Departments of Economics and Molecular and Medical Pharmacology offer corresponding elective coursework. At the undergraduate level, students can pursue an *Entrepreneurship minor* designed to support their capacities for developing, analyzing, and acting on their

STUDY ABROAD DATA



Source: International Education Office

entrepreneurial ambitions. Graduate students, postdoctoral scholars and faculty in science, engineering, medicine, and management take advantage of the ***Business of Science Center***, which prepares and assists them with entrepreneurship and tech transfer to support a culture of innovation and maximize the impact of their research.

Capstone Work

Faculty-mentored capstone experiences provide UCLA undergraduates the opportunity to demonstrate mastery and integration of knowledge and skills in an active context within a discipline. Depending on the nature of the specific project and its disciplinary context(s), these culminating experiences engage students' individual creativity, research abilities, artistic proficiency, and/or capacity for teamwork. Students' capstone work is manifested in pure and applied research endeavors as well as creative performances, product designs, internship engagements, community service, and campus leadership projects. As applicable, UCLA encourages capstone work as a focal point for evaluating student learning outcomes.

Starting in 2008-09, UCLA set out to substantially expand the availability of undergraduate capstone experiences by 2019. To date, roughly half of the university's baccalaureate degree programs have been certified by the Academic Senate as "capstone majors," which means that capstone completion is a required component of degree completion. Three additional academic majors have been certified as providing available "capstone options" that are exercised by a majority of students who complete those degree programs. A compilation of Capstone-certified degree programs along with additional information about the initiative is available on the ***UCLA Capstone Initiative*** site. Unfortunately, most remaining departmental and interdepartmental programs simply do not have sufficient capacity (i.e., numbers of faculty relative to numbers of students served) to enable most, or all, of their majors to partake in capstone work as a formal part of their undergraduate degree requirements.

At the graduate level, culminating endeavors take the form of a thesis, dissertation, or creative project that is integral to master's and doctoral degree completion. Expectations are communicated to students through the degree program requirements, student handbooks, and faculty mentors, and the work is evaluated in accordance with ***Academic Senate regulations***. Graduate programs may permit group work in the completion of a capstone project; however, evaluation mechanisms determined by the department or interdepartmental program must consider each individual's distinct contribution. Assessment of learning outcomes at the graduate level focuses on these products of student scholarship and performance.

Honors Education

Within many academic departments, undergraduates have the option to pursue Departmental Honors. Specific requirements vary by unit, but commonly include completion of selected Honors coursework in the major coupled with an Honors senior thesis or another departmentally endorsed culminating experience. Within the College of Letters and Science, students also have the option to pursue College

Honors. Housed within the *Honors Programs* unit of DUE, the *College Honors Program* provides some of UCLA's highest-achieving undergraduates with individualized options for designing cohesive, individually-tailored, and interdisciplinary undergraduate experiences. By bringing together engagements both inside and outside the classroom — including research, internships, community service, study abroad, and entrepreneurial pursuits — courses within the College Honors Program clarify and advance the personal, academic, and professional aspirations of students. Through the Honors Programs unit, several students in each graduating class work closely with faculty mentors and Honors academic counselors to *design their own majors*. In collaboration with UCLA's Graduate Division, the Honors Programs unit also administers the *Departmental Scholars Program*, which allows exceptional juniors and seniors, nominated by their departmental faculty, to pursue bachelor's and master's degrees simultaneously. In 2015, the Graduate Council approved the eligibility of departmental scholars to *serve as teaching assistants* for lower division courses, which has benefited both the students and their departments.

The Academic Senate Program Review process, described later in this Component and more fully in Component 6, ensures the meaning, quality, and integrity of academic programs. UCLA's College Honors Program is currently in the process of addressing multifaceted issues that were highlighted during the program's last review in 2010-11. Recommendations focused on ensuring that the academic core of the program be relevant, challenging, and forward-looking, and prompted the launch in Fall 2018 of a new College Honors pilot program. Academically, the new program builds on UCLA's longstanding tradition of interdisciplinarity as a cornerstone of the undergraduate Honors experience. As elaborated in the July 2016 *Honors Programs Report*, the pilot program extends that tradition to incorporate requisite experiential, integrative, and illustrative aspects. Beyond incorporating signature approaches to learning, and toward empowering students to thrive in an increasingly complex world, the pilot program is designed to foster inclusivity, self-awareness, curiosity, independence, resilience, generosity, and distinctiveness as well as emphasize collaboration, creativity, and innovation. Efforts to create a greater sense of community among College Honors students are also underway.

Co-Curricular Offerings

The wide variety of UCLA's co-curricular offerings complement and enrich the formal degree program requirements. They provide students with learning experiences and prepare them for future academic, personal, and professional pursuits. *Student Affairs* provides a network of more than 25 programs, services, and experiences that encourage students to promote health and well-being; provide financial, academic, and emotional support; and advance an inclusive climate. Departmental *student learning outcomes* encompass four *priority domains*: (1) ensuring student welfare, with emphasis in the realms of identity awareness, diversity and climate, and healthy self-management; (2) meeting students where they are, encompassing interests related to global citizenship, career and life purpose, and leadership and team skills; (3) supporting the academic enterprise, inclusive of considerations related to enrollment management, educational affordability, and academic success; and (4) effectively stewarding resources, with emphasis on providing caring and comprehensive services.

The *Healthy Campus Initiative* (HCI), supported by the Semel Healthy Campus Initiative Center at UCLA, exemplifies UCLA's *commitment* to creating meaningful out-of-class educational and life opportunities that can serve students well over the course of their lifetimes. The initiative embraces the entire campus – from Medicine to Art, from faculty and staff to students. HCI draws on our world-renowned research and teaching, and is devoted to building a culture of physical, mental, and social well-being on our campus. Tapping into UCLA's *True Bruin Values*, Healthy Campus efforts are oriented toward fostering wellness, encouraging personal responsibility, and striving to reduce inequities in health, acknowledging that body, mind, and spirit each have the potential to influence the other. Together, the initiative's seven thematic subcommittees work to create academic, experiential, and structural approaches to living well through curricula, programming, communication and branding, research, operations, and service.

As a campus, we are committed to strengthening the following areas: (a) broadening student awareness of the many academic and co-curricular experiences that are available to them, and (b) assisting students in making thoughtful, well-informed choices about which potentially valuable experiences make the most sense for them to pursue. Even for our highest-achieving students, the sheer size and complexity of UCLA can be daunting. We encourage creative ways for making our campus and our programs feel "smaller" and our services more

accessible, even as we continue to serve greater numbers of students with seemingly ever-diminishing resources. A promising example is SmartRecs, a tool being developed by the Graduate Division that *received* the 2015 Educational Testing Services/Council of Graduate Schools Award for Innovation in Promoting Success in Graduate Education. SmartRecs provides targeted information about funding and other opportunities to graduate students based on their unique backgrounds, academic pursuits, and goals.

UCLA invests in *academic advising* that fulfills several important purposes. Academic advising must communicate clearly our expectations for UCLA degree recipients (and the "whys" behind those expectations). It must clarify for students how the various components of selected degree requisites and academic and co-curricular options are intended to augment their knowledge and skill development. Academic advising must provide effective counseling and advising services, and reduce real and/or perceived barriers that may influence students' decisions not to engage. Empowering students to take ownership of their UCLA careers and to be proactive and strategic in making decisions about how to invest their time and talents is also essential for ensuring that their UCLA degrees are personally meaningful.

ENSURE COHERENCE

Ensuring that degree programs are cohesive and integrative is central to the Senate's purview. The Academic Senate sets the policy standards for all UCLA courses and degrees, and has purview over all courses and curricula. The UCLA Office of Academic Planning and Budget (APB) conducts resource analyses for academic program proposals and provides policy resources and analysis templates to assist faculty in preparing *graduate* and *undergraduate* course and program approval requests.

The Academic Senate *Undergraduate Council* makes policy for undergraduate education at UCLA in the following ways: recommending new undergraduate degree designations (e.g., BAS) to the Legislative Assembly, which is a representative body within the Academic Senate; authorizing, supervising, and regulating all undergraduate courses and programs of instruction and preparatory education; setting standards for honors; and recommending procedures for awards of undergraduate scholarships. The *Graduate Council* is delegated to make policy for graduate education at UCLA, except for the M.D., J.D., LL. M., S.J.D., and D.D.S degrees. It recommends to the Legislative Assembly graduate programs leading to new degrees (such as the *Master of Applied Statistics* or the *Doctor of Nursing Practice*), as well as disestablishment or consolidation of existing degrees. It also recommends to the UC systemwide *Coordinating Committee on Graduate Affairs* proposals for new graduate programs and new programs leading to graduate level certificates. As discussed below (and elaborated in Component 6), both councils also have central roles in collaboratively reviewing and evaluating academic programs of study.

The Councils, in partnership with the vice provosts for undergraduate and graduate education, engage in continual review and refinement of academic policies. For example, to support the University of California expectation that graduate students remain continuously enrolled while actively engaged in research, writing, and capstone projects, the Graduate Council refined the use of in absentia registration and the Filing Fee used for students nearing degree completion. In Spring 2015, the Academic Senate *approved* a regulation change to describe more accurately the capstone options available to master's degree students, which enables students to understand in detail what is expected in these options, and to support timely progress toward degree completion.

MAINTAIN APPROPRIATE PERFORMANCE STANDARDS

UCLA's framework for assessing educational effectiveness has three distinct, but complimentary, foci. The first centers on

SELF-SUPPORTING GRADUATE PROFESSIONAL DEGREE PROGRAMS

Self-supporting graduate professional degree programs ("self-supporting programs") allow UCLA to: (1) serve additional students above and beyond those supported through resources provided by the state; and (2) fulfill demonstrated higher education and workforce needs. UCLA's self-supporting programs often serve non-traditional populations, such as full-time employees, mid-career professionals, international students with specialized goals, or students whose professional education is supported by their employers. Such programs may be offered through an alternative mode of delivery, such as online or hybrid instruction, or alternatively-scheduled (e.g., during evenings and weekends).

course-based instruction and incorporates new approaches and feedback mechanisms for evaluating teaching and learning. The second attends to the student, with specific emphasis on evaluating academic performance and understanding student perspectives on their educational experiences. The third highlights program level considerations, including evaluating learning and performance indicators.

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

Direct and indirect forms of assessment at every level of the campus inform decisions ranging from the best applications of pedagogy to the investment of funding to increase students' participation in ***mission***-specified educational activities. UCLA's evaluative efforts oriented around "student" and "course" dimensions are elaborated in Component 4 and Component 5 of this report. Programmatic evaluation initiatives, including those pertaining to evaluation of student learning outcomes, are elaborated in Component 4 and Component 6 with discussion of the UCLA Academic Senate review of all academic programs, including ***General Education***. This periodic review process is the mechanism by which our campus ensures the quality of our educational programs and supports their continuous improvement.

CONCLUSION

UCLA attracts academically strong, high-achieving students from throughout the world. Our student community is comprised of individuals from a broad spectrum of backgrounds who are committed to embarking on journeys of intellectual, academic, and personal growth while completing a course of study at one of the world's top research universities. Through sustained creativity, commitment, and collaboration, we encourage students to master skills and knowledge, pursue their goals, and prepare for the next chapters of their lives.

UCLA recognizes the value of working creatively to increase our capacity to provide comprehensive evidence of the learning associated with earning a UCLA degree. The development of assessment processes that fully engage faculty and students and that serve as meaningful indicators of academic achievement and quality will require the investment of new resources. We are moving in that direction.

4 EDUCATIONAL QUALITY: STUDENT LEARNING, CORE COMPETENCIES, AND STANDARDS OF PERFORMANCE AT GRADUATION

INTRODUCTION

UCLA's students gain knowledge and skills from the rigorous curriculum created by our accomplished faculty and from extensive co-curricular opportunities. Component 4 explores how learning in its many forms is promoted at UCLA as a combined function of our faculty creating degree programs, our students pursuing their goals, and the campus *Mission & Values* guiding the educational enterprise (**Promoting Learning**). To ensure that the quality of our students' learning meets UCLA's standards, the campus assesses evidence of learning and generates findings that inform improvement. At UCLA, learning outcomes assessment intentionally incorporates campus experts in the field of instructional improvement to support our faculty (**Assessing Academic Learning**). The academic program review conducted by the Academic Senate provides the faculty and the administration with a systematic assurance that quality learning occurs at all levels of study on campus (**Ensuring Quality Learning**). Recent analysis focused on the extent to which assessment is contributing actionable findings to program review at UCLA. Plans for improvement include both engaging more deeply in best practices of assessment and increasing the assessment infrastructure to support our faculty and, consequently, our students (**Analyzing Assessment**).

PROMOTING LEARNING

Embodying UCLA's *Mission & Values*, our faculty designs the curriculum purposefully through the Academic Senate

processes for *program establishment*, and develops challenging learning objectives at both the graduate and undergraduate degree levels. To be approved and implemented, degree programs must include formal *learning objectives*, which are published for all undergraduate majors in the *UCLA General Catalog*. In establishing UCLA's degree programs, our faculty not only recognizes but also challenges our students by setting rigorous standards and by encouraging them, in the spirit of our mission, to embrace *diversity*, to pursue *global study*, and to commit to *civic engagement*.

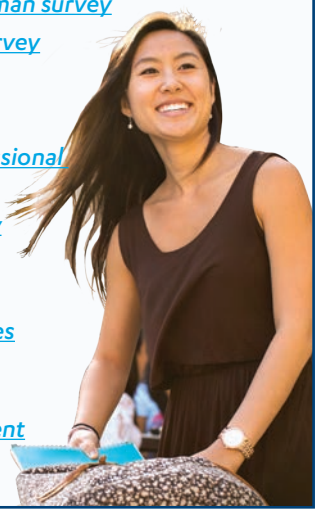
Students enter UCLA with the ambition to conduct research, to create art, to participate actively in our diverse Los Angeles community, and to immerse themselves in academic study overseas. Entering *freshmen* and *transfers* aspire to leadership roles both on campus and through volunteer work, and they anticipate the transformative nature of interacting with their diverse peers and our diverse city and state. Our campus has invested in extensive survey research that describes our students' intentions, their experiences, and their perspectives. The findings from this research convey our students' academic interests, their desire for research opportunities, their goals for professional skills development, and their commitment to learning through experience in our community.

UCLA confirms that our undergraduate students develop along personal and professional dimensions by assessing their experiences outside the classroom. The *Student Affairs Information and Research Office* (SAIRO) studies how students achieve the *learning outcomes* established by Student Affairs and reports student survey findings that assist in the development of UCLA's co-curricular offerings. Each office and unit of Student Affairs has identified the specific *learning outcomes* that students attain through its work, and the division requires each unit to participate in a *program review* that incorporates outcomes assessment findings and informs continuous improvement of our students' co-curricular learning.

In 2013, the Career Services Subcommittee of the UCLA Academic Senate Graduate Council prepared a *Report on Graduate & Professional Students' and Postdoctoral Scholars' Career Pathways at UCLA*. Following the framework of the Council of Graduate Schools (CGS) recent *report*, it recommended a set of graduate level *core competencies* and transferable skills, and also *resources* and actions to promote a campus culture that values and supports diverse careers. In response to survey research *findings*, transferrable skills for this population are the focus of numerous *workshops* that incorporate learning outcomes assessment techniques to promote the participants' success.

SURVEY RESEARCH

- *CIRP entering freshman survey*
- *Transfer Student Survey*
- *UCUES*
- *Senior Survey*
- *Graduate and Professional Student Survey*
- *Doctoral Exit Survey*
- Doctoral Exit Survey Report Sample
- *Career Competencies Dashboard*
- *Indirect Learning Outcomes Assessment*



ASSESSING ACADEMIC LEARNING

UCLA engages institutional research staff to assess educational quality. The Office of Instructional Development's Center for Educational Assessment (CEA), for example, *studies the learning in courses* with particular interest in how novel pedagogy adopted in the classroom has contributed to our students' academic achievement. *Multiple studies*, utilizing both direct assessment and indirect assessment of learning outcomes, have been conducted by CEA and their collaborators, with *findings* published and presented both to the campus and in compliance reporting for grants supported by the NSF, NIH, and the Howard Hughes Medical Institute (HHMI).

Learning outcomes assessment at UCLA is most effective when it *involves campus programs and services* that provide expertise in how to enhance pedagogy. The impact of the programs and workshops of the *Office of Instructional Development* (OID), the *Center for Education Innovation and Learning in the Sciences* (CEILS), the *Excellence in Pedagogy and Innovative Classrooms* (EPIC) Program, the *University Library*, and the *Writing Programs* becomes more powerful when their work is guided by a systematic assessment of learning. For example, during spring 2018 preparations for

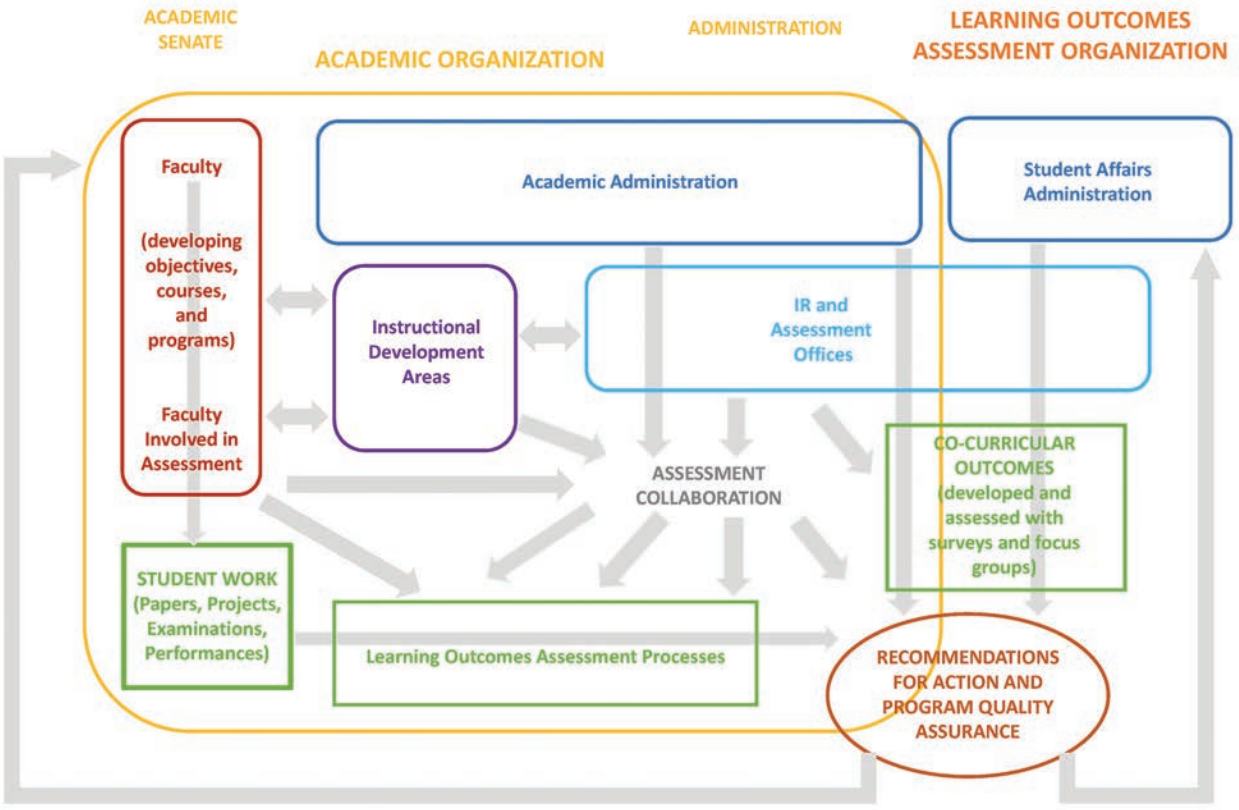
CROSS-CAMPUS TEACHING INNOVATIONS GROUP

The *Cross-campus Teaching Innovations Group* (CTIG) began in 2015 as an informal lunch gathering of a few UCLA practitioners and education leaders from different disciplines who discussed ongoing teaching initiatives on campus. As of 2018, these informal interactions among peers have blossomed into a collaboration of over 35 representatives across a spectrum of innovative areas on campus. CTIG is a multidisciplinary, action-oriented community comprised of diverse perspectives, pedagogical expertise in the disciplines, and extensive classroom and instructional technology experience. Embedded in units throughout campus, members have the capacity and the commitment to lead change and aspire to transform the teaching culture at UCLA through education projects and the dissemination of evidence-based practices, with the goal of improving student learning and achieving inclusivity and transparency in teaching.

its eight-year program review, the *Geography Department* worked with assessment experts from the *Division of Undergraduate Education* (DUE) and the *Writing Programs* to investigate student performance on research paper assignments. Research papers were compared from lower division and upper division courses. In response to the findings, Writing Programs plans to offer a workshop for faculty that discusses assignment prompt design and strategies for building writing skills within large courses that may not otherwise allow for detailed feedback to students in the event teaching assistants are unavailable for assignment to the courses.

ENSURING QUALITY LEARNING

The UCLA Academic Senate *program review process* requires degree programs to state their learning objectives, to describe student performance of these outcomes, to report changes that have been undertaken to increase student success and learning, and – in the case of undergraduate programs – to *align their learning objectives* with WSCUC Core Competencies (written communication, oral communication, critical thinking, quantitative reasoning, and information literacy). In their self-studies, programs are expected to provide several forms of assessment-based evidence, including



RECENT CURRICULAR DEVELOPMENT IN CORE SCIENCE COURSES

Physics 5A/B/C (Physics for Life Sciences Majors):

- Assessing shifts in learning by implementing pre- and post-tests on conceptual understanding and attitudes.
- Replacing course content with new material, including a textbook that is more relevant to life sciences.
- Revising labs substantially to be inquiry-based and relevant to life sciences.
- Introducing the consistent use of undergraduate learning assistants (LAs).

Chemistry 14A/B/C/D (for Life Sciences Majors) and Chemistry 20A/B (for Physical Sciences Majors):

- Assessing shifts in learning by implementing standardized pre- and post-assessments in all Chemistry 14A sections.
- Transforming discussion sections to incorporate collaborative learning by introducing LAs in selected sections.
- Creating two "Endowed Professorships in General Chemistry" tasked with developing shared learning outcomes and improving courses.
- Forming a "Faculty Learning Community" of all Chemistry 14A/B instructors to develop learning outcomes and exchange ideas to improve teaching in these courses.
- Integrating postdoctoral teaching scholars, who engage in pedagogy training and teach in the General Chemistry courses in addition to conducting research.

The impact of this development and embedded assessment:

Overall, these courses represent nearly one-fifth of the lower division units earned by students who completed a Bachelor of Science from 2015-16 to 2017-18.

These courses represent 13% of the lower division units completed by transfers and 19% of the lower division units completed by frosh entrants earning a Bachelor of Science.

10,138 undergraduates earned Bachelor of Science degrees from 2015-16 to 2017-18, and 179,132 units of their 967,142 units of lower division coursework came from these courses.

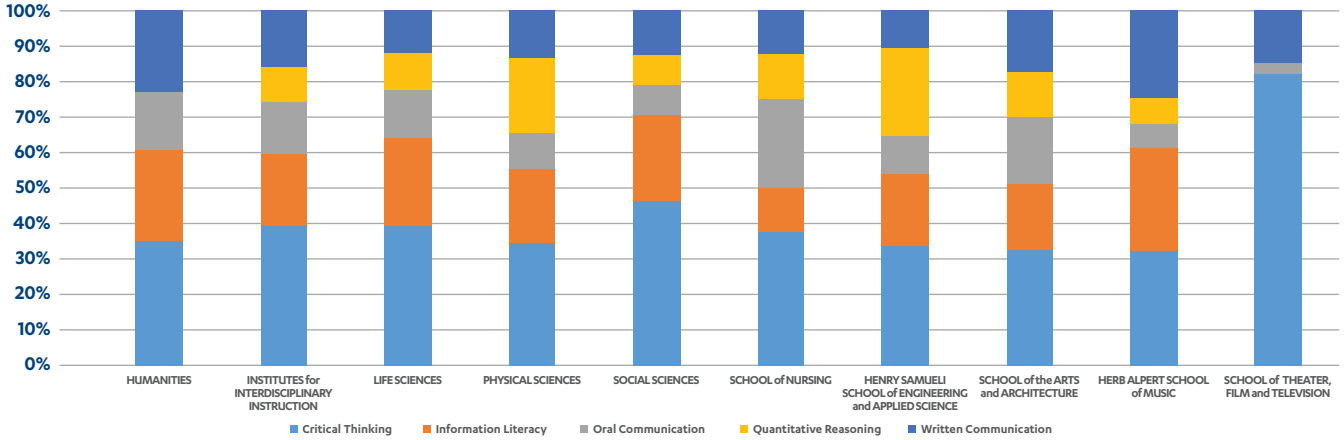
both studies that directly assess student performance and studies describing student self-assessments collected by surveys, such as UCUES, the Senior Survey, the Student Affairs Graduate and Professional Student Survey, and the Doctoral and Master's Exit Surveys. It is important to note that the program review self-study process combines this outcomes assessment information with an extensive amount of data and analysis regarding other aspects of program performance, including completion outcomes – such as degree attainment, time to degree, and first placement – and information collected to describe access to professional development opportunities and student assessment of mentoring and advising quality. The program review process serves as a critical moment for the faculty to communicate their priorities and aspirations for resources to their Academic Senate colleagues and the campus administration.

PROGRAM REVIEW DATA PORTFOLIO

The portfolio includes:

- Financial information;
- *Academic measures* (SCH; degrees; program majors)
- UCUES data
- Senior Survey
- Graduate Division materials
- Doctoral Exit Survey Reporting
- *Equity, Diversity & Inclusion data*

PERCENTAGE OF PROGRAM LEARNING OUTCOMES BY CORE COMPETENCY (BY AREA)



For example, 35% of the learning outcomes in Humanities major programs were categorized as Critical Thinking.

Source: Division of Undergraduate Education

ANALYZING ASSESSMENT

DUE evaluated the consistency and quality of learning outcomes assessment performed to support UCLA's academic program review process and found uneven engagement in direct assessment methods, such as examining student work apart from determining course grades. The program review process is complex and requires a considerable time commitment from departmental leadership. Frequently, the effort dedicated to this process comes from the program chairs and departmental support staff, with the involvement of faculty committees that infrequently represent the growing ranks of adjunct instructors. Program review self-study authors have to analyze and discuss so much information – eight years after the last review – that the opportunity to plan and to execute an appropriate and systematic direct assessment of learning becomes a challenge.

The *learning assessment expectations* for the self-study reports have increased in scope from 2011 to the present. A statement of learning outcomes and the creation of assessment plans were required in self-studies during the initial four years. By academic year 2013-14, the faculty responsible for every undergraduate degree-granting program had articulated programmatic learning objectives. In 2015, the self-study expectation advanced to the pilot assessment of one or two outcomes and then grew to the assessment of three or more program learning outcomes. With few exceptions, the strongest assessment work described in self-studies has been offered by programs that developed innovative courses or new prerequisite course sequences. As a consequence of their curriculum design effort, these programs had assessment reporting available to include in their reviews (see the Life Sciences Core Program Review). Before the 2018-19 cycle of self-reviews, no assessment management system or standard assessment process could be utilized by departments. Reviews were routinely closed without programs referencing any formal study of student achievement toward specific program learning outcomes.

To support consistency in learning assessment, DUE is developing additional resources with a primary goal of enabling the campus assessment enterprise to serve UCLA's academic programs effectively and efficiently. DUE recognized the need to create assessment infrastructure to assess every undergraduate program outcome and has invested in a DUE-developed learning outcomes assessment archive and evaluation system called the DUE Assessment Management System (DUE-AMS). The system will be implemented to meet the specifications and needs of the Academic Senate. Student papers and projects from both lower division and upper division study, and selected item content from examinations – as well as performance capture in the arts – will be stored in protected repositories of student work by program faculty who elect to use the new system. In this system, electronic forms will collect the evaluations of assessors, and the data stored can include numeric evaluations, rubric scores, and qualitative assessment. Faculty evaluators will select the assessment methods to be used and determine the expected level of student performance. *DUE-AMS* will be available to support program review assessment requirements by capturing undergraduate capstone work and recording assessments that measure student mastery of program learning outcomes.

As mentioned in Component 3, a faculty/student work group convened to align each undergraduate program's *learning outcomes* with the WSCUC Core Competencies. This effort identified additional common outcomes among programs, such as the attainment of knowledge unique to an academic discipline and the ability to work effectively on a team. By the end of academic year 2015-16, departmental core competency notations were complete. As a culminating academic experience of undergraduate students, capstone projects provide a rich source for direct assessment of student writing, oral communication, critical thinking, information literacy, and – in some disciplines – quantitative reasoning. DUE-AMS is positioned to be the tool of choice for programs pursuing a summative assessment of how well students achieve program learning outcomes and consequently the Core Competencies. The preliminary response to the system has been favorable.

Additional Areas of Growth

DUE has identified other areas as warranting further attention and growth, including the following: (a) the explicit alignment of course learning outcomes to program outcomes; (b) the extent to which learning outcomes have been established for undergraduate general education requirements; and (c) the role of external constituents in affirming program outcomes by providing a perspective on their impact and value beyond UCLA.

Course-Level Learning Objectives

For all new UCLA courses or substantial revisions of courses to be *approved by the Academic Senate*, whether at the

undergraduate or graduate level, the course learning objectives and the competencies that students gain must be stated on the syllabi. A proposed initiative stemming from the campus strategic planning process sets as a goal the publication of learning objectives on the syllabi of all courses currently offered at UCLA, not just new ones. To determine the alignment of course-level outcomes with program outcomes, DUE examined curricular mapping for undergraduate academic programs in the College of Letters and Science. This initial review found that the campus would benefit considerably from a more consistent articulation of curriculum maps across the College's programs. DUE initiated a ***systematic process*** to encourage undergraduate programs to develop and share their curriculum maps, with an initial focus on the majors that enroll the largest number of students. An element of this process, which is planned to occur during the next three academic years, includes gathering the perspectives of students engaged in advanced undergraduate study in these programs, in order to authenticate the curriculum maps' association of courses with program outcomes.

Departments recognize the utility of curriculum maps and are proving responsive to DUE's request for their participation in this effort. The consensus among departments is that student attainment of program outcomes is indeed enhanced by further analysis of how effectively each course supports the applicable learning objectives. When used effectively, a curriculum map can suggest where course revision or development may be beneficial, and can assist the formulation of program-level assessment plans, with each map identifying where course assignments document student mastery of particular program outcomes. To institutionalize an expectation for curriculum map review and analysis, DUE requested that the Academic Senate consider including curriculum maps (1) as part of the program review expectations for both undergraduate and graduate programs and (2) as a required element for new degree program proposals.

Learning Objectives in General Education

Recent effort to redesign the Foundations of Scientific Inquiry general education requirement led to the faculty GE Scientific Inquiry Ad Hoc Committee developing ***new learning outcomes*** in that area. To ensure that a change in the number of required Scientific Inquiry courses does not sacrifice student learning, assessment is being integrated into the transformation of this requirement. The Office of Instructional Development (OID) is creating an academic administrator position to assist in developing courses that will incorporate the new learning outcomes and to conduct assessments of student work in order to determine the impact of the changes.

The Academic Senate includes general education among the entities it reviews, with the most recent self-review of GE curriculum submitted by the Foundations of Arts and Humanities requirement in 2017-18. Its review visit is scheduled for 2018-19. The Arts and Humanities self-study report identifies approaches for empowering the curriculum through connecting what students learn in these disciplines to applications of this learning elsewhere in their studies. The report recommends that Arts and Humanities GE courses be built around "transferrable skills" that emphasize both the relevance and the value of study in these disciplines, and suggests that the area's learning objectives could adopt language similar to that of the Scientific Inquiry outcomes.

The ***Foundations of Society and Culture*** general education requirement was last reviewed by the ***Senate in 2016-17***, with recommendations from this review emphasizing better communication with students, faculty, and departments regarding the aims of these courses. Such clarity could be accomplished by defining the Society and Culture GE goals as explicit outcomes. Survey results presented in the Society and Culture self-study highlight the extent to which students reported gains in learning objectives related to several of the "general education principles" and "educational aims" of this GE requirement, including critical thinking, writing, oral communication, and information literacy. The ***General Education Governance Committee*** – as a subcommittee of the Academic Senate Undergraduate Council – has received DUE's encouragement to engage the faculty in establishing formal learning outcomes for both the Arts and Humanities requirement and the Society and Culture requirement. The progress made by authoring the Scientific Inquiry learning outcomes demonstrates a success in expressing student learning expectations that the campus plans to extend through the rest of the GE curriculum.

External Perspectives on Student Learning

As an engaged participant in our local, national, and global communities, UCLA has committed to preparing our students for their future endeavors beyond our campus. By actively pursuing the perspectives of external boards of advisors, the campus maintains a strong connection to the most cutting-edge and discipline-related accomplishments, developments, and perspectives. A review of the seven external advisory boards in the College of Letters and Science and the 14 advisory boards in UCLA's professional schools found that that the boards' deepest investment in student learning occurred in the Henry Samueli School of Engineering and Applied Science, with ABET accreditation encouraging this review. The other advisory boards on campus – within the College of Letters and Science, for example – had pursued a limited amount of discussion regarding the learning objectives of degree programs at UCLA.

For external advisory boards to have deeper contact with UCLA's educational offerings, DUE has proposed an agenda item for future advisory board meetings, with prepared materials that focus on program learning outcomes, on examples of evidence collected to document student learning, and on the performance of our diverse students in achieving these outcomes. Members of the visiting boards will be invited to discuss student learning outcomes and the relationship of learning outcomes to how academic disciplines are applied in industry, creative work, and engaged citizenship. The expertise and experience of UCLA's advisory boards may provide new insights into the ongoing development of curriculum, and the campus anticipates that the systematic collection of these perspectives will prove valuable.

CONCLUSION

What UCLA's students learn, both inside the classroom and beyond, is intended to align with the campus mission, to fulfill our students' aspirations, and to build upon the talents and skills students bring to their studies. Using quality assurance systems like the Academic Senate degree proposal process and academic program review, our faculty enrich the educational enterprise with both ambitious goals for student learning and the means to maintain oversight of program performance. DUE has prioritized effort to supply faculty with a more expansive toolset for conducting learning outcomes assessment. This investment in efficient and effective assessment, coupled with greater collaboration between faculty and pedagogy development experts, promises to enhance the already high quality of UCLA's teaching and learning.

5 STUDENT SUCCESS: STUDENT LEARNING, RETENTION, AND GRADUATION

INTRODUCTION

UCLA supports degree completion through an impressive array of support programs and interventions. Component 5 describes the students educated on our campus (**Recognizing UCLA's Students**) and compares the completion statistics for undergraduate demographic groups (**Undergraduate Completion Statistics**). To close gaps in graduation rates and time to degree, UCLA has implemented programs and interventions that support student success in the challenging academic disciplines they pursue (**Programs that Promote Student Success**).

The campus has deployed a range of analytical tools, including data from the WSCUC Graduation Rate Dashboard, to inform the faculty and academic leadership about where our undergraduate students experience the greatest difficulties. With analysis responsive to the needs of students and through the effort of faculty, interventions can be applied to realize change (**Recent Analysis of Completion and Time to Degree**). UCLA takes pride in our students' accomplishments after graduation (**Success after Graduation**) and in our diverse graduate student population's success (**Graduate Student Success**).

RECOGNIZING UCLA'S STUDENTS

UCLA has the distinction of receiving more undergraduate applications than any other institution of higher learning in the United States, with 137,039 applications received for entry in fall 2018. Of these applicants, 21,611 were admitted,

and #,### enrolled (numbers available in October 2018). Approximately one-third of the undergraduate population enters as transfer students, more than 90% of whom studied at California Community Colleges. Half of the undergraduates entering directly from high school and more than two-thirds of the transfer students come to UCLA from Southern California counties. Bringing with them high grade point averages and competitive test scores, *our undergraduates* are well-matched for the rigorous programs at UCLA. Our graduate student population demonstrates exceptional preparation for advanced study, with incoming students ranking among the very finest in the nation. The *UCLA Graduate Programs website* indicates the admissions rate for each program alongside statistics describing graduate degree completion.

UCLA DASHEW CENTER FOR INTERNATIONAL STUDENTS AND SCHOLARS

Serves over 12,000 international students and scholars from over 120 countries.

- *Supports UCLA international students through immigration, personal, academic, and cultural advising.*
- *Provides comprehensive services for visiting international researchers, scholars, professors, and post-docs.*
- *Advises UCLA departments on employment-based immigration for their non-citizen faculty and staff.*
- *Designs, implements, and promotes a wide range of programs, trainings, and resources to enrich the student and scholar experience.*
- *Builds partnerships across UCLA to assist with campus internationalization and diversity initiatives.*

14,874 individuals attended Dashew Center programs during the 2016-17 academic year.

20,967 students and scholars had appointments/ consultations with visa counselors during the 2016-17 academic year.

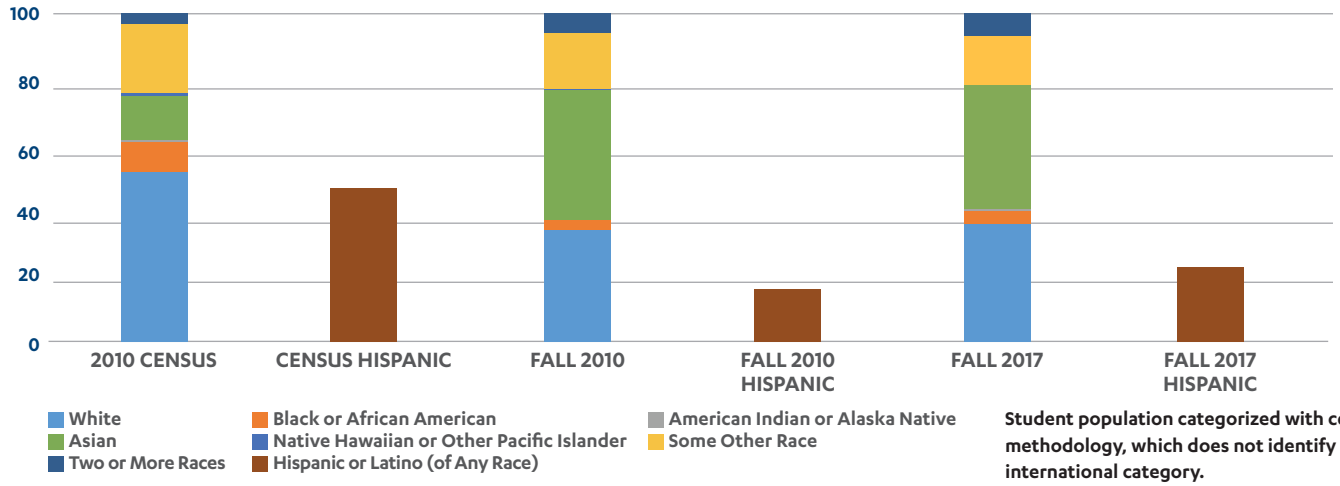
UNDERGRADUATE COMPLETION STATISTICS

Accounting for the backgrounds of our students and the academic goals they pursue, UCLA generates and reviews statistical *indicators of retention, graduation, and time to degree* that are reported by demographic group and by degree program. While UCLA's undergraduate degree completion success statistics are impressive, gaps persist when comparing students according to race/ethnicity, socioeconomic status (determined by Pell Grant recipient status), and in some cases gender, particularly when examining the intersectionality of race/ethnicity and gender.

PROGRAMS THAT PROMOTE STUDENT SUCCESS

UCLA undergraduates are encouraged to take ownership of their educational process, to be clear about what their UCLA career will expect of them, and to pursue the learning that leads to their success. College Academic Counseling (CAC) presents as part of its *mission* a grid of academic advising

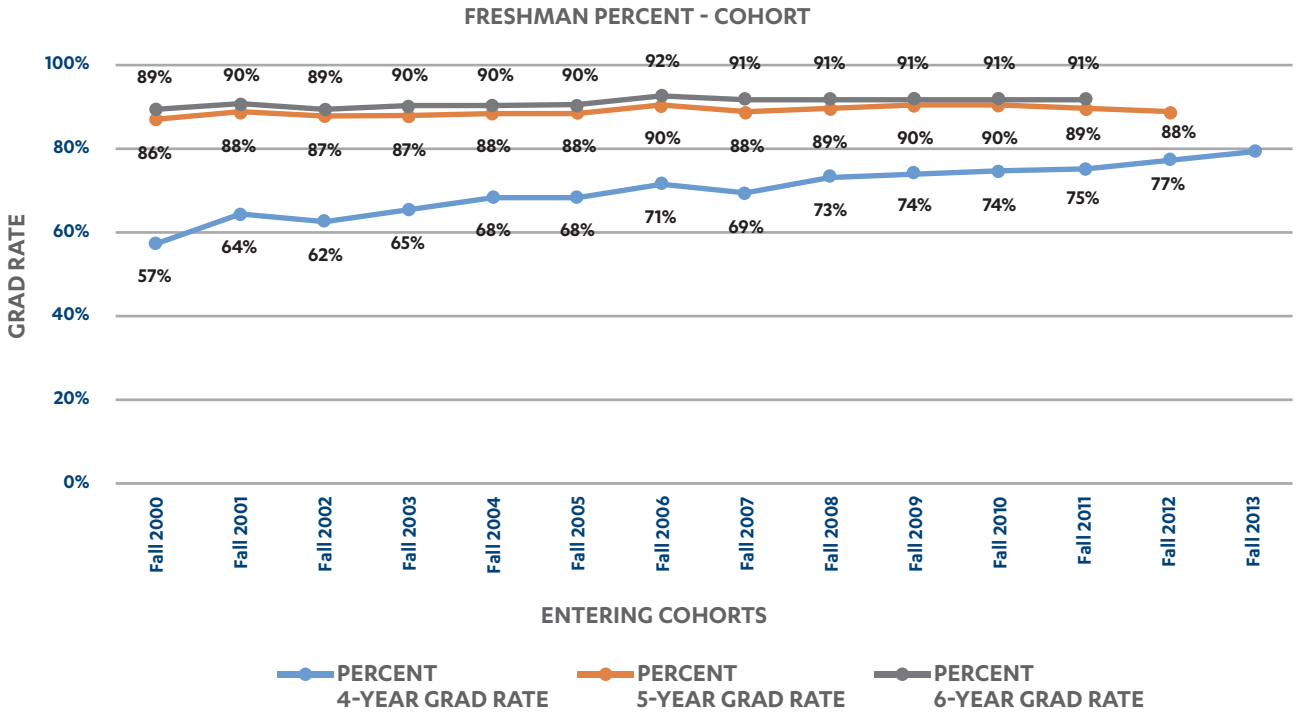
RACE AND ETHNICITY OF UCLA UNDERGRADUATES AND THE POPULATION OF LOS ANGELES COUNTY

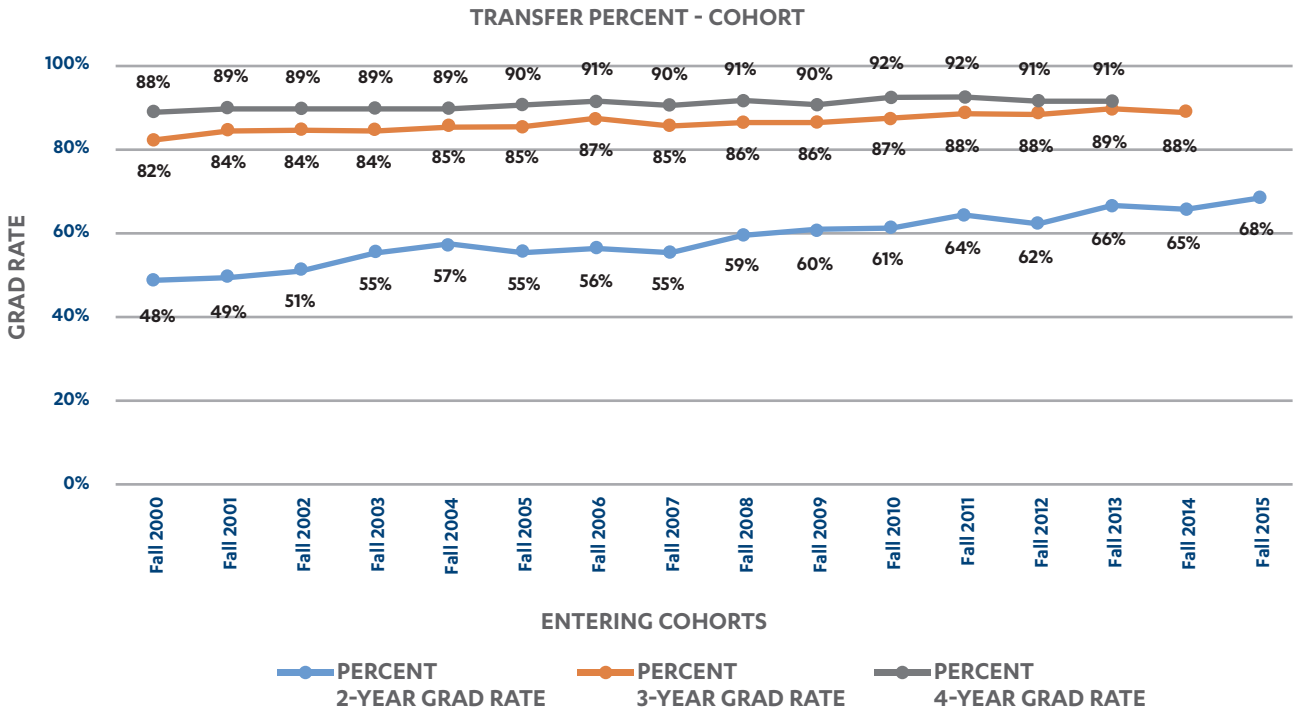


Student population categorized with census methodology, which does not identify an international category.

Source: U.S. Census Bureau; Division of Undergraduate Education

UNDERGRADUATE GRADUATION RATE TRENDS BY ENTERING COHORT





Source: Office of Academic Planning and Budget

objectives that lead to students' intellectual, professional, and personal development. The *advisor-student partnership* articulated by CAC includes student responsibilities that focus on accountability for their educational trajectory, intentionality in setting goals, and proactive information and support seeking. With these values and objectives communicated to undergraduates, DUE offers guidance for undergraduates that includes the *Tassels to the Left* website, where students can find degree pathways toward completion in as few as three years of undergraduate study, if students wish to pursue this option. For 36 popular majors, three- and four-year *completion plans* list when to take which courses to remain on schedule for an early or on-time graduation.

The campus recognizes that, although more than 90% of our undergraduates complete at UCLA, the largest portion of students who leave without a degree (3% to 4%) depart before their second fall term. In 2018-19, DUE is introducing the Undergraduate Persistence Program. At the beginning of winter quarter, DUE will contact divisional equity advisors and the undergraduate programs that have lost the greatest number of students after their first year at UCLA. This contact will trigger an examination of the program's departing students from the prior year, their demographic characteristics, their academic performance, and evidence of their experiences on campus. The analysis will propose one of several interventions designed to promote higher first-year retention rates for the program's current cohort of entering undergraduates, such as reaching out to students experiencing difficulty in particular courses or establishing peer study groups to provide social support. UCLA's *Mission & Values* statement dedicates the campus to equity and inclusion, and motivates the campus analysis of disparities in performance among student groups. The Undergraduate Persistence Program serves as an institutionalized effort to repair even modest overall statistical losses if they exacerbate inequity in student completion.

OVERCOMING CHALLENGES

UCLA's students support each other in overcoming formidable challenges: *The following programs are examples of campus opportunities for students to contribute toward their fellow Bruins' success: The Resilience Peer Network (RPN) trains its collective of undergraduate and graduate students in active listening and motivational support to reinforce evidence-based treatment for stress, depression, and anxiety. Since 2016, more than 200 students have joined RPN for training and support. The Community Programs Office offers the Student Retention Center, a student-run, student-initiated, and student-funded retention project that is designed to assist undergraduates with academic challenges and cultural and social transitions. UCLA's Financial Wellness Program empowers all Bruins to confidently navigate their finances in a way that supports their overall well-being. The program's Financial Wellness Peers plan events, collaborate on initiatives, lead workshops, and coach peers one on one.*

ACTIONS TAKEN

Response to the Data: *Based on food scarcity research, the Healthy Campus Initiative Eatwell pod assists Bruins suffering from food insecurity; a food closet is maintained by the Community Programs Office; the Bruin Resource Center offers information directing students to free meals on and near campus.*

The Bruin Resource Center provides an array of programs that use data effectively to call attention to their efforts on behalf of groups including foster care youth, veterans, transfers, and undocumented students. The administration used data to study dining hall utilization patterns, which led to the decision in 2017-18 to keep food service available in the student residences during future spring breaks. First to Go's effort heard what first generation students said they need: in response, the themed hall for first generation students created a supportive community of scholars, among the Living Learning Communities sponsored by Residential Life.

Important long-term programs at UCLA have enhanced the experience of students and improved retention, degree completion, and time to degree. The *Academic Advancement Program* (AAP), founded over 40 years ago, provides an array of academic services that support students from groups historically underserved in higher education. AAP's *offerings* encourage academic achievement and excellence through peer learning (tutoring); academic, personal, and career counseling; graduate and professional school mentoring; scholarships; research opportunities and stipends; innovative science programs; and a computer lab. A recent Academic Senate program review of AAP highlights the program's success and continuing effort to use data and UCLA's program review process to bolster the program's impact.

As evidence of UCLA's supportive academic community, the AAP peer learning program hires undergraduates who have taken selected courses successfully and trains them to lead small group tutoring sessions specific to these courses for

AAP-served students. In Spring 2018, over 100 courses were represented in this program, which employed 127 peer learning facilitators to assist their fellow students with critical thinking, effective study, and mastery of course material. Just under 2,000 students received support from this AAP program, at a ratio of one peer learning facilitator to 15 AAP students served. A Spring 2016 referendum during the undergraduate student government election approved adding funds to AAP's total budget to further support this program, which hired additional peer learning facilitators, increased the number of tutorial sessions, and expanded the paid hours of facilitators. AAP's peer learning program has grown into serving a greater number of upper division courses and now offers more extensive support for STEM transfer students.

ACADEMIC ADVANCEMENT PROGRAM (AAP)

Built on principles of social justice, AAP has a threefold mission:

- ***To advocate and facilitate the access, academic success, and graduation of students who have been historically underrepresented in higher education;***
- ***To inform and prepare students for graduate and professional schools; and***
- ***To develop the academic, scientific, political, economic, and community leadership necessary to transform society.***

Highly successful academic support programs have improved the retention and completion of underrepresented groups in STEM disciplines by enhancing student learning in these fields. At UCLA, the Program for Excellence in Education and Research in the Sciences (***PEERS***) has demonstrated success. Recent assessments of the program indicate that PEERS students receive higher grades in their science coursework, report greater participation in undergraduate research, graduate in science majors at higher rates, and enroll more often in doctoral programs after graduation, when compared to a control group of similar UCLA students. Through academic support, empowerment to enter research, and career exploration, underrepresented students in the life sciences and physical sciences achieve research participation and graduate at a higher rate than their well-represented comparison group.

In the Henry Samueli School of Engineering and Applied Science, the Center for Excellence in Engineering and Diversity (***CEED***) addresses the critical transition of undergraduate students into UCLA's engineering curriculum with a freshman summer bridge program that recent assessment shows has led to higher grades of the participants in critical calculus and computer science coursework. Underrepresented engineering students benefit from CEED's academic interventions and co-curricular strategies for success, including first-year coursework that focuses on collaborative research and learning, supplemental instruction and advising, and the Research Intensive Series in Engineering for Underrepresented Populations (***RISE-UP***) summer immersion program, which encourages underrepresented minority (URM) undergraduates to pursue graduate studies and consider a career in academia.

The Center for Education Innovation and Learning in the Sciences (***CEILS***) supports faculty and departments in their efforts to engage in instructional development and course transformation that promotes equity and inclusion in STEM disciplines. With a focus on continuous improvement of life sciences and physical sciences retention and graduation, CEILS fosters cultural change across UCLA around teaching.

The CEILS undergraduate ***learning assistant program*** trains undergraduates in collaborative learning techniques to support the classroom instruction of faculty teaching STEM gateway courses. CEILS also brings pedagogical theory to practice through workshops that introduce instructional tools and technology. At the undergraduate level, CEILS interventions have included utilization of UCLA's Analytics Bridge, which enables students to use their smartphones to look up the individual course offerings they are taking in a given term. Statistical models indicate how many students in the class are likely to engage in activities that support their learning such as seeking academic help from faculty or tutors, studying with a group of classmates outside of class, and substantially revising a paper before turning it in. With the support of CEILS, students in large STEM courses have explored the tool to identify behaviors that they could adopt to enhance their academic performance. These efforts to increase student engagement and to assist faculty have been demonstrated to improve student learning in STEM.

As the ***administrative home*** of UCLA's Center for the Integration of Research, Teaching, and Learning (***CIRTL***) program, CEILS facilitates our campus contributions to the educational activities required of CIRTL network member institutions through courses, MOOCs, and onsite learning community meetings that benefit graduate and postdoctoral student participants. Through CIRTL, our aspiring future

ANALYTICS BRIDGE

EC ENGR 0146 M

HEALTH SUCCESS

19% Sleep enough

45% Exercise

10% Skip meals or ration food

21% Feel depressed, stressed or upset

PSYCH 0137C

LIFE SUCCESS

39% Are open with faculty regarding needs & concerns

42% Go to faculty for advice on career

52% Increase enthusiasm for subject because of faculty

31% Assist faculty in their research

31% Work on research or creative projects with faculty guidance

AF AMER 0188A

UCLA SUCCESS

64% Are involved in clubs and organizations

37% Are comfortable with the climate for diversity in class

67% Receive academic advising

50% Use career services

Source: Division of Undergraduate Education; Office of Academic Planning and Budget

faculty engage in professional development to educate diverse undergraduate students. With programs ranging from a day-long annual *faculty workshop* on best practices in pedagogy to a week-long, intensive *summer research institute* on scientific teaching, CEILS reaches instructors who desire the opportunity to learn methods shown to improve student success and learning.

CEILS staff works directly with instructors to explore metrics of student success using the Grade Performance Disparity Tool. With this tool, the CEILS staff guides instructors through graphs of course data that reveal patterns in the grades earned by underrepresented students in STEM disciplines. This immediate and interactive use of data with faculty at the end of the term has brought about changes in the pedagogy of challenging courses and more equitable curricular structures supporting student success. Examples include the following:

- After viewing their course data, departmental committees are discussing and reconsidering their grading practices for their large-enrollment gateway course.
- Many more faculty are adopting *active learning* strategies such as the use of student response systems like clickers. The expansion of this pedagogy is evidenced by the increase in iClicker instructor kits provided by CEILS to instructors in the last two years.
- Numerous instructors are taking advantage of the CEILS learning assistant program by incorporating undergraduate learning assistants *into their courses* to facilitate collaborative learning and to foster a sense of belonging among students, which improves classroom climate.

Departments participating in presentations of the Grade Performance Disparity Tool include Chemistry, Mathematics, Physics, Life Sciences Core, Integrative Biology and Physiology, and Microbiology, Immunology, and Molecular Genetics. During the tool's initial period of use (2016-17 and 2017-18), over 12,000 unique undergraduate students took at least one of the specific lower division courses studied by faculty with this tool (e.g., introductory Chemistry and Physics sequences, lower division Mathematics courses). Two-thirds of these students took two or more of the courses.

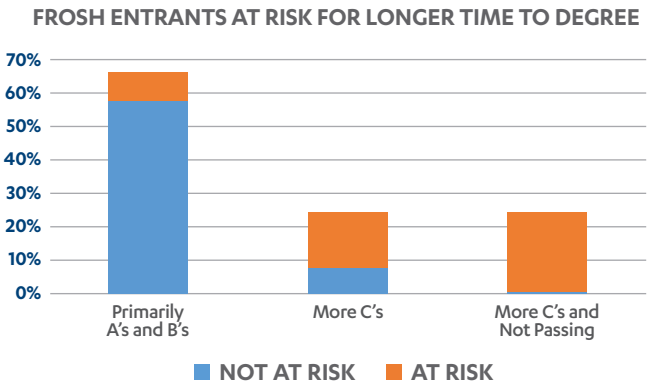
The success of CEILS illustrates the powerful impact of creating a collaborative community of instructors who are committed to advancing teaching excellence, assessment, diversity, and scholarship to support the academic success of all students.

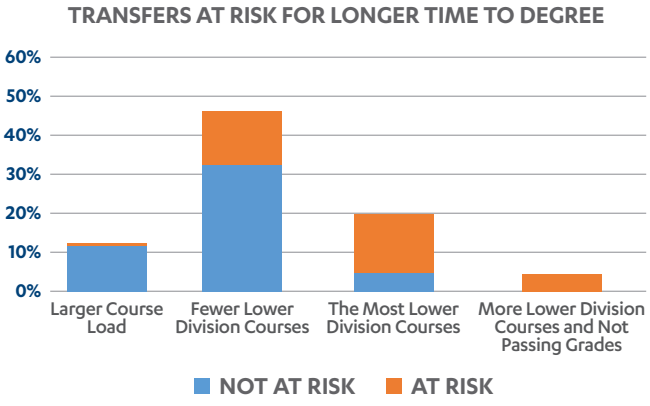
RECENT ANALYSIS OF COMPLETION AND TIME TO DEGREE

Identifying Students at Risk

Ongoing analysis of student success data has identified academic factors associated with timely degree completion at UCLA. The governor of the State of California set forth expectations during the *2015-16 budget* negotiations that each UC campus utilize "innovation in the use of data analytics" to identify students who are deemed "at risk." During that academic year, an institutional researcher on campus created predictive and descriptive analytics that were reported on a series of interactive dashboards illustrating the factors that have the greatest impact on student success. With UCLA's four-year *graduation rates* approaching 80% and our six-year graduation rates topping 90%, our campus strategy was to define "at risk" students as being more likely than others to take five or more years to complete their undergraduate degree.

AT-RISK PREDICTIONS BY ENTRY TYPE





Source: Division of Undergraduate Education

The *At-Risk Student Interactive Console* reported the results from a *data mining exercise* that built multiple statistical models to identify the strongest predictors of students completing their degree in four vs. five years (as freshman entrants) or in two vs. three years (as transfer entrants). Among the most compelling predictors were the grades students received in courses taken in their initial year (entering as transfers) or initial two years (entering as freshmen), as well as the quarterly average size of their course load. In the case of transfer students, the percentage of lower division courses taken in their first year of study also predicted time to degree. The study showed that students who were in courses with criterion-referenced grading (in which grades were awarded as a measurement of the extent to which students mastered course material independent of each other's performance) were more successful than those who were in classes in which grades were awarded by norm-referenced grading (ranking students after they compete to outscore each other).

The WSCUC Graduation Rate Dashboard

WSCUC GRADUATION RATE DASHBOARD

UCLA's WSCUC Graduation Rate Dashboard (GRD) (for undergraduates) shows congruence among our IPEDS six-year graduation rate, our Absolute Graduation Rate (AGR), and our Unit Redemption Rate (URR). This occurs because of three factors reflected in our campus data: (1) the comparably high graduation rates of both our freshman and transfer entrants; (2) the full-time study of virtually all undergraduate students at UCLA; and (3) the admission cycle bringing students to campus almost exclusively during the fall term.

Our WSCUC Graduation Rate Dashboard (GRD) submission created an opportunity to explore which specific courses put students at risk of not completing. Among its statistics, the GRD submission requires tallying an eight-year trend of the following undergraduate student credit hour (SCH) totals: the total units completed by undergraduates per year; the total units of all graduating students per year; and the total units of non-completing students per year. A campus institutional research project mined the student credit hours of non-completing students (the GRD's "unredeemed" SCH) to identify revealing patterns. The greatest number of unredeemed SCH were taught in the sciences, and students receiving the lowest

WSCUC GRADUATION RATE DASHBOARD MEASURES

Unit Redemption Rate	**95%**
Absolute Graduation Rate	**92%**
IPEDS Six-Year Graduation Rate	**91%**

grades in particular combinations of science and math courses were likely to leave UCLA after only a few terms of study (a *WSCUC webinar* presents this analysis). Acting on these findings, CEILS has shared these data, has assisted departmental implementation of active and inclusive learning techniques in the specific courses identified by this study, and has promoted criterion-referenced grading.

Enhancing Student Success and Building Inclusive Classrooms

In 2015, the Executive Vice Chancellor *charged* two campus leaders to develop recommendations to improve the classroom climate for diverse students at UCLA and to analyze courses that negatively impact students' progress toward completing their degree in the major of their choice. The report that responds to this charge, *Enhancing Student Success and Building Inclusive Classrooms at UCLA*, applies several analytic techniques to highlight the characteristics of courses that award a higher count of low grades. Experiencing poor academic performance leads students to repeat courses, take fewer units per term, and change majors, all of which extend their time to degree. The study emphasizes how courses that compromise the success of UCLA's underrepresented students pose the same difficulties for other student groups; therefore, implementing pedagogical change where it is needed should benefit all undergraduates.

Among its recommendations, the report advocated for developing an online tool to identify outlier courses. Courses of concern would be recognizable in the tool's graphic display because of their large volume of low grades awarded to students or because of disparities in student course performance when comparing groups. Academic leadership and departmental faculty could use the tool to initiate closing these gaps by engaging in evidence-based pedagogical interventions. In Fall 2017, UCLA implemented the Course Outcome Dashboard for Education (CODE), with access provided to deans and chairs of academic programs. Users receive guidance in the practical application of this tool (via two presentations: for deans and chairs) and are supported by the *Office of Instructional Development* (OID). The tool initiates departmental response to the issues it surfaces, and campus resources are mobilized to assist by interpreting the data and proposing options for change. More than two dozen departments have utilized the tool, ranging from to Design | Media Arts to Materials Science and Engineering. By launching a version of the tool appropriate for departmental presentations, chairs show patterns to groups of their faculty, and they can follow up with individual instructors and discuss courses that pose particular difficulty to students. In the Henry Samueli School of Engineering and Applied Science, for example, workshops offered by OID guided faculty to pedagogy such as adopting criterion-referenced grading policies or engaging the students with active learning. UCLA has demonstrated an enduring commitment to continuous improvement through recognizing where change is needed and by employing evidence to pursue the campus vision for equity in undergraduate student performance.

Contributions of Student Statisticians

In the Statistics Department's undergraduate capstone course, students hone their statistical consulting skills by serving real-world clients and analyzing data from a variety of fields, including science, medicine, industry, civic affairs, and education. In 2017-18, DUE offered these capstone student statisticians anonymized UCLA student information system data describing undergraduate degree completers and the courses they took on campus. The student statisticians examined the phenomenon of undergraduate student success at UCLA by investigating 13 research questions, one question posed to each team of capstone statisticians. Their findings suggested how to enhance students' academic experience and performance, and proved valuable in developing the research agenda of DUE. In response to the capstone statistician's work, DUE is committing to pursue:

- Further research into transfer students' academic experience, to enhance their opportunities to engage in mission-inspired elements of a UCLA education as well as to offer guidance that promotes their greatest success.

- A more extensive study of courses that are dropped most frequently toward the start of the term – whether at the beginning of student careers or further along in their

studies – or added to student schedules more frequently after one or more weeks of the term, to determine associations between course characteristics and student characteristics as well as the subsequent impact of these additions or drops on student completion.

- An investigation of how mission-oriented types of learning, such as service learning and research, could be extended further into each division's academic offerings, in light of the variance among opportunities that was uncovered.

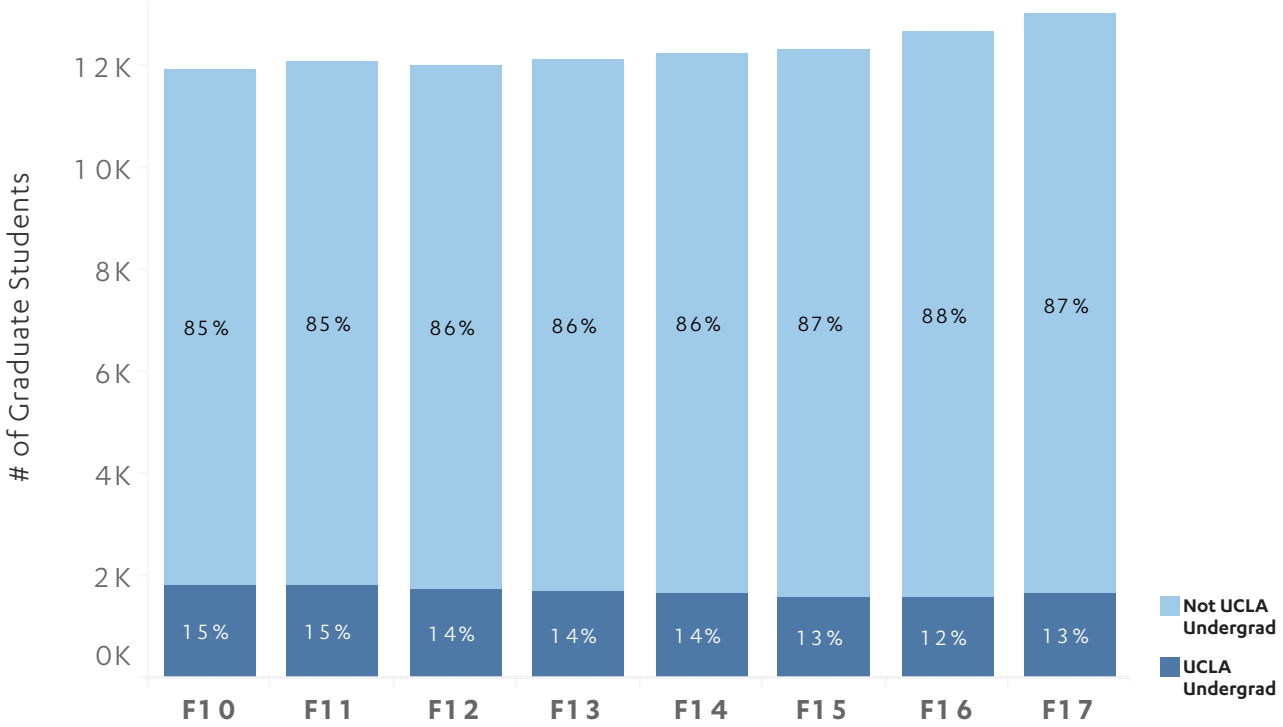
SUCCESS AFTER GRADUATION

Only 11% of entering freshmen and 16% of entering *transfers* believe that undergraduate study at UCLA will lead to their highest academic degree. It follows that many of our undergraduate students choose to begin their graduate education immediately after graduation. According to data made available by the National Student Clearinghouse Student Tracker system, 14% of freshmen and 11% of transfer students attend graduate school within a year of graduating from UCLA.

TRANSFER ON: Pathways and Possibilities

BruinX in collaboration with the UCLA Transfer Student Center created "Transfer On: Pathways and Possibilities" – Transfer Student Mock Class Initiative. UCLA undergraduate transfer students were given a chance to experience the energizing environment of a graduate-level course meeting, which included reading assignments and seminar discussion.

UCLA UNDERGRADUATES AS A PERCENTAGE OF UCLA GRAD ENROLLMENTS



	F10	F11	F12	F13	F14	F15	F16	F17
Not UCLA Undergrad	10,112	10,273	10,276	10,443	10,551	10,740	11,095	11,389
	85%	85%	86%	86%	86%	87%	88%	87%
UCLA Undergrad	1,786	1,797	1,728	1,678	1,661	1,583	1,580	1,636
	15%	15%	14%	14%	14%	13%	12%	13%
Grand Total	11,898	12,070	12,004	12,121	12,212	12,323	12,675	13,025
	100%	100%	100%	100%	100%	100%	100%	100%

Source: Graduate Division

To support students in connecting their academic interests, knowledge, and skills to job opportunities and graduate/professional school options, UCLA's *Career Center* provides counseling services; internship search support; professional development workshops and networking events; and guidelines to assist students as they prepare effective resumes, approach employment searches strategically, participate in personal interviews, and evaluate job offers. First-year students who are undeclared and/or uncertain of their career plans have the opportunity to pursue the *Early Career Engagement Certificate*, a five-session program that guides their assessment of strengths and interests and prompts their participation in career planning workshops.

Collaboration between SAIRO and the Career Center has created comprehensive *dashboards* that summarize data collected by the 2017 administration of the *First Destination Survey*. This survey queries undergraduates about their immediate plans as they complete their studies. Just under half of the respondents (47%) reported that they had found work or were immediately enrolling in graduate study. Analysis from the UC Office of the President shows that UCLA's bachelor's recipients who remain in California for work are most frequently employed in the following sectors of the economy ten years after graduation, according to *California Employment Development Department data*: education (K-12 and higher education combined) (18%); legal services, finance, and insurance (13%); and healthcare (11%).

GRADUATE STUDENT SUCCESS

UCLA is committed to increasing diversity in its graduate academic and professional degree programs. Through effective outreach and recruitment, progress continues to be made. Nearly 31,500 applications were received for Fall 2018, topping 30,000 for the first time, and 12% of applicants identified as members of underrepresented groups. For the first time in UCLA history, in Fall 2018 more than 20% of new graduate students will be URM.

Graduate student success is assessed in part through metrics such time to degree and degree completion rate, as calculated for the NSF Survey of Earned Doctorates and the AAU Data Exchange, as well as through other data reported in the Academic Senate program review process, including surveys of current students and alumni. Across the board, the graduate degree completion rate is high for students in academic master's, professional master's, and doctoral degree programs. In the *UC system*, UCLA's doctoral completion rate is 75%, which is the same as Berkeley's and second only to UCSF.

In 2015, UCLA faculty were asked to review and update normative and maximum time-to-degree parameters, which are published in the *program requirements* and used to benchmark student completion outcomes, such as whether students remain enrolled, have completed a degree, or have left the program. This exercise prompted some programs to reflect on their student outcomes, leading some to streamline their program requirements and others to revise their student handbooks to communicate more clearly the expected timeline for reaching degree milestones. New graduate data dashboards will be made available to departments in Fall 2018 that will enable them to assess time-to-degree distributions by the entering cohort and to disaggregate data by student demographic characteristics (domestic/international, URM/non-URM, and gender). Analysis of these data will enable the campus to identify services or other resources that may be needed to reduce disparities across populations. The data will also support timely analysis of the impact of new initiatives and interventions.

The Academic Senate program review process considers feedback from surveys of current graduate students and new doctoral degree recipients. The UC Office of Institutional Research and Planning (UC IRAP) regularly surveys graduate students across the system; its *Student Well-Being Survey* and *Food and Housing Security* survey were published in 2017. At UCLA, the Student Affairs Information and Research Office (SAIRO) *surveys graduate students* biannually. Through these systemwide and campus surveys, we have identified specific needs that, if addressed, could positively impact graduate student well-being and success at UCLA. These include increased funding, improved academic mentoring, more opportunities to network and build community, and greater access to career and professional development opportunities. To respond to graduate students' stated need for more affordable housing, additional graduate residences are under construction, and the campus just completed a *study* of graduate student housing that provides further insight.

To address these needs, the Graduate Council created a Graduate Student Welfare workgroup that was made a *formal subcommittee* of the Council in 2018. Additionally, the Council and the Graduate Division jointly appointed two workgroups comprised of faculty, graduate students, and postdocs. The first focused on graduate student needs for *career and professional development*. The workgroup's recommendations, which were reviewed and adopted by the campus in 2016, include six core competencies that all graduate students should develop in some measure. The Graduate Division, the *Graduate Student*

Resource Center, and their campus partners are using this *framework* to guide the programming of workshops, events, and other activities. For example, graduate students who compete in *Grad Slam*, a three-minute research presentation to general audiences, benefit from communication workshops and networking opportunities that are part of this event. Graduate students and postdocs considering faculty careers can receive training in inclusive pedagogy and teaching-as-research through *CIRTL*.

The second jointly-appointed workgroup has focused on the Mentoring and Evaluation of Graduate Academic Progress (MEGAP). The MEGAP report (under review) aims to disseminate resources and best practices that support effective and productive mentoring relationships among faculty, postdocs, graduate students, and undergraduates. *Tools* that mentors and mentees can use include individual development plans such as myIDP, which was developed for STEM fields, and Imagine PhD, which was co-developed by UCLA for the humanities and social sciences.

To build networks and communities, particularly for URM graduate students who may experience isolation, the Graduate Division hosts diversity mixers and a chapter of the *Edwin A. Bouchet Society*, the only honor society for doctoral students. UCLA, along with UC Berkeley, Caltech, and Stanford, leads the *NSF AGEP California Alliance*, which builds longitudinal and cross-campus networks designed to increase the number of graduate students in the physical sciences and engineering who go on to faculty careers at research universities.

NEW HEALTH SCIENCES DEGREE PROGRAMS

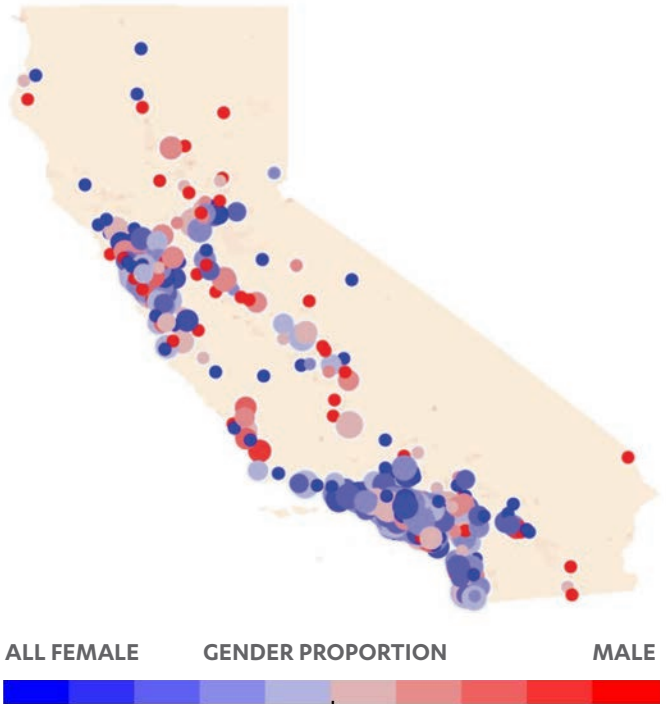
The UCLA School of Nursing Doctor of Nursing Practice (DNP) Program launched in Fall 2018 with its first cohort of students. This self-supporting program focuses on the translation of research into advanced clinical practice to improve health outcomes. Building on traditional master's nursing programs, the DNP provides education in evidence-based practice, quality improvement, and systems leadership.

Planned to begin enrolling students in Fall 2020, the Master of Science in Genetic Counseling degree will embrace 21st century genetics/genomics by integrating social contexts, producing cutting edge research, and preparing high-caliber professionals. The two-year program will provide cross-disciplinary training for students with the UCLA Institute for Precision Health and Institute for Society and Genetics.

SUCCESS IN THE UCLA HEALTH SCIENCE SCHOOLS OF PROFESSIONAL PRACTICE

Health Professionals Trained by UCLA since 1999

This map displays the city of practice of currently-licensed graduates of UCLA health professional schools – nurses, dentists, and physicians – and former residents at UCLA, since 1999. (*https://www.universityofcalifornia.edu/infocenter/uc-health*)



ALL FEMALE GENDER PROPORTION MALE

UCLA IN THE COMMUNITY

Care Harbor/LA – Provides free medical, dental, and vision care to the uninsured, underinsured, and underserved communities. *Since 2009*, UCLA has sent volunteers from the UCLA Health System, Jules Stein Eye Institute, School of Dentistry, School of Nursing, and School of Medicine.

REVITALIZING THE HEALTH SCIENCES LEARNING RESOURCE CENTER

Eugene & Maxine Rosenfeld Hall – A $20 million commitment will enable UCLA Health Sciences to enhance the current Learning Resource Center. The new hall will update to the UCLA Simulation Center and create a new Center for Advanced Surgical and Intervention Technology. The new facility will be available to medical students, physicians, resident, nurses, and clinical researchers.

MENTORSHIP IN PUBLIC HEALTH

Alumni-Student Mentorship Program at the Fielding School of Public Health

The Mentor Program leverages the experience, knowledge, and networks of our Fielding alumni committed to Public Health to provide current students individualized guidance, support, and advice as they grow in their careers.

The UC Doctoral Alumni Survey results published in *2014* revealed that UCLA graduates in all fields have benefited from gaining disciplinary knowledge, analytical skills, and communication skills through their degree programs. Sixty-three percent of UCLA responders to the 2014 UCOP PhD Alumni Survey, which included graduates as far back as 1969, reported that their most recent position was in higher education, with 41% in a tenure-track position. The alumni survey also found that UCLA doctoral graduates generally stay within the same field throughout their career. Most (84%) of responders were persisting in the same field, and 70% reported that their work is closely related to their degree.

The *UCLA Doctoral Placement Survey* (2015-17) found that of the UCLA doctoral graduates whose employment status was known, 95% were employed and 2% were pursuing an additional degree. About 35% were working as post-doctoral scholars. Of those employed in non-post-doctoral positions, 36% were working in (for-profit) business or industry and 34% at a four-year college or university. The majority (55%) of graduates who had been post-doctoral scholars held appointments at a four-year university, but a substantial fraction (20%) were working at a university-affiliated research institute, and 10% were employed at a medical school. The NSF Survey of Earned Doctorates (*2016*) reported that 57% of UCLA doctoral graduates described their primary work activity as research and development, followed by 26% who responded that their primary activity is teaching.

CONCLUSION

The fulfillment of UCLA's mission to educate our students is expressed through their success in attaining educational goals, engaging in research and the arts, and contributing with their service to UCLA's community. Their exceptional promise and their realization of ambitious goals speak to the concentrated effort the campus makes with responsive programs and interventions. Through developing the most effective and inclusive learning environment for our students, UCLA enhances their success as diverse leaders, valued scholars, and dedicated citizens.

6 QUALITY ASSURANCE AND IMPROVEMENT: PROGRAM REVIEW; ASSESSMENT; USE OF DATA AND EVIDENCE

INTRODUCTION

Quality improvement efforts at UCLA leverage successful processes that have long been incorporated into the campus infrastructure. Component 6 describes the Academic Senate program review process, which focuses on the recognition of program accomplishments and on peer consultation for change when issues require attention. To ensure program review integrity and value, the Academic Senate regularly examines the process itself and its efficacy in addressing issue trends that the Undergraduate and Graduate Councils identify among reviews (**Program Review**). The campus assessment effort is identified as most effective when the evaluation of learning connects to curricular change, whether the assessment process is formal or informal. Teaching evaluation at UCLA is also examined, as well as the role this process plays in supplying information for the enhancement of learning (**Assessment**). To ensure institutional resources are committed appropriately to support the reporting and analysis of data, the distributed institutional research function on campus is undergoing a self-study of its capacity and effectiveness. Data availability for campus decision making continues to evolve and provides opportunities for greater cross-campus collaborations among institutional researchers (**Institutional Research**).

PROGRAM REVIEW

UCLA uses program review processes to gather and analyze information systematically and to assess the quality and effectiveness of units, programs, and initiatives. Review

processes are undertaken to continuously improve endeavors on campus that vary in scope from the UCLA Grand Challenges to Organized Research Units (ORUs) to both curricular and ***co-curricular programs***. An impressive investment in analyzing information to promote improvement occurs during the UCLA Academic Senate program review. The ***mission statement*** of the Senate review captures the nature and purpose of the process:

> The primary goal of the Academic Program Reviews is to evaluate the quality of UCLA's undergraduate and graduate education. Reviews are intended to be helpful and supportive in (a) recognizing strengths and achievements, (b) promoting goal setting and planning, and (c) identifying areas in need of attention. Reviews should primarily seek perspectives useful to the units whose programs are under review and to their respective academic deans. They should also give Senate agencies and senior administrators an informed overview of the strengths, problems, and needs of academic units.

This program review process engages faculty and administrators in examining educational programs, improving their quality, and addressing serious problems if and when they arise. Outcomes of a review range from minor recommendations to strengthen an already strong undergraduate degree program, to a decision to suspend graduate admissions if an academic unit is unable to sustain the curriculum or provide a climate that supports student success. The program review process has the following features:

- Each academic unit (i.e., department or interdepartmental program) is scheduled for review on an eight-year cycle, and each review is conducted over a three-year period. The process is comprehensive, encompassing all degree programs offered by the unit, and considers every element of the campus infrastructure required for the unit's success. Informed by data describing all dimensions of research, teaching, and service, it engages the unit's faculty, external experts in the discipline, faculty representing the UCLA Undergraduate and Graduate Councils, students, and relevant administrators. The inclusion of academic administrators (deans; vice provosts, the Vice Chancellor for Equity, Diversity and Inclusion, and the EVC/Provost) ensures that the process carries an appropriate gravity.

- The process draws on a ***variety*** of data sources, both quantitative and qualitative, including information about faculty workload, admissions and enrollment, graduate student funding, degrees granted, time to degree, summaries of student survey responses, and other performance indicators. Programs are asked to provide information on graduate and postdoctoral professional development and career services, in addition to placement information. Beginning in 2018-19, reviews will include contextual comparison data from peer AAU institutions.

- The centerpiece of the process is the unit's ***self-study report***, which encourages the faculty in a program to be reflective and to describe their efforts at continuous improvement. Prior to ***authoring*** the self-study, department representatives attend a detailed workshop explaining the entire ***review process*** and consult the offices on campus who can supply them with additional supporting materials.

- The ***site visit*** normally takes place over two days, during which the review team conducts interviews with faculty, students, and administrators; analyzes results from undergraduate and graduate student surveys (current students, exit surveys); and reviews course syllabi and other materials. This visit ends with an exit meeting that includes the review team, academic administrators, and the chairs of the Undergraduate and Graduate Councils, at which the visiting team reports its findings.

- Attention is paid to ***following up*** on the review recommendations, for example, by requiring the unit to prepare a progress report the year following the review, and requiring additional progress reviews when warranted. The Academic Senate, in partnership with the administration, continues to develop new approaches to ensure ***effective follow-up***.

On an annual basis, Senate program review guidelines are examined and revised to incorporate additional expectations or to clarify the process. For example, in Fall 2016, the review of issues raised during the 2015-16 program reviews led to adding guidelines that require self-studies to include a description of "departmental efforts to foster diversity, equity and inclusion for faculty, staff and students, and to promote a departmental climate that embraces diversity." The review of issues also recommends that self-studies describe "the composition and climate in the department and how they compare with the prior review... [and] document accomplishments, efforts and plans that have advanced or are intended to advance diversity, equity and inclusion (DEI)." In June 2017, after reflecting on the findings of the 2016-17 trend

review, the Academic Senate *notified* departments that "...the Undergraduate Council expects each department to develop a program/system of undergraduate mentoring that ensures faculty-student contact. Departments should assess the success of these programs by tracking participation and soliciting student feedback. Information on these programs will be supplied to the Council as a part of each academic unit's regular eight-year review." Based on concerns that emerged from student surveys and program reviews, the Graduate Council reaffirmed its expectation that the progress of every graduate student be reviewed at least annually. Its 2016-18 workgroup on Mentoring and Evaluation of Graduate Academic Progress (MEGAP) developed resources and recommendations to set expectations that improve the quality of student and trainee mentoring.

The *academic program review process* at UCLA confronts challenging issues as a peer-driven mechanism to promote improvement, to address developing concerns, and to enable effective program management. Most recommendations stemming from these reviews can be classified into one of four major categories: program resources, self-governance and communication, student issues, and curriculum and program goals. The actions taken in response to program review range from reaffirmation of a program's fitness and value to more significant changes, such as restructuring or disestablishment. Several recent program reviews embody a range of outcomes:

- The program review for the Germanic Languages Department demonstrates an occasion when the Senate process concluded with the administration adding faculty to the department's roster, which has enabled the academic success of the department's graduate students.

- The program review for French and Francophone Studies supports a proposal for consolidating several of European language departments into a single academic unit. This development grew from a Humanities Task Force initial report's recommendation to conserve resources through restructuring of the language departments; however, the French and Francophone Studies program review in 2017-18 supports the evolution of the related academic programs into a single unit of modern European languages.

- The program review of Applied Linguistics recommended the disestablishment of the department and its degree programs.

- The program review for the Neuroscience PhD Interdepartmental Degree Program (IDP) explored curricular enhancements, student advising, TA training, and the development of a new degree program.

ASSESSMENT

The campus assessment processes are discussed at length in Component 4, which includes an analysis of where the campus has succeeded with assessment and where the introduction of best practices and the development of assessment infrastructure are needed. The following instances of learning assessments – including course-level assessment, program-level assessment, and Core Competency assessment – demonstrate a pattern: The most successful assessments have been prompted by a desire of the faculty to improve curriculum and to enhance student learning. With the support of instructional development experts, departments engage in assessment to ascertain what outcomes can be improved through curricular or pedagogical change.

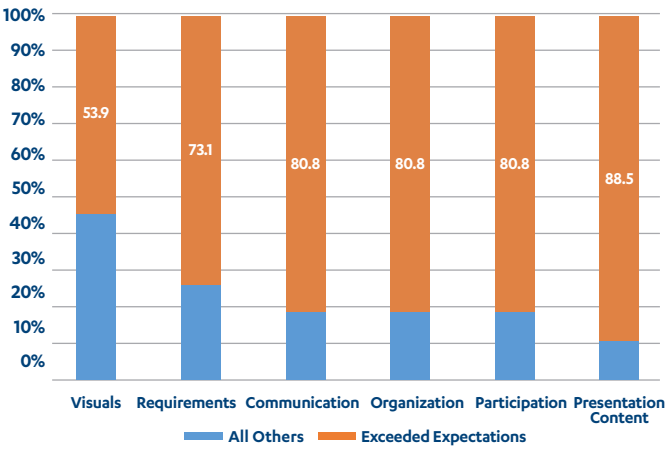
- The Life Sciences Core assessment describes new courses developed to improve student mastery of foundational outcomes, including quantitative skills and critical thinking. This program's self-study highlights conscientious assessment that informs change as well as their plans to monitor student performance as these new courses proceed.

- The Statistics Department's capstone course in Spring 2018 included an assessment of oral communication. Data collected regarding the quality of presentation exhibits and slides prompted introducing a scaffolded series of graph and presentation preparation assignments to future offerings of the course.

- UCLA's engineering departments have showcased learning outcomes assessment work during ABET self-review. Their assessment utilized a sophisticated capture of embedded assignments and test questions from within required courses, and the reporting featured actions taken to improve student learning.

- The UCLA Anderson School of Management archives the capstone projects of their MBA students and engages in an assessment process to ensure the curriculum is supporting student achievement. Evaluations of student work are reviewed systematically and have informed the development of hybrid courses and other curricular innovations.

ORAL COMMUNICATION FOR STATISTICS CAPSTONE PROJECTS



Roughly three-quarters or more of the Statistics Capstone group presentations exceeded expectations on every dimension assessed except for one. Just over half of the presentations demonstrated slide design skills that exceeded the rubric's standard by considering the appropriate amount of information depicted, balancing text and images, and using effective graphics. The capstone course lesson plans now include additional guidance and teaching materials regarding the creation of presentation visuals.

Assessment is frequently at the course level and is outcome-specific when grant-funded programs require investigation of whether interventions have increased learning. Assessment projects undertaken by the Center for Educational Assessment (CEA) in the Office of Instructional Development (OID) focus on such ***analysis***, and the knowledge generated by their research has, for example, expanded the incorporation of active learning pedagogy in STEM courses at UCLA. This effort has had a deep impact on campus educational practices, largely because of the number of departments and grants that CEA has assessed and the accumulation of findings that have been put into action. An important next step is creating a vehicle for communicating these findings more broadly among programs. By extending this knowledge across campus, the campus investment in this research yields exponentially greater benefits.

Significant curricular changes have been made following the open exchange among faculty regarding their perceptions of student performance. Regular meetings of curriculum and undergraduate education committees in academic departments, in the absence of formal assessment projects, have led to the revision of major programs and the introduction of required courses. For example, in the Slavic, East European, and Eurasian Languages and Cultures Department, student performance issues discussed by faculty triggered an augmentation of research methods coursework in one of this department's majors. As a consequence, the program prepares students more rigorously for pursuing their undergraduate capstone projects. DUE strives to couple formal learning outcomes assessment with instructional development, such that departmental curriculum reform efforts invest in assessment projects that can suggest optimal courses of action. It must be emphasized that – with or without the support of formal assessment projects – rich discussion and debate regularly occur over the undergraduate and graduate curricula, along with an effort to understand what teaching in disciplines really means. To date, the many changes to academic programs that have occurred at UCLA document the extent to which faculty have been consistently and passionately engaged in the academic enterprise.

Beyond the assessment of student learning, the assessment of courses and teaching remains a high priority at UCLA. A spring 2018 ***symposium*** on campus explored instructional evaluation among many topics related to teaching effectiveness and provided the campus with an opportunity to learn from national experts regarding best practices in this area. One session discussed the OID Student Course Evaluation Revision Committee's pilot testing of a potential new course evaluation instrument that offers a larger number of open-ended responses and captures students' account of whether courses address their stated learning outcomes. The campus is following this pilot with a BruinX study of bias in teaching evaluations to offer additional context. Another session at the symposium described the Psychology Department's report that considered teacher evaluation and improvement. Their study describes the department's consensus: "First, we will expand the sources of data to be considered in the evaluation of teaching. Second, we will shift our focus from assessing current teaching effectiveness (something that is notoriously difficult to do) to assessing a faculty member's active efforts to improve their teaching — something that is more directly aligned with our Department's long-range goals." Expanding and improving the value of information collected in course and teaching evaluation – and using these data appropriately when considering faculty advancement – will support the continuous improvement of UCLA's educational offerings.

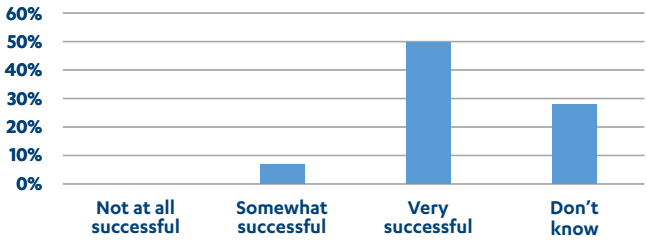
INSTITUTIONAL RESEARCH

Institutional research (IR) at UCLA is decentralized as a powerful networked function in which each IR unit benefits from its

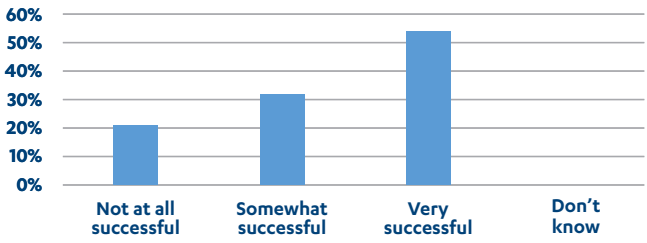
INSTITUTIONAL RESEARCH (IR) SELF-REVIEW

Campus institutional researchers were asked to rate UCLA IR on the extent to which IR staff succeeds in performing the following:

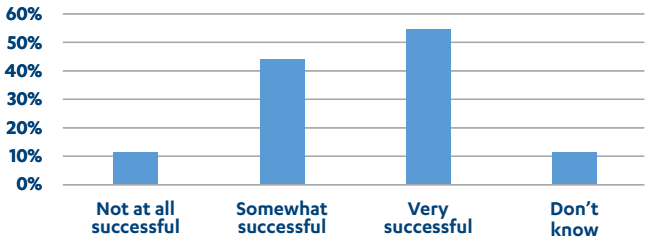
Deliver compliance and external reporting (e.g., IPEDS, grant reporting, college guide rating surveys, etc.) in a timely and accurate fashion.



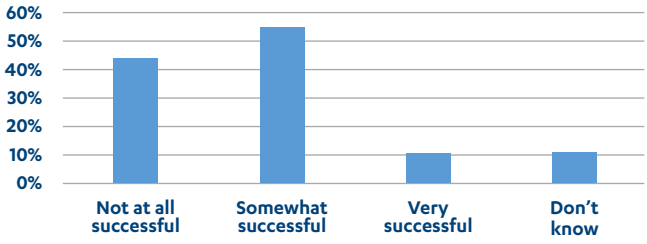
Perform descriptive, inferential, and predictive analysis



Identify audiences for reporting and provide them with appropriate data and analysis to meet their needs.



Providing a structure of training for UCLA IR staff to ensure capability to collect, analyze, disseminate, and use data in support of their own position and their unit's work.



affiliation, cooperation, and coordination with the other offices. During 2018, a campus institutional research capacity evaluation is assessing the alignment of IR resources to support local campus decision makers. Institutional researchers on campus were surveyed regarding their perceptions of UCLA's capacity for accomplishing this work, and the results suggest improvement is needed in the on-boarding of new IR staff. The portfolio of research and reporting for each IR office is described in the review, and administrators, faculty, and staff served by each office are being queried regarding the quality and value of the reports and analysis they receive as well as how campus IR could better serve their needs. An internal committee of the campus institutional research directors is conducting this review to accomplish the following: (a) to gather perspectives on IR accomplishments and challenges, given the campus environment and the research tools available; and (b) to determine action plans toward further achievement.

As mentioned elsewhere, the institutional research community supports program review and assessment. While the strength of some IR functions has increased, particularly in assessment and in the presentation of data through dashboard reporting, the campus has experienced modest setbacks that relate to data availability. The central data resources that have been relied upon for official campus reporting were available

INSTITUTIONAL RESEARCH REVIEW HIGHLIGHTS

- *Co-curricular assessment and indirect assessment of outcomes are strong.*
- *Grant assessment support using learning outcomes analysis is mature and effective.*
- *A new home-grown system for direct assessment of learning outcomes is currently in its pilot phase, with applications in academic program review support.*
- *A central set of institutional research data structures are being completed for the use of campus institutional research offices, with a data dictionary and integration of data from admissions, student records, and financial aid into single objects for query and analysis.*
- *Institutional research directors are positioned on campus where decision makers can most benefit from their extensive domain knowledge and skills.*
- *A combined 77 years of institutional research experience are represented among four of the six institutional research directors.*

for internal analysis throughout the institutional research offices on campus for several years; however, decisions to change the contents of this database have required institutional research directors from DUE and SAIRO to redevelop a single resource for their common use with CEA, Graduate Division Institutional Research, and BruinX in Equity, Diversity and Inclusion. This new system of data objects is sponsored by Student Affairs Information Technology (SAIT), who maintains the student records system. These new data constructs allow researchers to have greater access to the real-time data they may seek in describing the dynamic characteristics of UCLA's students, their degree completion, their academic affiliations, and their performance in courses. The availability, usability, integrity, and security of these objects has been established under the guidance of the data steward for student information, and training materials are in development for new institutional researchers on campus who have been granted permission to access these resources.

CONCLUSION

With mature processes for engaging in review, UCLA will realize our potential for continuous improvement. Academic programs create meaningful self-studies for peer evaluation of their accomplishments as well as identification of issues that may require action. The review process itself continues to fulfill its purposes by adapting flexibly but responsibly to changing conditions. When developing curriculum, departments and programs incorporate assessment meaningfully into their quality assurance processes. As the expectation for broad participation in the study of student learning increases, the campus intends to amplify the resources and infrastructure made available for this undertaking. With ample data resources on campus supporting UCLA's extensive institutional research function, conversations must continue to explore how meaningful information is found in these data and what response to analysis best contributes to our students' success.

7 SUSTAINABILITY: FINANCIAL VIABILITY; PREPARING FOR THE CHANGING HIGHER EDUCATION ENVIRONMENT

INTRODUCTION

Component 7 articulates UCLA's recent financial history and our approach for maintaining and utilizing a portfolio of resources to fulfill our mission and to attain increasing excellence. UCLA has sustained our educational effectiveness through periods of considerable enrollment growth by deploying resources where they are needed most (**Campus Financial History**). UCLA's fiscal strategies have included managing our expenses and pursuing additional resources (**Reducing Costs and Increasing Revenues**), as well as engaging in ecological sustainability to foster long-term financial stability and environmental stewardship (**Sustainability**). The annual budget process is designed to support the campus mission and to direct available resources to the highest academic priorities.

Facing a continuing array of financial challenges, the campus is launching an exploration of alternative budget models to ensure the most effective use of our limited state resources, which may never return to levels attained prior to the 2008 recession (**Educational Effectiveness through Resource Allocation**). UCLA's horizon includes the implementation of a new strategic plan developed with broad campus participation. The plan's primary themes focus on areas of our greatest success and aspiration, and draw a vivid image of campus priorities and initiatives for future success (**UCLA's Position in the Evolving Higher Education Landscape**).

CAMPUS FINANCIAL HISTORY

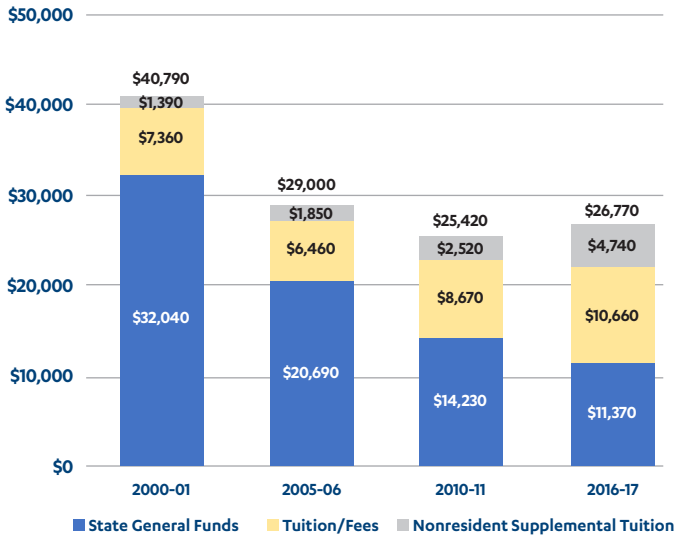
The financial crisis of 2008 led to a drastic reduction in state

funding for 2008-09, to which the campus responded in three ways: (1) implementing limited budget cuts across the board; (2) increasing efficiencies and reducing costs; and (3) focusing on increasing revenues. Growth in non-resident undergraduate enrollment (from 9% to 22%), which occurred over ten years, secured additional tuition revenue. Following the Chancellor's stipulation that UCLA maintain the size of our California resident population during this period, the campus experienced an overall increase in the undergraduate student body. Enrollment targets for California residents are set by the University of California Office of the President (UCOP) in consultation with the campuses. The University of California decided to increase undergraduate resident enrollment, and UCLA's portion of that growth increased our undergraduate enrollment nearly 20%, from 26,162 (Fall 2010) to 31,002 (Fall 2017).

Tuition is set by the Regents of the University of California, and state funding depends on the governor and legislature. The revenue from non-resident enrollment was unable to completely close the gap created by the reduction in state funding. Under these circumstances, the highest priority for spending has been ensuring that there are sufficient seats available in undergraduate courses, for students to progress toward degree completion unimpeded by a lack of course offerings. *Undergraduate Academic Incentive Funds* (UAIF) addressed the campus need to distribute resources where they could meet enrollment demand. The two greatest financial challenges for the campus became, and remain, increasing the ladder faculty (in select areas) and increasing funding for graduate students, who contribute toward instructional capacity by serving as teaching assistants. To further support this enrollment growth, resources have also been allocated to the University Library, campus technological infrastructure, the residential experience of students, the Career Center, research administration, and co-curricular learning offered by Student Affairs and Equity, Diversity and Inclusion (EDI).

The state began to increase funding to the University of California in FY 2012-13; however, the new state funds above the base were allocated according to a *system-wide initiative* called "*rebenching*." This process was designed to attain comparable state funds per student across the system, so UCLA received only limited new funding. Current state funding and tuition revenue for the campus remain below the high point of 2008. Consequently, the dramatic increase in undergraduate enrollment has forced UCLA to deliver the same high quality education on a smaller funding base. The campus has been able to achieve gains in the overall quality and diversity of our students and in time to degree, which attests to the efforts of every part of the campus to focus on our core academic programs.

CORE FUNDS REVENUE TREND
(In Thousands of $)



REDUCING COSTS AND INCREASING REVENUES

Driven by the 2008 recession and concurrent substantial cuts in state support, the *Restructuring Steering Committee* led three campus teams in proposing and implementing measures to cut costs, increase efficiencies, and generate revenues. As part of the effort to control expenses, the campus held ladder faculty recruitment flat. Additional steps that were taken included disposing of underutilized capital assets, consolidating departmental administrative support units, and replacing labor-intensive paper-based processes with *information systems* and electronic document workflows. By implementing the recommendations of the *Classroom Advisory Committee*, we have optimized classroom scheduling and adapted instructional spaces for more extensive use.

Additional strain on the UCLA budget occurred when the campus was required to resume and then increase the employer contribution to the University of California Retirement Program (UCRP), to cover the unfunded liability of the retirement system. That contribution has climbed to 14% of salary and could continue to rise. Aside from these costs, the campus has incurred significant expense to fund the implementation of *UCPath*, the new UC systemwide human resources management platform.

With uncertainty surrounding two primary sources of campus revenue – state funding and tuition – UCLA has been compelled to focus on increasing revenues. There have been three main initiatives: the Centennial Campaign, self-supporting degree programs, and commercialization of intellectual property, including the creation of the *UCLA Technology Development Group* (TDG); however, none of these can match the contribution made by state funding and tuition.

UCLA has engaged in a concerted effort to pursue additional revenue sources:

- In 2019, UCLA will turn 100. In recognition of this milestone, UCLA launched the *Centennial Campaign*, a fundraising campaign with a goal $4.2 billion dollars, which was achieved with 18 months remaining in the campaign. The success includes $425M raised for student support and $1.98B raised for research and programs.

- *Self-supporting graduate degree programs* generate revenue that underwrites departmental administrative costs and funds graduate fellowships. Establishing more self-supporting programs will allow UCLA to expand our teaching mission, respond to market and employment demands, and explore new modes of instructional delivery. The top-ranked *Master of Science in Engineering online programs* are a successful group of self-supporting programs that are slated for further growth, both in total enrollment and the number of specializations offered. Hybridizing the traditional in-person fully-employed MBA (*FEMBA*) and executive MBA (*EMBA*) programs has proven extremely popular, which has enabled UCLA to maintain enrollments even as similar programs nationally have declined.

- The $1.14 billion *monetization* of Xtandi and the creation of TDG underscore how commercializing UCLA's intellectual property advances the financial prospects of the campus. TDG provides resources that are useful for investors and entrepreneurs who are interested in identifying opportunities at UCLA to in-license technology, form startup companies, and develop collaborations with our faculty and research centers. By assisting in the technology transfer process, TDG enables UCLA's faculty and researchers to transition technologies from the research lab to the marketplace.

SUSTAINABILITY

Other fiscal strategies further reflect UCLA's institutional values. The campus has deliberately positioned financial sustainability side-by-side with ecological sustainability. Our *Deep Energy Efficiency Program* (DEEP) reduces operating costs while improving the lifespan of equipment and buildings. DEEP is an ongoing energy efficiency program focused on systems upgrade and continuous monitoring to ensure efficiency and savings. Going forward, the program will address 23 laboratory buildings over the next eight years, with expected savings of 25% or more on energy use. Additionally, UCLA is partnering with the City of Los Angeles on a large offsite solar energy project.

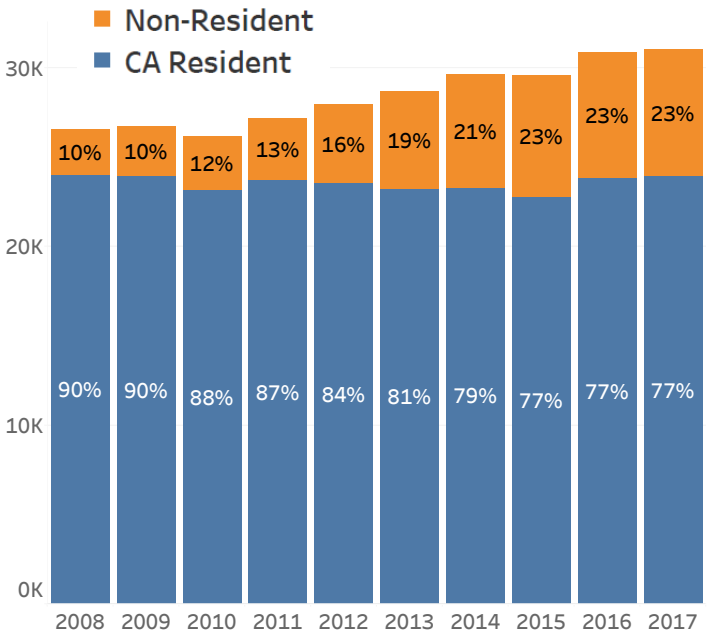
UCLA's award-winning water reclamation program saves over 28 million gallons every year by capturing clean water used across the campus in laboratories and HVAC systems for reuse in the cooling towers of the campus cogeneration plant. Currently, 25 buildings have been piped to gather this water in a common sump for pumping to the cogeneration plant. The annual total amount of reclaimed water is expected to increase to more than 50 million gallons over the next few years as UCLA Facilities Management includes more campus buildings. Other water conservation and efficiency programs include storm water capture, drought tolerant landscaping, artificial turf on playing fields, a green roof, and fixture retrofits.

UCLA engages in applied research connected to our *Sustainable LA Grand Challenge*, a campuswide research initiative to transition the Los Angeles region to 100 percent renewable energy, 100 percent local water, and enhanced ecosystem and human health by 2050. The pilot of a smart water filtration system at the cogeneration plant developed by UCLA's Water Technology Research Center resulted in a permanent filtration system installation that saves over 18 million gallons a year. Current research projects include vehicle-to-grid integration and a microgrid connecting smart EV chargers, solar power, and batteries on campus. Programming that supports sustainability has advanced student effort to transform the campus through the implementation of actionable solutions. As a student-initiated, student-led organization exemplifying sustainability in the 21st century, the *Sustainability Action Research* program partners with campus stakeholders to "research, rethink, investigate, and tackle UCLA's greatest sustainability issues."

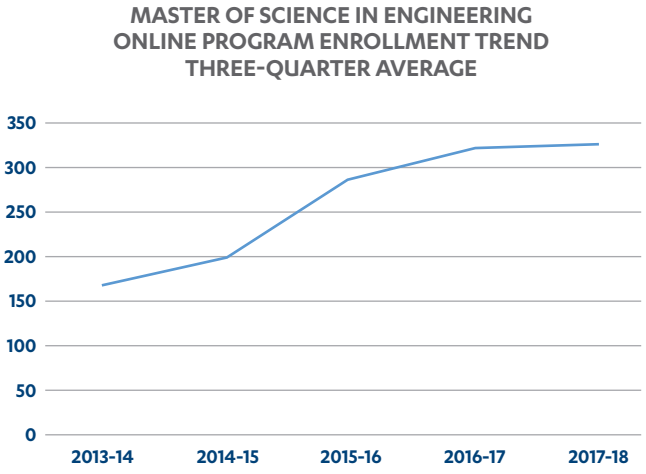
SUMMER SESSIONS

Summer revenues are distributed to the academic departments after the subtraction of instruction costs and overhead. Since the mid-1990s, expansion of Summer Sessions offerings has proven to be an effective strategy for generating revenue to support departmental needs and for supporting the growing undergraduate population by providing greater access to required courses. Through open enrollment, Summer Sessions also advances UCLA's public service mission and has designed summer institutes to serve increasing numbers of high school students who enroll in college-level courses.

UNDERGRADUATE ENROLLMENT GROWTH



RECENT ENROLLMENT TREND FOR UCLA'S SELF-SUPPORTING ONLINE PROGRAMS



Source: Student Affairs Information and Research Office

PRESIDENTIAL INITIATIVE OF CARBON NEUTRALITY FOR THE UC SYSTEM BY 2025

As the UC system marches toward its goal of carbon neutrality by 2025, UCLA is doing its part by using less energy per square foot of buildings than in 1990, converting half of its campus fleet to alternative-fuel vehicles, and growing its roster of LEED-certified green buildings.

EDUCATIONAL EFFECTIVENESS THROUGH RESOURCE ALLOCATION

The annual budget process at UCLA has been data driven and has employed innovative financial strategies to support the education of a growing student body. In 2013, the campus and UC system approved *conversion* of the full-time MBA program in the UCLA Anderson School of Management from state-supported to self-supporting status, which allowed $8,000,000 annually in state funds to be directed toward supporting undergraduate educational programs. Other initiatives have focused on improving *time-to-degree* (see Component 5). These initiatives are consistent with the institutional value of student success, offer avenues for decreasing the per-student cost of completion, and increase access to UCLA for new students as the campus keeps pace with state-mandated enrollment growth.

Extensive communication opportunities allow for management at all levels of the campus to budget and plan effectively. The assumption is that state support will neither return to pre-recession levels nor offset the growth of inflation. Consequently, the campus must consider new approaches to resource allocation. The EVC/Provost, CFO, and Office of Academic Planning and Budget (APB) are jointly conducting a budget model review through a consultative process that has involved the following activities: (1) forming an advisory committee of assistant deans, current members of the

FOUR-YEAR CONSOLIDATED PROFIT AND LOSS

Source: Campus Budget Information Gateway (C-BIG) (Total Operating Funds and Reserves)

					Fund Type	Total*
	Actual	Actual	Actual	Actual	3-Year	Budget
(In Thousands of $)	2012-13	2013-14	2014-15	2015-16	CAGR**	2016-17
Total Revenue	5,671,434	6,005,661	6,691,927	7,019,668	7.4%	5,189,926
Total Expenditures***	5,435,586	5,671,385	6,221,452	6,546,196	6.4%	5,227,502
Carryforward	1,767,917	1,661,796	1,724,691	1,791,574	0.4%	522,225
Adj. to Unexp. Bal.	698,084	827,502	-97,652	205,702	-33.5%	-16,090
Ending Balance	2,701,849	2,823,574	2,097,513	2,470,747	-2.9%	468,558
End Bal % of Revenue	47.6%	47.0%	31.3%	35.2%		9.0%

* Total includes Total Operating Funds and Reserves. Core includes General Funds, Indirect Cost Distributed, Professional Degree Supplemental Tuition, Self-Supporting Degree Program fees, and all other student fee fund groups. Both exclude expenses in Summer Session 2XXXX funds.

Source: Office of Academic Planning and Budget

** Compound Annual Growth Rate

*** Total Expenditures includes Recharges.

Academic Senate Council on Planning and Budget, and others; (2) interviewing each of UCLA's 18 academic deans; (3) engaging in deep discussions with several peer institutions that have implemented a decentralized budget model or are currently considering doing so (University of Michigan, University of North Carolina, University of Washington, Temple University, and University of Florida); and (4) reviewing published research on university budget models.

UCLA'S POSITION IN THE EVOLVING HIGHER EDUCATION LANDSCAPE

The UCLA *Strategic Plan* that is in development will frame our position in the evolving higher education landscape. Five task forces were appointed by the Chancellor and EVC/Provost in 2016-17 to explore strategic themes in depth and make recommendations with regard to the following: (1) *Education Innovation*; (2) *Research Innovation*; (3) *Civic Engagement/ Community Impact*; (4) *Global Outreach*; and (5) *Institutional Effectiveness*. The task forces were comprised of faculty, students, staff, and administrators who represent the depth and breadth of the campus, and each task force was briefed on underlying campus pressures and opportunities such as enrollment growth, the decline of federal and state resources, and new digital media technologies.

After a period of *campuswide review and comment* in 2017-18, the Chancellor convened a strategic planning retreat involving all deans, vice provosts, vice chancellors, the leadership of the Academic Senate, and others. Top campus priorities were identified from the committee reports, including: creating high-impact discoveries; strengthening UCLA as a global university; advancing the science of teaching; and improving efficiency and effectiveness consistent with institutional values. Through review of the Strategic Plan's areas and discussion of the resources involved in its implementation, the retreat participants explored how education, efficiency, and technology could intersect. For example, participants envisioned sustaining the value of UCLA's residential and in-person education by developing innovative methods of instructing students and using hybrid courses and flipped classrooms, which enable the faculty to deploy their teaching effort optimally and to take advantage of opportunities to introduce more active learning.

Strategic planning, as a multi-year initiative managed by the Chancellor's Office, has articulated four campuswide themes, and the campus will identify key administrators and faculty to refine and implement efforts to achieve these goals and to scale them against specific timelines and budgets. Progress has been made in three areas:

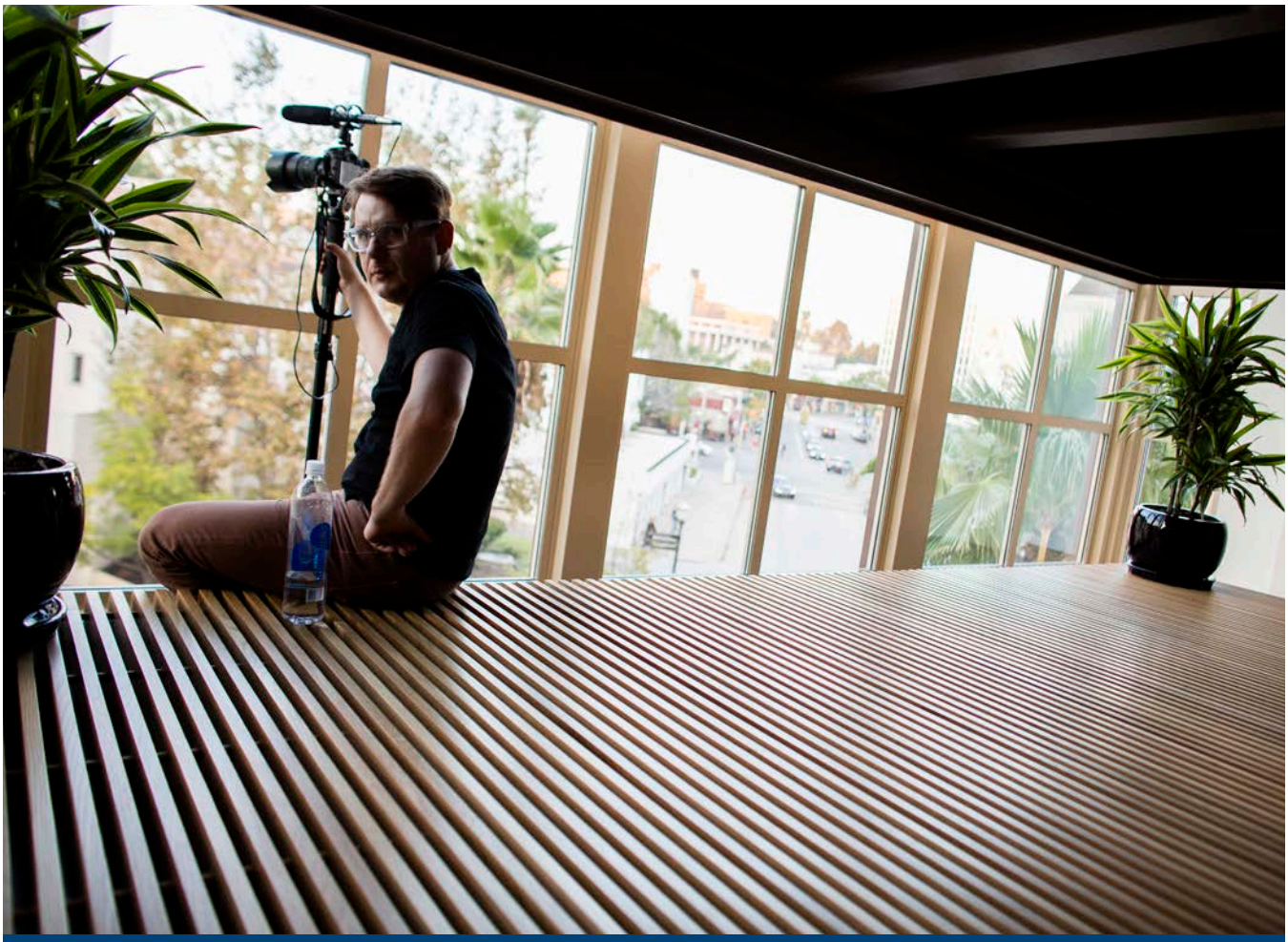
- As a model for how to foster high-impact discoveries, the *Grand Challenges Initiative* has brought together visionary faculty, students, and community partners from all disciplines to work together, adopting holistic approaches to solve critical, societal problems.

- To increase UCLA's standing as a global university, the *International Education Office* (IEO) set the goal of increasing undergraduate participation in study abroad from 20% to 25%; that goal has been met and planning is underway to meet a new milestone: 30%.

- To advance the science of teaching, the *reform and repositioning* of the Office of Instructional Development (OID) was launched with the appointment of a *faculty director*, a campuswide advisory board, and the articulation of new initiatives designed to improve the teaching skills of both faculty and graduate students, such as changes in TA training, pedagogy workshops, and communities of practice.

CONCLUSION

UCLA maintains our position and advances toward future accomplishments through processes of inquiry and exploration. By investigating new ways of conserving and increasing resources – financially and ecologically – and by determining new ways of dedicating funds to fulfill our commitment to education, research, and service, UCLA looks ahead with our aspirations. As the campus builds a foundation for reaching our strategic goals, expectations for educating more students with limited resources present our greatest financial challenge. Through the engagement of shared governance – with the cooperative participation of both the faculty and the administration – solutions for our pressing resource issues can be discovered, and new levels of accomplishment can be attained.



8 INSTITUTION-SPECIFIC THEME(S) (OPTIONAL)

UCLA elected not to explore an optional institution-specific theme in this report.

9 CONCLUSION: REFLECTION AND PLANS FOR IMPROVEMENT

UCLA's self-study, which the campus has documented in this institutional report, highlights where our institution has succeeded and identifies where we aspire to greater accomplishment. Four key areas represent simultaneously these ideas of achievement and further growth.

THE UCLA STRATEGIC PLAN

Launching an ambitious strategic plan will require a persistence of vision to realize its goals. With its thematic areas embracing the elements of our campus mission statement, the plan offers not only an opportunity to invest in UCLA's enduring priorities but also a source of momentum toward our 21st century incarnation. Engaging in a systematic review of progress toward the plan's goals will ensure that milestones are met and that the plan's initiatives come to fruition. Adopting the strategic plan will continue the campus dialogue about where UCLA is today and where we aspire to be tomorrow. Our strength at engaging passionate voices in such an effort guarantees the accomplishments in our future.

UCLA's WSCUC self-study underscores how the campus decision making processes value comprehensive information, insightful analysis, and deep reflection. After determining the key indicators of success per initiative, UCLA's leadership will generate a portfolio of statistics and track our progress, while it is made, through accountability reports to the campus community. Motivating continuous effort and documenting critical periods of progress and development, this ongoing communication will further inform the campus effort to fulfill

the strategic plan. Important areas of improvement and growth, which have been discussed in UCLA's WSCUC self-study, are also featured in the strategic plan, and will benefit alongside the strategic plan's mobilization of our talent and experience.

THE ASSESSMENT OF LEARNING

UCLA continuously generates knowledge that contributes to the science of teaching and learning, and this educational innovation is a feature of the strategic plan. With greater infrastructure invested in learning outcomes assessment, students and faculty on our campus will better realize the benefits of this work. A rededication of time and energy to the best practices of assessment will accompany the expansion of the Division of Undergraduate Education's new assessment management system's user base. A closer examination of how course learning objectives align with program learning objectives, for example, supports ongoing effort to develop the curriculum and has been proven to assist student learning.

The campus has set a goal for increasing the number of undergraduate and graduate capstones that seek to improve through assessing student performance on specific learning objectives and competencies. For ground to be gained – for the assessment system to grow its user base through faculty choosing to use it – assessment practices at UCLA must remain practical, efficient, and useful. The campus seeks to expand our culture of assessment. Toward that end, we must dedicate resources to assessment and broaden awareness of this activity's value.

THE EXPLORATION OF NEW BUDGET MODELS

The sobering reality of the UC system's uncertain financial future has motivated UCLA to pursue revenue sources beyond state funding and to engage in new fiscal strategies that had not been introduced at the time of our last WSCUC review. This WSCUC institutional report is the first broad exposure of the entire faculty, student body, and staff to the effort to identify another budget model for the campus. The last time a new budget model was implemented, the effort fell short of success; in 1997-98, the campus ***attempted*** a Responsibility Center Management budget model, but after parallel testing of this new model failed, the effort was abandoned. There is consensus that, whatever form a new budget model takes, participation in its development must be not only inclusive but also a function of our shared governance. To inspire UCLA to meet ever rising goals with fewer and fewer resources poses challenge enough. The difficult financial decisions ahead for the campus must be made through the involvement of our greatest minds and earn the support of all who dedicate themselves to our success.

THE ATTAINMENT OF EQUITY, DIVERSITY, AND INCLUSION

Through focused effort on creating a campus environment characterized by equity, diversity, and inclusion, UCLA renews our commitment to these values with each passing year. By investing in equitable and just processes, conducting groundbreaking research regarding diversity, and sustaining compassion for the challenges faced by those disadvantaged in our society, the campus will continue our progress. Effort will continue to develop the evidence-based ***research***, ***programming***, and initiatives coming out of ***BruinX***. Key initiatives include expanding the ***BruinX Dashboards*** and capitalizing on existing empirical scholarship to design and implement localized student-centered interventions to close achievement gaps. Through its collective efforts, EDI intends to persist in developing a new model for how higher education can leverage data to promote equity, diversity, and inclusion.

CONCLUSION

Since our founding just 100 years ago, UCLA has become one of the top two public universities in the United States and one of the most lauded research universities in the world. A spirit of optimism and commitment to our mission as a public university undergird UCLA's aspirations to embrace opportunities to engage the world, and to amplify and broaden our impact. Our optimism for the future is grounded in a history of the academic achievements of our faculty and students, effective shared governance, focused attention on sustainability in a challenging fiscal environment, and our commitment to advancing equity, diversity, and inclusion as central to excellence and our public mission.