

Concluding Essay

UCLA set forth a bold reaccreditation plan for WASC in its *Institutional Proposal*, and we have now fulfilled the next phase of the process by submitting our report for the *Capacity and Preparatory Review*. The seven essays, as well as the accompanying datasets and exhibits, document UCLA's commitment to Capacity and Educational Effectiveness, and they also demonstrate our engagement in an effective self review that resulted in action plans for continued improvement. With regard to the Accreditation Standards, we show that UCLA has substantial strength in three of the four standards and detail plans to increase our capacity in the areas of Standard 4 that need improvement:

Standard 1. *Defining Institutional Purpose and Ensuring Educational Objectives.* UCLA regularly engages its multiple constituencies in Strategic Planning (*Essay 1*) and in Academic Program Reviews (*Essay 2*). These and other processes are informed by institutional research, which is used to revise our approaches to teaching (*Essays 4 and 5*) and learning (*Essay 6*) and to develop new interdisciplinary models for the enhancement of research and education (*Essay 7*). UCLA has a deep commitment to serving the diverse people of California and to fostering an inclusive community for students, staff, and faculty from all racial, ethnic, and socioeconomic groups (*Essay 3*).

Standard 2. *Achieving Educational Objectives through Core Functions.* UCLA's expectations for learning and student attainment are clearly reflected in its academic programs and policies (*Essays 2 and 4*). All academic programs are subject to periodic review, and all degrees—undergraduate and graduate—awarded by UCLA are clearly defined in terms of entry-level requirements and student achievements necessary for graduation (*Essay 2*). UCLA actively values and promotes creative instructional programs at all levels (*Essays 4, 5, 6, and 7*), and encourages students to take full advantage of the educational, research and service opportunities offered at UCLA (*Essays 4 and 7*).

Standard 3. *Developing and Applying Resources and Organizational Structures to Ensure Stability.* UCLA sustains its operations and supports the achievement of its educational objectives through its investment of appropriate resources (*Essay 1*); the campus also offers a range of development activities designed to help faculty and staff improve teaching and learning (*Essays 3, 4, and 7*).

Standard 4. *Creating an Organization Committed to Learning and Improvement.* UCLA has developed a broad culture of evidence where indicators of performance are analyzed to inform decision making and improvement (*Essays 1, 2, and 4*). At the unit level, not all of our programs have articulated their educational objectives or developed systematic plans to assess their effectiveness. Currently, the Academic Senate is asking units do this as part of the ongoing Program Review process. Also, the *Capstone* workgroup will be asking programs to identify their expected learning outcomes for each capstone level they propose to implement (*Essay 5*). By the time of our *Educational Effectiveness Review* (March 2009), we expect that as many as two-thirds of UCLA's programs will have completed entries for the Inventory of Educational Effectiveness Indicators chart (Appendix D).

The last essays show that each workgroup focusing on one of UCLA's three special themes for the *Educational Effectiveness Review* report has made substantial progress and outlined clear action plans. We anticipate that UCLA's WASC Steering Committee will receive and vet the completed essays by July 2008, and campus constituencies will review them during the fall. With this timetable, UCLA will be prepared to submit its report in December 2008 and ready for the March 2009 site visit—the schedule approved by the WASC Commission. In preparing for this review, UCLA will advance its ambitious agenda of shaping undergraduate education through the capstone experiences; using educational technology to enhance learning and teaching; and facilitating interdisciplinary education and research at the very frontiers and intersections of exciting new areas of knowledge.