CALIFORNIA COLLEGE OF THE ARTS

INSTITUTIONAL REPORT

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INSTITUTIONAL CONTACTS

Stephen Beal, President
sbeal@cca.edu
510.594.3630

Dominick Tracy, Director of Learning
Assessment and Accreditation, ALO
dtracy@cca.edu
510.594.3794

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> California College of the Arts educates students to shape culture and society through the practice and critical study of art, architecture, design, and writing. Benefiting from its San Francisco Bay Area location, the college prepares students for lifelong creative work by cultivating innovation, community engagement, and social and environmental responsibility.
>
> —*Mission Statement, California College of the Arts*

At the time California College of the Arts (CCA) completed its last WSCUC reaffirmation of accreditation in 2009, the college was embarking on its second century of leadership in arts education by engaging faculty, students, alumni, staff, trustees, parents, and other stakeholders in reflections on the future of culture and the vision of an institution focused on shaping that future. It was a transitional moment for the college, with rising

enrollment and a new strategic plan rededicating the institution to attracting and educating a generation of young artists and designers interested in producing work that has a positive impact on social justice, on economies, and on the social problems that demand creative solutions.

Founded in 1907 as a guild dedicated to principles of the Arts and Crafts movement, the college moved to its present Oakland campus in 1922 and was renamed the California College of Arts and Crafts in 1936. In 1996, the college expanded into San Francisco, opening its permanent San Francisco campus in 1999 and renaming itself California College of the Arts in 2003 to better reflect the breadth of programming beyond the fine arts. The college first achieved WSCUC accreditation in 1954.

Since its inception, the college has sought to fuse practice and theory, art making and civic engagement. Today, as the role of creativity in our society and economy is increasingly recognized and valued, CCA's founding ideals have never been more relevant. Artists, designers, and writers have become leaders in a culture that relies on the combined expansion of technological innovation and creative content. The San Francisco Bay Area is the locus for much of this development, and CCA—with its 2 campuses, 22 undergraduate degree programs, 13 graduate degree programs, 1,950 students, 550 faculty members, and a network of over 19,000 alumni—is a leading educational resource in the region.

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RESPONSE TO PREVIOUS COMMISSION ACTIONS

The 2009 WSCUC Commission Action Letter summarized CCA's evolving institutional context well while providing recognition of areas where the college had made significant progress in meeting accreditation standards:

> The rapid pace of change at CCA that began in the mid-1990s has continued during the period between the CPR and EER visits, with clear benefits to the institution. The visiting team found much to commend, including the skillful way in which CCA has managed its presidential transition and developed an

effective management/leadership team. Specifically, the visiting team noted 1) improvements in faculty governance and morale; 2) progress toward a "sustainable business model"; 3) a strong commitment to education for leadership in diverse communities; 4) a developing culture of evidence and faculty ownership of assessment; 5) dedication to scholarship and cross-disciplinary inquiry in arts and design; and 6) innovative new degree programs such as the MBA in Design and BFA in Animation.

The 2009 Letter also emphasized several recommendations regarding a range of topics, including strategic planning, faculty governance, financial stability and sustainability, retention and graduation rates, data management and institutional research, program review, and program-level assessment of student learning. Each is addressed below and at other points in this report as referenced.

STRATEGIC PLANNING

The most obvious connection between the current strategic plan and the last reaccreditation process is the Commission's explicit recommendation that the college complete and implement the strategic plan itself, which was approved by the college's Board of Trustees only months after the team visit and Commission reaccreditation. Since the 2009 reaccreditation, the college has operated under its 2010–15 Strategic Plan, which includes five organizing themes:

1. **Dream big** by reaffirming a fundamental commitment to social justice and entrepreneurship while taking risks and innovating through a meaningful, project-based curriculum
2. **Cultivate diversity** by increasing the demographic and curricular diversity at the college while building a community that actively promotes diversity
3. **Foster excellence** by positioning the college at the forefront of creative and intellectual discourse both globally and nationally without losing focus on the individual student's success
4. **Connect communities** by reinforcing a strong campus and institutional culture with ties to local, national, and global individuals and organizations
5. **Lead responsibly** by increasing resources to meet challenges with ingenuity and innovation while engaging constituents in order to make effective use of those resources towards shared priorities

These themes were developed over a lengthy, interactive process that engaged alumni, donors, faculty, staff, students, parents, and trustees in crafting institutional guideposts responsive to the changing landscape of higher education and to the recommendations garnered from the reaccreditation process. The President's Senior Cabinet has regularly assessed progress on the strategic plan and reported on it internally and to the Board.

Given the related and subsequent work of developing strategies on academic planning (detailed in Part 3) and long-range campus planning, as well as the ongoing relevance of the 2010–15 Strategic Plan, the college has determined that the existing plan will be revised and extended rather than set aside to make way for an entirely new strategic plan. A final draft of the revised and extended strategic plan will be adopted at the Board of Trustees March 1, 2016 meeting and provided to the team for review as soon as possible thereafter. Revisions will incorporate key points from the academic and long-range campus planning projects. Moving forward, the strategic plan goals will continue to be regularly assessed and reported on by the members of the Senior Cabinet.

FACULTY GOVERNANCE

The Commission's recommendation to "clarify the faculty role in decision making" corresponds to the strategic plan's directive to "continue to foster a culture of strong faculty governance." In 2008, then-Provost Stephen Beal became president of CCA, presenting an opportunity to rethink the college's academic administrative and governance structures. Responding to a faculty desire—voiced through governance meetings and an ad hoc faculty leadership working group—for greater disciplinary alignment of leadership, consistent faculty voice in senior leadership, and opportunity for faculty advancement, President Beal and Interim Provost Melanie Corn oversaw a restructuring of the academic programs into four divisions--Architecture, Design, Fine Arts, and Humanities and Sciences--each with its own faculty director. (Academic Affairs organizational chart)

In 2015, Provost Melanie Corn worked with the directors and governance leaders to change the directors to deans in an effort to both clarify the institutional roles played by these positions and in order to recognize that the deans now have an increased level of authority and autonomy, a more significant voice in developing the college's strategic direction, and play a greater role in external partnership building. While every division has distinct needs, future deans will now typically be tenured faculty pursuing an administrative career path and appointed through national searches, rather than—as is currently the norm—faculty members cycling through the deanships from within the existing faculty ranks.

In addition, at the time this report was submitted Provost Corn had recently been appointed president of the Columbus College of Art and Design and will be leaving CCA in March 2016. The current dean of Fine Arts, Tammy Rae Carland, has been appointed to succeed as provost, bringing a breadth of institutional knowledge and administrative experience to the CAO position, while significantly strengthening the connections between the college's administration and its faculty governance.

Throughout the intervening years, the faculty governance structures have continued to function well through the Faculty Senate Executive Committee (EC), Curriculum Committee (CC), and Appointments, Promotions, and Tenure Committee (APT). The EC contributes annual reviews of the President and Provost to the Board, is responsible for all changes to the Faculty Handbook, and acts as the primary conduit for all matters of importance to the faculty through its monthly meetings. The EC completed a thorough revision of the Faculty Handbook (as recommended by the 2009 visiting team) in 2010. The President of the Faculty Senate (chair of the EC) sits on the college president's Senior Cabinet and is a non-voting member of the Board of Trustees; the Vice President of the Faculty Senate (vice chair of the EC) sits on Academic Cabinet (recently renamed the Academic Communications Committee).

The Curriculum Committee analyzes major college-wide curriculum decisions (such as the recent reduction in units required for graduation from 126 to 120) as well as other college-wide curriculum changes. CC also oversees the upper-division interdisciplinary studio courses (UDIST) and partners in overseeing assessment of the college-wide learning outcomes. The Appointments, Promotion, and Tenure Committee functions as the recommending body for all faculty promotion and tenure cases from adjuncts up to full professors. While decisions are ultimately made by the provost (promotion) and president (tenure), APT has a very significant voice in the decisions. APT also serves as the faculty advisory group on processes and policies regarding promotion and tenure.

Finally, in fall 2014, CCA's unranked faculty (part-time contingent faculty members designated as lecturers and adjuncts) voted to engage in collective bargaining for the first time with representation by Service Employees International Union (SEIU) Local 1021. This is unlikely to significantly affect the fundamental nature of faculty governance because ranked and tenured faculty members already comprise the core leadership of governance. In addition, the unranked faculty will continue to play a role in governance either as voting members of the faculty senate and participants on governance committees or through an alternative and parallel structure as determined by the union bargaining agreement. Negotiations between the college and SEIU will be proceeding through the 2015–16 academic year.

FINANCIAL STABILITY AND SUSTAINABILITY

The college's 2007–9 reaccreditation process spanned the nadir of the nation's economic recession, and the Commission's recommendations in this area were astute and taken to heart by CCA's administration and board. In addition, the retirement of the college's esteemed CFO in 2013 could have caused concern in light of this recommendation; however, the transition to new CFO Laura Hazlett has proved successful. Under solid financial leadership, the college has weathered the years since reaccreditation well, growing its endowment (currently $30.7M) and anticipating a balanced unrestricted operating budget in FY16 as in the previous fiscal years.

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New programs, such as the Master's programs in Comics and Interaction Design, as well as the full growth of the BFA in Animation and MBA in Design Strategy programs, which had just launched at the time of the last reaccreditation, have helped the college stay on track with enrollment projections. As mentioned above, the college has also increased international recruitment and enrollment, which has offset the demographic shifts in the U.S. that include shrinking numbers of domestic, college-age prospective students. Meanwhile, the college's director of financial aid continues to closely monitor both federal and state aid sources and policies for changes that could affect student enrollment

and therefore impact the college's financial stability and sustainability. The Senior Cabinet and the Board of Trustees are briefed on any significant issues, and financial planning incorporates these possible scenarios. Part 7 of this report details the college's ongoing efforts and plans to maintain its financial sustainability.

For the past two years the entire cabinet, along with a range of representative constituent groups, has been focused on the issue of long-range campus planning, specifically on the question of whether to unify the college into a single San Francisco location on the recently acquired property adjacent to our existing buildings. This campus planning, facilitated through a partnership with Gensler design firm (along with other consultants), has been an inclusive process involving hundreds of faculty, students, alumni, staff, and community members; the resulting strategic framework will guide the college's next steps. The effort, of course, is not exclusively about a new building or even about planning a new, unified college, but rather an opportunity to reimagine how the institution can best support student learning and the distinct creative practices that define CCA's studios and classrooms. At the same time, the cost of operating two campuses—mentioned repeatedly in past accreditation letters—is an ancillary factor in these discussions. With initial planning and architect selection slated for completion in 2016, the goal is to be one campus by 2020, contingent, of course, on a successful capital campaign and other aspects related to any project of this scope.

RETENTION AND GRADUATION RATES

CCA's strategic plan specified several quantitative benchmarks related to retention and graduation rates that relate to specific WSCUC accreditation reaffirmation recommendations. First, the plan called for increasing enrollment from 1,750 to 1,950 by 2015, corresponding to the Commission's recommendation that the college "work toward achievement of retention and graduation goals," and "continue work toward a sustainable business model." While the goal was not fully realized, the growth trend continues, with fall 2015 FTE standing at 1,926 (Fall 2015 degree seeking headcount: 1959). Another strategic plan goal echoed by the Commission's recommendation was to increase the first-year retention rate to 80% and to maintain an overall retention rate of 87%. This has been achieved during the plan timeframe, with 2014–15 retention rates standing at 82% for first-year students and 92% overall (undergraduate and graduate). Finally, the strategic plan targeted a 45% 4-year graduation rate and a 65% 6-year rate, goals which have not yet been met but now appear achievable, with the most recent cohort rates (2014–15) rising to a 39% 4-year rate (up from 34% in 2013–14) and a 59% 6-year rate (up from 54% in 2013–14).

Additionally, CCA's 2010–15 strategic plan called for expanded external visibility, reputation, and recruitment efforts nationally and internationally. Since reaccreditation, the college has broadened its student body's representation from 45 to 54 countries while forging strategic partnerships to increase international visibility and facilitate recruitment, such as that with the Central Academy of Fine Arts in Beijing. Indeed, as part of the effort to "position and engage CCA at the forefront of creative and intellectual discourse at the national and international levels," as well as to achieve enrollment goals and undergird financial sustainability, the strategic plan called for increasing international enrollment. International recruitment has exceeded expectations, with current non-resident alien enrollment standing at 31%.

Though increased international student enrollment is a common phenomenon in higher education today, the changes represent both important opportunities for CCA—to globalize the student experience and network while benefiting from a new recruitment pool—as well as challenges, as the influx requires new and increased resources in order to ensure student success across all demographic groups. Indeed, the need for increased English Language Learner (ELL) resources was among the visiting team's recommendations in 2009. Since that time, tutoring services have increased, a language-focused summer bridge program was instituted for incoming international students, more ELL-specific writing courses were developed, staffing in the International Student Affairs and Programs Office was increased, a specific international student orientation program was developed, and a committee focused on the international student experience was created to address student success. In 2013–14, the college commissioned an external assessment of its ELL capacity in order to identify additional strategies for promoting ELL student success. Based on that assessment, the college has taken significant steps, including further increasing academic coaching resources, conducting a national search resulting in two ranked hires specializing in Teaching English as a Second Language (TESOL), raising the language proficiency requirements for international student admissions, capturing TESOL subscores in students' records, and offering additional faculty development workshops.

Thus, while the college has likely reached its maximum desirable ratio of international student enrollment and has become more selective in admissions, this area represents a signif-

icant change at the college since the last reaccreditation. While the high percentage of ELL international students presents some challenges in and out of the classroom, it also presents a number of opportunities. CCA's international students retain at a higher than average rate, they have a lower discount rate, which provides important tuition revenue that can support low-income domestic students, and, most importantly, CCA is now a truly global community that reflects the world of creative practice into which all of our students will graduate.

DATA MANAGEMENT AND INSTITUTIONAL RESEARCH

The college has acted on the Commission's recommendation to create a centralized research office, hiring its first Director of Institutional Research (DIR) in 2012. Since that time, the DIR has been contributing critical data to strategic decisions from recruitment of new students, to facility optimization, to the identification of interdisciplinary opportunities through the mining of student registration information. In addition, the DIR has centralized data reporting from departments across the college, thereby streamlining processes and reducing duplication of efforts. The creation of an institutional factbook has made vital institutional data available and led to a healthy new interest in data across the college, with new projects and queries arising regularly. In addition to creating new data resources to use in decision making, the institutional research office regularly collaborates on data analysis with leadership from other departments such as Enrollment Services, Operations, and Academic Affairs to inform strategies and policy decisions. At the time this report was being compiled, the college's DIR accepted a position as an Institutional Research and Planning Analyst at the University of California Office of the President, and a search was currently underway for her replacement (job description).

PROGRAM REVIEW AND PROGRAM-LEVEL ASSESSMENT OF STUDENT LEARNING

At the time of CCA's last reaccreditation, the Commission acknowledged the newness of the college's formal assessment efforts and that some impressive progress had been made on this front. The college was urged to continue evolving its processes in order to enhance effectiveness in the areas of curriculum, pedagogy, and institutional learning, and to sustain those efforts for maximum benefit. However, without a fully developed administrative infrastructure to support ongoing assessment reporting, learning assessment and a culture of improvement returned to a decentralized and tacit status. More recently, recognizing that the college needed to do more to address the Commission's recommendations, important steps have been taken to move assessment efforts forward including two director-level hires with responsibility for building, maintaining, and documenting meaningful methods for assessing student success and student learning. These efforts are detailed in Parts 4 through 6.

Since adding the DIR position in 2012 and the Director of Learning Assessment and Accreditation (DLAA) position in 2014, the college has set a clearer and more sustainable course for effective assessment, with both given full institutional support to attend WSCUC's Assessment Leadership Academy. The DIR has developed and compiled data portfolios for most programs at the college, making key data points more widely available and thus injecting data into programs' discussions about goals, strategies, and outcomes. The college's Program Data Portfolios are detailed in Part 6 and were also featured in J. Joseph Hoey IV and Jill L. Ferguson's *Reframing Quality Assurance in Creative Disciplines: Evidence from Practice* (Common Ground, 2015).

Since the DLAA position was appointed in summer 2014, programs have re-engaged with the assessment work that had been initiated during the previous reaccreditation but had proved difficult to sustain without dedicated administration. In the past year, all programs have

- reviewed and worked to revise their program learning outcomes;
- revised level review processes and documents (i.e. junior reviews, thesis reviews, etc.) to improve alignment with program learning outcomes;
- begun annual reporting on program learning outcomes assessment findings using standard reporting templates;
- re-engaged with the expectations of discipline-specific secondary accreditors;
- begun to more explicitly align annual goals with assessment findings to "close the loop" on assessment findings.

At the same time, the college's program review processes have been thoroughly revised based on the completion of a first cycle of reviews for all programs (discussed in Part 6).

Efforts to make the entire undergraduate curriculum more effective in delivering core competencies and more relevant in terms of preparing students for twenty-first century careers and citizenry led to important changes, including a thorough revision of the undergraduate general education curriculum, which was implemented in fall 2013. While the curriculum represents a significant change for students, adding flexibility and the opportunity to study more deeply in curricular areas of interest, it also has meant that larger-scale assessment work in the general education area was on hold until the new curriculum was in place. Since the implementation of the new curriculum and subsequent revision of the college-wide learning outcomes, much progress has been

made in the assessment of student learning in the general education curriculum spearheaded by the Humanities and Sciences assessment coordinator.

In addition, since its last reaccreditation, CCA has supported numerous faculty and administrators in attending WSCUC workshops aimed at building assessment capacity and engagement. These trainings were helpful in orienting various individuals across the college to effective assessment practices and to building internal dialogues about educational effectiveness. However, prior to the appointment of the DLAA tasked with overseeing coordinated and sustainable assessment planning, there had not been adequate progress.

These efforts speak to a maturing—if still evolving—assessment infrastructure and a recognition that more concerted and vertically integrated oversight is necessary for learning assessment to become a consistently employed tool for program and institutional improvement.

ADDITIONAL DEVELOPMENTS SINCE THE LAST WSCUC VISIT

Several other important developments at the college since the last reaccreditation visit bear noting and are discussed further in this report. As mentioned above, in 2011 the college completed its purchase of the empty lot adjacent to the San Francisco campus, providing 100,000 square feet of additional space. Additionally, in 2012, the college purchased another nearby property, relocating the Wattis Institute for Contemporary Arts there and freeing up space on campus for a new student center and student exhibition space that opened in 2013.

Key personnel changes have also taken place since the last reaccreditation. Since that visit, the college has continued its efforts to add ranked faculty, resulting in 72 ranked hires and 20 promotions to tenure. In addition, there have been several senior administrative hires that signal new strategic directions for the college and represent key resource allocations. These hires include a new CIO, Mara Hancock (2012), who has thoroughly revised the Educational Technology Services division while developing a new technology strategy for the college. As mentioned above, the college welcomed a new CFO, Laura Hazlett, in 2013, and a new Vice President of Operations, Jennifer Stein, in 2010, both of whom have been instrumental in strategic property acquisitions and planning. Additionally, the college has begun professionalizing the Human Resources office under the guidance of a new Associate Vice President for HR, Leslie Gray, who has

overseen the move of HR functions to an online system (Workday) and has implemented a new performance review regimen for staff. Most recently, CCA created the new position of Vice President for Marketing and Communications Strategy, hiring Becky Ruden into the role in fall 2015.

The college has also engaged in an academic planning process that has supplemented the strategic plan and guided academic goals in the years since the strategic plan was put in place. Over the course of the 2013–14 academic year, faculty and administrative leaders at CCA reflected on CCA's core principles and practices. The resulting Academic Pathways plan is discussed further in Part 3, and its themes are intended to guide CCA's academic goal setting and decision making moving forward.

The college very much looks forward to the team's engagement and recommendations, which—as evidenced above—have enriched the college's strategic conversations and decisions in the past.

PART 2: COMPLIANCE WITH STANDARDS
SELF-REVIEW UNDER THE STANDARDS

In January 2015, college leadership undertook a comprehensive review under the WSCUC standards in preparation for CCA's reaccreditation process. Participants in the review included members of the President's Senior Cabinet, comprised of executive-level leaders (President, CAO, CFO, CIO, President of the Faculty Senate, Director of Campus Planning, and VPs of Advancement, Communications, Enrollment Services, Operations, and Student Affairs) and members of the Academic Cabinet (faculty divisional deans, divisional assistant directors, faculty chair of the curriculum committee, and directors from most of the administrative units across the college). All were surveyed on the Standards and CFRs, with the Academic Cabinet undertaking a subsequent qualitative review of the survey findings under the leadership of the provost and the director of learning assessment and accreditation. This resulted in lively, productive discussions on the college's performance in relation to the standards and was extremely helpful in identifying areas of strength as well as those in need of improvement as outlined below.

STANDARD 1

California College of the Arts is deeply committed to its mission statement and to ensuring educational objectives, including placing a high priority on diversity as a core institutional value. Participants in the college's review under the standards felt that while there were individual areas where there is work to be done, by and large it is being done and with integrity, as one focus group participant stated:

> As a single-focus institution, I think we benefit from being very mission driven. Our recent work over the past five years—Strategic Plan, Academic Plan, Long-Range Campus Plan, Branding Exercise—have helped us further hone our mission and values and how those are lived/promoted in curricular and co-curricular ways.

CCA's mission statement and institutional learning outcomes are widely communicated across the college, and the highly public format of instruction, critique, reviews, and exhibitions at the college mean student learning is regularly on display (CFR 1.2). Still, discussions around Standard 1 reinforced the need to continue improving the communication of learning outcomes to students and faculty. The creation of Program Data Portfolios (detailed in Part 6) has begun to provide each program and its stakeholders with access to a wealth of information that had previously been fragmented and/or not disseminated. This is leading in turn—in many cases for the first time—to additional data requests from program chairs and faculty. Similarly, CCA's self-assessment reiterated a need for programs to do more to disperse information on learning outcomes. Thus, in 2014–15, program chairs were asked to review their program learning outcomes against the learning assessed through their programs' level reviews, a process that revealed a need to improve this alignment and to do more to document student learning assessment findings.

32% OF CCA STUDENTS RECEIVE PELL GRANTS

Discussions about integrity and transparency generally revealed that administration and faculty, as well as students, are well satisfied with the college's policies and performance in this regard. A recent survey of student satisfaction (Student Satisfaction Index) showed students were pleased with the freedom afforded them and the encouragement to take risks. Faculty participants in the review under the Standards noted both that the college's Faculty Handbook incorporates the AAUP Statement on Academic Freedom

and CCA's long-standing commitment to tenure as key indicators that a tradition of academic freedom is deep-seated at the college (CFR 1.3). Similarly, the self-review indicated consensus that the institution operates with a high degree of autonomy (CFR 1.5). Considerations of the college's communications around goals, programs, services, and costs revealed that this is an area impacted by the college's 4-year graduation rate, the improvement of which is an institutional priority (CFR 1.6) and is discussed in Part 6. Beyond compliance with requirements, such as maintaining the tuition cost calculator on the website, graduation requirements for BA and BFA students will be reduced from 126 to 120 credits (165 to 159 credits for Bachelor of Architecture) beginning in fall 2016, thereby improving alignment between the expectation of graduation in four years and one of the key impediments to doing so. In addition, considerations of this CFR across the college pointed to the high cost of living in the Bay Area as a significant factor affecting student success. One key action being taken in this area is the opening of CCA's new Panoramic Residences near the San Francisco campus (fall 2015), which provides below-market-rate housing for students. At the same time, the self-review yielded feedback that the college can do more to communicate how accessible it in fact is (32% of CCA students receive Pell Grants) by doing more to publicize its (responsibly) high discount rate and generous need-based aid to prospective students.

Of particular importance in the discussions around the Standards was CCA's demonstration of its commitment to creating a learning environment and institutional culture that value and promote diversity (CFR 1.4). Concerns expressed in discussions reviewing this CFR stemmed less from any perception that commitment was lacking but more seemed a result of the high standards and deep investment in this area fueling a desire for more. As one participant in the self-assessment expressed it:

> We have become increasingly able to attract a diverse community, and our students, staff, and faculty have started to ask more from us in terms of our engagement with current socio-political issues, particularly as they impact their CCA experience. This should not be surprising, given our mission. Some

of our policies and practices need to be updated so they can be as forward thinking and inclusive as our mission.

At the same time, a recent study—the 2012 Diversity of Learning Environment survey—showed that 92% of students agreed with the statement that "CCA demonstrates a long-standing commitment to diversity."

92% OF STUDENTS AGREED WITH THE STATEMENT THAT "CCA DEMONSTRATES A LONG–STANDING COMMITMENT TO DIVERSITY"

While 34% of CCA students are domestic students of color, the review under the standards also showed a desire for more capacity to promote diversity within the college, or as one contributor to the review expressed it:

> We also need additional staffing to provide opportunities for diversity-focused learning and to ensure timely responses to student, staff, or faculty concerns/complaints about diversity-related issues.

In fact, in spring 2015 the President's Diversity Steering Group spearheaded an effort to address exactly this, with the result being the development of a new position, Assistant Dean of Students for Multicultural Affairs, who would coordinate diversity learning and cultural competency strategies college-wide. Funding for this new position has been prioritized in the budget proposal for the upcoming fiscal year.

Additionally, diversity as an institutional learning outcome will be assessed college wide in 2015–16 to ascertain how well current pedagogical and curricular approaches are working and to stimulate broad improvement-oriented discussions. Thus, while the college demonstrates its commitment to diversity through resource allocation, hiring, and pedagogy—and there is a consensus that diversity is a core value—there is always a desire for the college to do more.

The review of the college's operational integrity and transparency revealed a consensus that policies and procedures have integrity and that processes are improving, particularly as relates to internal business procedures (CFR 1.7). For instance, the college recent-

ly adjusted its fiscal year to better align with the academic calendar, relieving a major source of confusion, streamlining operations, and improving accountability. In addition, CCA's auditors regularly commend the college on its fiscal practices. Progress was also noted in the area of Human Resources, where new leadership has revised performance review processes and is working to better align staff salaries with prevailing wages.

Finally, participants in the review under the standards were in strong agreement that the college is very committed to open and honest communications with its various accrediting bodies. In the past, lack of administrative capacity led to some shortcomings in maintaining communications with secondary accreditors—such as when the college functioned without an associate provost for the 2012-13 and 2013–14 academic years. To address this in a sustainable and systematic way, the college has dedicated significant resources by appointing a Director of Institutional Research and a Director of Learning Assessment and Accreditation. One additional indicator of CCA's transparency in communications with accreditors and the public is its practice of posting its reaccreditation reports, team reports, and action letters on its website beginning in 2008—well before WSCUC's decsion to publicize institutions' reaccreditation findings.

STANDARD 2

In reviewing Standard 2's focus on achieving educational objectives and providing support for students' learning processes, there was broad consensus that CCA students are achieving learning objectives and that evaluations of learning—particularly through critique and reviews—are exceptionally robust. With the college's culture of critique and level reviews, as well as the culminating experiences of exhibitions, there is an innate investment in faculty taking responsibility for directly and constantly assessing student learning and providing feedback (CFR 2.3, 2.4). These practices also result in a deeply engaged student learning environment, where peer and faculty feedback is constant as the learning is literally on display (CFR 2.5). However there is work to be done in terms of maintaining a consistent focus on explicit learning outcomes and on documenting the institutional and programmatic improvements that result from the frequent and direct faculty engagement with evidence of student learning.

Partly in response to the self-review under the Standards, the college is piloting peer review of teaching in select studio and Humanities and Sciences courses this year for potential expansion in 2016–17. Challenges include devising a process that is manageable and sustainable as well as determining whether peer reviews would be factored into promotion reviews. While peer review of teaching has not been widespread at CCA in the past, respondents felt it could augment the well-established promotions review process administered by the Appointments, Promotions, and Tenure faculty governance committee (CFR 2.1). The desire to instigate peer review of teaching is, in turn, linked to a longstanding effort to establish more centralized and concerted support for the practice of teaching through the creation of a teaching and learning center. To these ends, the Teaching Support Studio, which also houses the college's instructional designer, was launched in fall 2014 as a step toward creating a full-scale center and determining its programming foci.

THERE IS AN INNATE INVESTMENT IN FACULTY TAKING RESPONSIBILITY FOR DIRECTLY AND CONSTANTLY ASSESSING STUDENT LEARNING AND PROVIDING FEEDBACK

Another key area emerging from the self-review was the need to better articulate faculty expectations and standards for graduating students, which has been an institutional focus over the past year (CFR 2.2, 2.3, 2.4, 2.6). Significant progress has been made by academic programs in revising and updating program learning outcomes as well as in aligning these outcomes with the criteria used for course and level reviews. Additionally, programs have developed more robust processes for senior reviews aimed not only at providing feedback to students as they finish their programs, but also at assessing student learning in relation to the program learning outcomes that will be cycled more conspicuously into program initiatives and planning.

An area of concern voiced through the review was in the area of English language learner (ELL) success. Like many institutions, CCA has seen its international student population increase significantly in recent years, and this has created the need to devote additional faculty development resources in this area. While noting these needs, participants also acknowledged the substantial efforts to promote ELL student success, such as the ranked TESOL hires and increase to the remedial coursework required of the least proficient ELL students.

CCA's external program review process (Part 6) is also both an area of strength, with some programs now beginning to be reviewed for a second time in the seven-year cycle, and an area where lessons learned are leading to revised processes (CFR 2.7). Findings have been that reviews have not been as focused on student learning outcomes and assessment processes as they have been on providing more global advice on program direction, resources, institutional changes, and disciplinary concerns. Thus, since this process has come under the purview of the Director of Learning Assessment and Accreditation, it has become more aligned with WSCUC best practices.

The self-assessment endorsed a view of the college as supportive of scholarship, creative activity, and instructional innovation, all of which channel into the well-established promotions and tenure process (CFR 2.8, 2.9). As mentioned above, there is a desire to create a more nuanced understanding of achievement in the area of teaching and to better support faculty development around the practice of teaching through providing more targeted resources in this area.

Clearly linked to faculty development, student learning and success efforts are another area of strength for the college with the increasing Student Affairs Division programming (detailed in Part 5) aimed at both tracking student satisfaction and campus climate while ensuring academic advising that promotes timely progress for students (CFRs 2.10–14). Despite some challenges, academic advising continues to improve since CCA's last reaccreditation, switching from faculty to staff advisors with the challenge being to preserve faculty-student mentoring. More generally, resources supporting a campus climate fostering student success have grown considerably, with a 50% increase in full-time Student Affairs staffing since 2009. Finally, work is underway to clarify the co-curricular areas' learning outcomes (utilizing Learning Reconsidered 2's focus on the total learning environment).

STANDARD 3

Several themes emerged from the college's review of organizational resources and structures that ensure quality and sustainability under Standard 3. Again, the challenges of attracting, developing, and retaining a diverse group of highly talented faculty and staff given the financial pressures of living in the Bay Area came to the fore (CFR 3.1). Many who participated in the review under the standards discussions felt they lacked a full understanding of the role and direction of the Board of Trustees (CFR 3.9) and desired more transparency from administrative leaders, though there was a high degree of confidence that the college is administered with integrity and competence by those in leadership positions (CFR 3.6).

Some participants in the self-review voiced concerns that performance and competency standards for staff and administrators were not clearly established; this has subsequently become an area of focus for the college's new Human Resources leadership.

Faculty and staff policies have seen a great deal of improvement since the last reaccreditation (CFR 3.2), with a thoroughly revised Faculty Handbook receiving full senate endorsement in 2010 and a new performance review process implemented for staff in 2014. Of particular significance with relation to the CFR will be the outcome of collective bargaining negotiations, which are proceeding through the 2015–16 academic year.

While CCA has traditionally benefited from strong, faculty-led hiring and promotion processes that are well aligned with academic standards, the college has made significant improvements over the past year on the systems to support these processes. For instance, as of fall 2015 all faculty contracting and most Human Resources functions have finally moved online through the Workday platform, which is streamlining time-consuming and outmoded processes that frequently impacted faculty and staff. As mentioned above, there has been a significant uptick in faculty development programming and resources since the arrival of the new associate provost in 2014 and the establishment of the Teaching Support Studio (CFR 3.3). Recent efforts include a fully revised, more frequent, and more robust new-faculty orientation. Staff development trainings are frequent, though the self-review discussion revealed that more resources are needed to enable staff to develop their career-oriented skills.

As discussed in Part 7 and evidenced in the college's annual reporting, the college operates with a high degree of fiscal restraint, and financial resources are stable and sustainable. At the time of this reaccreditation, the strategic unification into a single campus frames many campus planning discussions (CFR 3.4), as indicated by the more than 50 meetings and focus groups dedicated to campus planning during the 2014–15 academic year. Being a tuition-driven institution, CCA is constantly exploring new opportunities for diversified income, such as the $200,000 National Science Foundation grant awarded in 2013 to develop science in the arts pedagogy and programming, and the annual spring fashion show gala (which last year grossed $665,000). Meanwhile, the college benefits significantly from its proficient Advancement Office and board support that remains innovative, generous, and consistent.

Technology resources are an area that has seen significant and strategic growth since the last reaccreditation (CFRs 3.5 and 2.3), with the appointment of a new CIO in 2012 signaling a new era for educational technology at the college. The focus in this area since her arrival has been on a strategic approach aimed at improving connectedness, support, and efficiency; improving access to data and the integration of technology into the academic experience; and effectively partnering with faculty to explore ways technology is redefining teaching and learning. Comments in the self-review reflected a sense that this is an area of steady improvement and innovation at the college:

> Overall we do this well. We seek input from the academic programs in regard to our technology investments, through the budgeting process and the CIO Academic Advisory. The challenge in preparing students with professional-level technology skills remains, as the resources required to maintain currency with constantly evolving technologies (particularly in the design fields) are significant.

CCA's self-review reconfirmed that the college is well organized to make strategic decisions through weekly Senior Cabinet meetings, monthly Academic Communication Committee meetings, and an accomplished administrative leadership team (CFR 3.7). Faculty governance structures are effectively incorporating faculty perspectives into strategic decision making and operations (CFR 3.10), primarily through the aforementioned standing committees and deanships. Several important initiatives reflect this, such as the Executive Committee-hosted forums during the unionization drive and the governing committees' work gathering and consolidating faculty input on the plan to reduce the undergraduate unit requirement.

Equally impactful, 2015 marks the first time in several years that the Academic Affairs administrative leadership team (Provost, Associate Provost, and Director of Academic Administration) has been fully staffed. Thus, since the departure of CCA's previous provost in 2012 and the promotion to provost of Melanie Corn from associate provost, the Academic Affairs division functioned at a diminished administrative capacity, which likely contributed to the sense of a lack of transparency and/or competency in administrative functions noted by some in the self-review. Now, with full staffing, this core area of the college is beginning to make progress on many administrative and strategic priorities.

STANDARD 4

The college remains attuned and responsive to the many challenges facing higher education in recent years (CFR 4.7). One strategy has been to develop its existing design programs and to launch new programs in this area such as the Interaction Design undergraduate and graduate programs and the Design MBA program (DMBA). The college has proceeded cautiously around online instruction, though summer 2015 saw the piloting of the first online Visual Studies course, and more will be offered in summer 2016. The hope is that such programming will be part of a strategy for promoting the success of our English language learner students. The college has also partnered with Kadenze to offer its first MOOC (spring 2016). In addition, the hiring of an instructional designer has provided more support for the integration of classroom management and teaching tools into CCA classrooms.

At the same time, CCA has been nimble when exploring new program formats: launching professionally-oriented degrees and successfully implementing low-residency models for the DMBA and MFA in Comics programs that respond to the desires of the market while leveraging college facilities at times when they would otherwise be underutilized (i.e., weekends (DMBA) and summers (Comics)). Similarly, the integration of technology into the curriculum and pedagogy has been embraced across the college, with major overhauls of all studios and shops integrating new technologies such as a computerized jacquard loom, rapid prototyping machines, CNC routers, 3D printers, a Digital Craft Lab housing a robotic arm, the interdisciplinary Hybrid Lab, and more.

While developing new programs responsive to evolving practices in the creative economy as suggested by CFR 4.7, the self-review foregrounded discussions among faculty and administrative leadership about developing more effective methods to determine the viability of existing undersubscribed programs, exploring options, and taking decisive action. This is a process the provost and deans will be considering this year, likely in partnership with the Executive and Curriculum committees.

As discussed in Parts 4 and 5, quality assurance (CFR 4.1, 4.3, 4.4) is an area where the college has both excelled (through the programs' constant, direct reviews of student performance and a flexible curriculum that responds to shortcomings in student learning as outcomes dictate) and fallen short (with programs often responding to findings about student learning without documenting actions taken and, at times, without considering more strategic approaches). In addition, work on quality assurance must find the right equilibrium between longstanding practices (critiques, reviews) that prioritize feedback to individual students and assessment practices oriented toward providing programs with feedback for their improvement. Finally, as introduced in Part 1 and detailed in Part 5, CCA has made significant investments in its institutional research capacity (CFR 4.2) following this recommendation from the last reaccreditation team.

In the sections that follow, many of these components are explored in more detail in order to present the ways CCA is addressing the Standards and Criteria for Review. The review under the Standards was a productive process for those involved, providing an important opportunity for stakeholders at various levels of leadership from across the college to share insights gained from their roles in a structured format.

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

California College of the Arts was founded over 100 years ago out of the Arts and Crafts movement. One of the tenets of that movement, which became a fundamental vision of the college, was the understanding that artists should not be removed from society to explore their interior creative genius unsullied by the world around them; rather, the work of creative practitioners and the communities in which they live and work will benefit from their presence within and relationship to society. CCA's motto, then, "make art that matters," goes beyond marketing to reflect the commitment to structured and rigorous programming rooted in a studio-based education infused with a shared set of institutional values.

The college's educational model combines the rigorous depth of a disciplinary studio program with the breadth of a liberal arts style general education and studio electives, as

well as a set of curricular requirements and opportunities oriented towards fostering students' understanding of the social impact of art and design. In many ways, as important as the content is, a CCA education is distinguished by a set of process-oriented pedagogical approaches encompassing the following:

- Critique (frequent presentations eliciting both faculty and peer responses)
- Iteration (making/remaking in response to critique; continual development of ideas)
- Collaboration (in the critique and display processes and often in the production of team-based, multi-disciplinary creative work)
- Problem creation (as opposed to analysis and problem-solving; creative practices often develop through the discovery and conceptualizing of new problems)
- Project-based learning
- Thinking through making (the notion that theories, histories, contexts, and corollary subjects are learned through the practice of creative production rather than in addition to those making practices)

Many of these approaches are distinctive to an art and design education and represent valuable training in twenty-first-century skills.

Thus, as outlined in the Inventory of Educational Effectiveness Indicators, students at the college progress through a series of level reviews, meeting standards established by their programs through curricula tied to the achievement of learning outcomes while receiving direct, formative feedback at each stage from faculty and industry experts. Most programs also have their degrees and outcomes defined in part by a secondary accreditor (as discussed in Part 6), including the National Architectural Accrediting Board (NAAB), the Council for Interior Design Accreditation (CIDA), and the National Association of Schools of Art and Design (NASAD).

CURRICULAR OVERVIEW

UNDERGRADUATE

Generally, undergraduate students at CCA complete 126 credit hours (reducing to 120 beginning fall 2016), completing coursework in their majors and in other studio-based courses (total of 75 units) as well as a broad general education curriculum (51 units) aimed at providing them with the tools to be creative and critical citizens. Architecture students have a similar distribution of requirements over their five-year program, but complete 165 units for the Bachelor of Architecture degree, with the additional units coming within the major.

Typically, first-year undergraduates complete 12 units of "core" studio coursework administered by the First Year Program (3 units each of drawing, 2D, 3D, and 4D/time-based studios); 12 units of general education academic coursework in Humanities and Sciences (3 units of composition, 6 units of art history/visual culture, and 3 units of critical thinking and theory); and 6 units of electives, usually introductory studio courses in students' eventual majors.

In the First Year Program, students explore different approaches to creative practices, while building foundational skills—technical as well as academic—before entering their majors. Core studio courses emphasize craft, work ethic, visual literacy, critical exploration of ideas, and effective communication, with students immersed in a culture of constructive critique, guided research, frequent presentations, and collaboration. The combination of studio and academic courses in the first year orients students to the rigor of building practices that are both creative and intellectual.

Students begin their majors in earnest in the second year, developing their disciplines' making skills alongside foundational knowledge of its distinct history. This studio-based education—rooted in critiques, iteration, collaboration, project-based learning, and thinking through making—progresses in years two through four and is augmented by several additional studio opportunities, including an Interdisciplinary Studio requirement and studio electives.

The major programs combine deep and intensive study in the medium or discipline with a rich contextual, historical, and theoretical grounding. Students benefit from equal opportunities for experimentation and professional preparation. Balancing the breadth of an undergraduate degree with the understanding that most CCA students are pursuing professional degrees makes it incumbent on the college to provide them the skills to enter the job market successfully. The majors' faculty is comprised of accomplished, practicing artists, designers, writers, and architects—both ranked and unranked—whose expertise and scholarship combine to create rich learning experiences.

Along with the highly structured, immersive experience in the studio major, students undertake a broad general education curriculum aligned with WSCUC's core competencies and rooted in both an institutional tradition of providing a liberal arts general education program and components of AAC&U's LEAP initiative.

As mentioned earlier, efforts to improve the relevance and effectiveness of the curriculum also led to a thorough revision of the undergraduate general education curriculum implemented beginning in fall 2013. The change evolved from several factors, including the new level of oversight afforded by the divisional structure, faculty reflections on the purpose and effectiveness of the curriculum in the context of an art and design education, as well as recommendations from the general education programs' external review. When it was convened in 2010, the Joint Committee for Humanities and Sciences Curricular Revision (JC) was the first college-wide body to undertake a thorough revision of the general education curriculum in 20 years. After a lengthy process of committee work and faculty meetings to discuss the revisions, the new curriculum was adopted, adding flexibility and the opportunity to study more deeply in curricular areas of interest—including the possibility of pursuing one of two minors in the general education disciplines (Visual Studies and Writing and Literature).

Thus, in addition to the first-year general education academic coursework (i.e. non-studio), students take 3 units each of social science/history (SSHIS), science/math (SCIMA), literature/performing arts (LITPA), philosophy/critical theory (PHCRT), and visual studies/art history (VISST), along with an additional 3 units of composition in the Writing 2 course. Most students also have five electives (15 units) that can be taken in these areas of interest—three of which must be taken at the upper-division level (i.e. 300-level). Students also complete 6 units of coursework (3 units of studio, 3 units of seminar) in the Diversity Studies Program. This academic general education coursework is delivered by a highly accomplished liberal arts faculty, many of whom are ranked.

These elements (with some variation) combine to create an enriching, coherent, and challenging educational experience for students (CFR 2.2a). Assessment, discussed in detail in Part 4, is primarily conducted through the major programs' level reviews (junior review and senior reviews), the First Year Program's robust year-end review, and through course-level assessments in the general education requirements. In addition, the college-wide learning outcomes are assessed either as part of these established, high-stakes reviews or at other points where student performance would be most evident, such as in the required upper-division Humanities and Sciences courses.

At the graduate level, MFA, MA, MArch, MDes and MBA program curricula are rooted in the masters-level skills and knowledge required to pursue professional practice upon graduation. In most cases this is delimited by secondary accreditors, such as NASAD and NAAB, though programs have determined their own outcomes and standards to the extent permitted. Not surprisingly, there is far less common curriculum at the graduate level as befits the focused programming, but exceptions, such as the interdisciplinary Graduate-Wide Elective courses (open to all graduate students) and the Contemporary Art History and Theory course (taken by students in the Curatorial Practice, Social Practice & Public Forms, Visual and Critical Studies, and Fine Arts programs), bring students from different disciplines together.

The graduate programs also leverage their location in the cultural nexus of the Bay Area as both a professional resource and as a means to incorporate critical conversations on issues such as sustainability, diversity, and social justice into the curriculum. In addition, the Graduate Studies Lecture Series and the internationally recognized CCA Wattis Institute for Contemporary Arts bring to campus some of today's most influential creative minds, with visits often involving not only lectures but also master classes, critiques of student work, and extended residencies.

COLLEGE-WIDE LEARNING OUTCOMES

CCA's college-wide learning outcomes (CWLOs) reflect the CCA undergraduate degrees' integration of three broad components:

1. The WSCUC-determined core competencies
2. The skills and orientations identified as essential to earning
3. degree in art/design
4. A selection of values and skills embodied in the college's mission statement

The process for drafting and revising the undergraduate institutional outcomes dates back to the college's previous reaccreditation and involved faculty chairs, governance committees, and administrative leadership.

CCA's commitment to the five core competencies prescribed by WSCUC is long-standing and embodied in both the general education curriculum and the major coursework, which reinforces competencies such as information literacy as students conduct research on studio projects (thematic, material, and/or technical) and in their media history courses.

The general education programming provides a strong foundation in the core competencies through required courses in written communication, social sciences, philosophy, history, critical theory, science, mathematics, diversity studies, art history, and literature.

CCA's college-wide learning outcomes reflect the CCA undergradate degrees' integration of three cmponents and are also influenced by the priorities of the secondary, discipline-specific accreditors (NASAD, NAAB, and CIDA). These go beyond the core competencies to encompass distinctive elements of an art/design degree, including visual communication, creative thinking, visual literacy, cultural literacy, and professional practice oriented towards students' major disciplines. In delineating these outcomes, CCA has adapted the accreditors' articulations and prioritized aspects the faculty believes are essential, such as the historical-analytical capabilities described under the visual literacy outcome.

Finally, the college's institutional learning outcomes help distinguish the CCA degree by incorporating the values and commitments that faculty, students, staff, and administrators see as grounding their work. Thus, diversity, social responsibility, sustainability, interdisciplinarity, and collaboration circumscribe the project of learning at CCA, and are demonstrated through a curriculum that requires all students to complete diversity seminars, diversity studios, and interdisciplinary studios. Students also have ample opportunity—both inside and outside the major—to take courses focused on sustainability issues through the Ecological Theory and Practice courses (designated in the course schedule as EcoTaP) and community-engaged project-based courses (designated as ENGAGE courses). In the ENGAGE program's first 5 years (spring 2010 to spring 2015), over 1,000 CCA students have enrolled in the 103 ENGAGE course offerings, which have run in 24 of CCA's academic programs and involved partnerships with 85 unique community organizations.

DIVERSITY, SOCIAL RESPONSIBILITY, SUSTAINABILITY, INTERDISCIPLINARITY, AND COLLABORATION CIRCUMSCRIBE THE PROJECT OF LEARNING AT CCA

In addition, a series of interdisciplinary, entrepreneurial initiatives have marked the CCA experience in recent years and are overseen by the college's Center for Art and Public Life, which infuses its programming with institutional values by providing multidisciplinary

platforms for students to explore critical and creative solutions to challenges facing lo-cal, regional, and international communities. Thus, along with coordinating the college's course-based ENGAGE program, The Center's CCA CONNECTS program offers commu-nity-based paid externship experiences to undergraduate and graduate CCA students across all CCA disciplines. The Center further builds on the skills and values embedded in a degree from CCA through sponsoring the IMPACT Social Entrepreneurship Awards, enabling interdisciplinary, multilevel teams of CCA students to develop and implement socially innovative projects by funding competitive student proposals with up to $10,000 each. Awards are linked to the college's learning outcomes, with the winners chosen as those proposals that best exemplify interdisciplinary engagement, social entrepreneur-ship, and community collaboration.

In these ways, beyond the rigorous disciplinary skills and knowledge gained in earning their degrees, CCA students are guided through a unique set of curricular requirements and adjacent opportunities that enrich their making practices while broadening their en-gagement with the tools and knowledge expected of educated citizens.

Since the adoption of the revised CWLOs, work has begun anew on assessing them in a sustainable manner. Meaningful and sustained assessment proved untenable under the previous approach, with a lack of understanding about assessment, lines of respon-sibility, and administrative capacity ultimately combining to leave the CWLOs without a planned assessment process. Recognizing this, the college has committed the resources necessary to sustain the assessment of its CWLOs effectively over time, partnering the Director of Learning Assessment and Accreditation (DLAA) with the Curriculum Commit-tee to oversee the annual CWLO assessment projects.

Other mechanisms, including program-level assessments, external program reviews, and secondary accreditation further ensure the meaning, quality, and integrity of the degrees at CCA (and are discussed in subsequent components of this report).

ACADEMIC VISION

Three recent developments within Academic Affairs are helping define the distinct ed-ucational vision of the college: the Academic Pathways planning project, the reduction of required credits for undergraduate degree completion, and the campus unification efforts. While these developments reflect important elements of what it means to obtain a degree from CCA, they also serve to illustrate the institutional mechanisms in place at the college to determine and support student success.

As introduced in Part 1, during the 2013–14 academic year, students, faculty, and staff at CCA were engaged in extended conversations about the values and strategic direction of the college facilitated by the Napa Group. While this project primarily focused on larger strategic issues, it also highlighted important elements of the meaning of CCA degrees and the student experience for deeper reflection. Of particular interest were the seven themes that the students and faculty agreed distinguish the CCA educational experience:

1. San Francisco Bay Area—CCA sees its Bay Area location as an academic metaphor for a climate of innovation, a school willing to challenge existing models, transdisciplinarity, flexibility, and freedom.

2. Risk and Experimentation—CCA embodies a culture of experimentation, risk taking, and challenging of the status quo, both within the curriculum and outside in co-curricular and external activities. The faculty values excellence and rigor and views experimentation as a process toward these ends.

3. Social Justice—The college is committed to developing the next generation of creative problem solvers involved with social issues and sustainability who want to make art that matters. CCA understands that entrepreneurialism and a strong preparation for the creative economy can complement rather than antagonize ethical commitments.

4. Technological Innovation and Critique—CCA acknowledges that technology is embedded across the entire life cycle of creative making from ideation to construction to sharing; the college takes pride in providing a platform for the broad, ethical critique of technology and its ramifications. Across all programs, students learn digital literacy along with a critical apparatus around it.

5. Hybridity and Interdisciplinarity—The college should foster hybridity within its academic community as a value that exists within critical contemporary culture as well as the creative economy. CCA shall remain a school that values its disciplinary depths and strengths in the fine arts, craft, design, and architecture fields. However, all CCA programs and disciplines are enhanced by the interdisciplinary nature of CCA and its campus.

6. External Education—The academic core of CCA extends beyond the walls of the studio. A highlight of the CCA academic experience will be to embed, strengthen, and require external learning opportunities to broaden and reinforce learning. The faculty understands that learning takes place both in and out of the classroom; it feels that building external opportunities into the curriculum is vital.

7. Collaborative Communities – CCA educates collaborative, creative change-makers who can navigate in a tech-driven society and marketplace. The college recognizes that few creative leaders work alone, and collaboration is more central than ever as a key skill for social change, culture creation, and economic success.

These components combine through the programs' curricula and learning outcomes, and through intersections with the college-wide learning outcomes, to form the basis of what distinguishes a CCA education.

CREDIT REDUCTION

In fall 2014, the provost began working with faculty leadership to reduce by six the number of credits required for the undergraduate degrees. (BA and BFA programs required 126 credits; the BArch required 165.) This was in recognition of the fact that these degrees exceeded accreditation requirements; that the college could do more to promote student completion, satisfaction, and success; and that many peer institutions had already taken the step of reducing unit requirements in this way. After a lengthy process with full faculty involvement throughout, students entering the college in fall 2016 will meet the reduced credit requirement.

The first goal of the unit reduction is to increase equity and access. Assessment of student performance also revealed that students struggled during the 18-credit semesters required to graduate on time. This led many students to drop fall or spring courses and take summer courses at additional cost to remain on track for graduation. The college wants to make degree completion more accessible for lower-income students who may not be able to afford extra semesters.

THE FIRST GOAL OF THE UNIT REDUCTION IS TO INCREASE EQUITY AND ACCESS.

The second goal of the reduction is to responsibly improve the college's four-year graduation rate. While the credit reduction alone will not accomplish this goal, it is an important aspect of a larger plan, as the 6 credits often meant students needed an additional semester to graduate.

The third goal of the reduction is to promote student satisfaction and success. Because students struggle in the two requisite 18-credit semesters, they often perform worse in the classes they do complete and report higher levels of stress. In addition, NSSE and SSI surveys reveal that CCA students spend more hours in class and preparing for class than students at other institutions, and more hours working for pay on and off campus than their fellow art and design students at peer institutions. Finally, through these surveys, the college also knows that CCA students spend less time on co-curricular activities than their peers and desire more time to take advantage of these opportunities.

The goal of reducing the credit requirements is to alleviate student stress, increase their success, and provide greater opportunity for students to participate in co-curricular activities. The college will assess the unit reduction over the coming years through level reviews, program reviews, retention and graduation rates, longitudinal comparisons of NSSE and SSI surveys, and qualitative data on student stress and overall satisfaction.

CAMPUS PLANNING

As discussed in Parts 1 and 7, CCA is working toward unifying the college onto one campus in San Francisco. There are numerous operational and financial advantages to this, but the primary reason for considering such a tremendous change is the educational value of a single campus.

Bringing all students and faculty together on one site will broaden access to all studios and tools. For example, currently, CCA'S Graphic Design students must travel to Oakland to use the screen printing facilities; MFA Fine Arts students must travel to Oakland to access darkrooms, kilns, looms, and printmaking facilities; and Sculpture majors must travel to San Francisco to create work with 3D printers and CNC routers. With a single campus, students and faculty will have greater access to the tools they need as they work—alongside peers from a range of disciplines—in an environment designed to encourage collaboration, interdisciplinarity, and engagement with other ways of making.

Finally, in a single location, CCA's community of close to 3000 students, faculty, and staff will constitute a critical mass, magnifying its presence to provide a more significant positive impact on the surrounding area. Thus, in line with the college's mission and values, "one CCA" will enrich the teaching and learning experience for its students while contributing to the greater good as an anchor arts institution for the city of San Francisco.

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

CCA's studio-based education and culture of critique result in a distinctive and distinguished education with program learning outcomes providing the framework through which faculty and other stakeholders validate the quality of student performance and identify opportunities for both program and individual student improvement. In addition, on the undergraduate side, the programs contributing courses to the general education curriculum—Diversity Studies, Critical Studies, Visual Studies, and Writing and Literature—conduct course-level assessment of student learning aligned with the college-wide learning outcomes as inflected by these programs' distinct missions.

ASSESSMENT INFRASTRUCTURE AND CONTEXT

At the time of CCA's previous reaccreditation, assessment was overseen by several administrative deans (not to be confused with the current faculty deans heading the four academic divisions). With the help of an assessment consultant, the deans introduced a variety of recognized assessment elements and shepherded programs through the processes of creating learning outcomes and curriculum matrices. As with many institutions, these approaches had not evolved organically and were thus experienced as an external accreditation mandate. Not surprisingly, faculty had little investment in conducting widespread, meaningful assessment, reporting findings, and closing the loop on planned improvements. At the same time, the college lacked the administrative capacity and assessment training to develop and sustain these practices.

Meanwhile, CCA faculty continued to engage directly with evidence of student learning through rigorous, comprehensive reviews of student work in the programs; to implement needed curricular and pedagogical changes in response to the learning observed in their courses, critiques, and reviews; and to take action in response to both these findings and subsequent faculty discussions in a continuous process of improvement focused on student success (CFRs 4.3-4.5). In other words, the college's "culture of critique" continued to drive program improvement and to provide students with frequent, direct feedback on their performance from faculty and professional practitioners. What prevailed then was a kind of vernacular assessment process that preceded and outlasted the college's first efforts to instigate more formal, documented assessment protocols recognizable beyond the college.

CCA FACULTY CONTINUED TO ENGAGE DIRECTLY WITH EVIDENCE OF STUDENT LEARNING THROUGH RIGOROUS, COMPREHENSIVE REVIEWS OF STUDENT WORK IN THE PROGRAMS

As institutional training in assessment continued—including supporting two staff members to complete WSCUC's Assessment Leadership Academy (ALA), funding faculty and staff to attend WSCUC workshops, and participation on several review teams—it became increasingly obvious that the college was struggling to systematically employ "a deliberate set of quality-assurance processes" as called for in CFR 4.1. Upon returning from a WSCUC assessment training in 2013, the faculty and staff team attending submitted a

proposal to the provost requesting the appointment of a full-time coordinator of assessment, faculty assessment coordinators with disciplinary expertise, and a renewed effort to enlist the Curriculum Committee in assessment on an ongoing basis. This resulted in the creation of a new assessment infrastructure aimed at re-envisioning and sustaining assessment efforts across the college. This work began in earnest in summer 2014 with the appointment of a new Director of Learning Assessment and Accreditation and its process is pictured in the appended flowchart.

ASSESSMENT PERSONNEL

The **Director of Learning Assessment and Accreditation** (DLAA) develops and leads college-wide efforts to create a culture of assessment that is systematic and sustained. The DLAA partners with chairs, deans, administrators, assessment coordinators, and other stakeholders, including the Curriculum Committee, in creating policies and processes aimed at better integrating assessment into the processes of the college. In addition, the DLAA oversees the college's program review process and participates in discussions of new programs related to accreditation and assessment.

Faculty **Assessment Coordinators** act within their (academic) units to support assessment efforts. They also promote faculty ownership of assessment and play an important liaison role between the staff DLAA position and the program chairs.

The **Director of Institutional Research** (DIR) has succeeded in bringing a more data-informed approach to assessment practices (detailed in Parts 5 and 6). The **Director of Libraries** (DIL) has primary responsibility for overseeing the VAULT digital archive, which is instrumental to the revised program review process and for ensuring access to the expanding assessment materials and archives.

Deans (and the associate provost for select programs) are beginning to be more active in the assessment cycle through their work overseeing the program chairs. Deans review their programs' Year-End Assessment Reports and ensure follow through on resulting action plans. In addition, deans commission the external program reviews in their divisions and oversee the implementation of recommended actions.

Thanks to a renewed mandate, the **Curriculum Committee** (CC) is partnering with the DLAA to oversee assessment of the college-wide learning outcomes (CWLOs), reviewing assessment plans, processes, and results and determining recommendations.

The **provost** and **associate provost** are also now engaged with the assessment process through the deans' reports, enabling them to incorporate specific information into strategic planning and resource allocation, including budgeting.] The associate provost also meets with the deans and chairs of programs that have undergone program review to discuss findings and determine action plans.

Beginning in fall 2014, the assessment infrastructure has also benefited from the formation of a **Learning Assessment Leadership Team** (LALT), which incorporates the personnel above (with the exception of the provost/associate provost) as well as the Director of Student Life and the chair of the Curriculum Committee. LALT exists to support and coordinate assessment efforts and to assist in developing effective assessment policies, training, leadership, procedures, communications, and planning. The team is currently co-chaired by the Fine Arts Assessment Coordinator and the DLAA.

RECENT ASSESSMENT PROGRESS

Since this new phase of assessment work and its structure took shape in 2014–15, almost all programs have revised their program learning outcomes and submitted annual Year-End Assessment Reports for the first time (sample reports: Jewelry/Metal Arts and Illustration). Chairs attended a program learning outcomes workshop, conducted by the DLAA and DIR aimed at improving the alignment of PLOs with the level reviews criteria. Deans have reviewed the Year-End Assessment Reports in their divisions and reported on them to the provost, completing an initial cycle of their assessment reporting and establishing a foundation for discussions around curriculum development and resource allocation. Additionally, the college's program review process (discussed at length in Part 6) has been thoroughly overhauled, with new documents and processes that better align with WSCUC guidelines for program review (CFR 2.7).

In fall 2015, work continues with programs to develop and capture findings from systematic capstone assessments in the majors, to complete curriculum matrices for the programs, to improve alignment between program learning outcomes and level reviews, to ensure program goals documents better reflect assessment findings, and to assess the effectiveness of the revised program review reports. The DLAA and Curriculum Committee will also be engaging in their new partnership, laying the foundation for an ongoing working relationship that ensures more effective oversight of the college-wide learning outcomes.

CORE COMPETENCIES ASSESSMENT

As outlined in Part 3, CCA's college-wide learning outcomes incorporate the five core competencies delineated by WSCUC—written and oral communication, quantitative reasoning, information literacy, and critical thinking. A review of the college's assessment efforts with three of the five core competencies (required of a Phase II institution) offers an example of how the college's assessment processes have been redesigned to better ensure student success with the college-wide learning outcomes, while providing a view of the college's approach to the competencies (CFRs 2.4, 4.1, 4.3, 4.4, 4.5).

In 2014–2015, CCA assessed three college-wide learning outcomes and core competencies: Oral Communication, Written Communication, and Critical Thinking. Data from these assessments were incorporated into newly developed CWLO Assessment Dashboards and disseminated in fall 2015.

ORAL COMMUNICATION

Oral communication instruction is delivered in both studio and non-studio courses beginning in the first year, with students traditionally receiving formative feedback on these skills during their first-year, junior, and senior reviews. Of particular importance in terms of oral communication is the practice of studio critique, engaging all students at every level in frequent presentations and instructor-led discussions of students' work. Students are prepared for this distinctive pedagogical practice beginning in the first-year studio curriculum, where faculty members train students in critique presentation and discursive skills.

For the college-wide assessment of the oral communication core competency, more than 300 students were assessed during their junior reviews by faculty applying a four-point scale rubric covering four aspects of the Oral Communication learning outcome: organization, language/diction, delivery, and responsiveness (i.e. responding to unscripted questions and discussion). The rubric was developed by adapting AAC&U's Oral Communication VALUE Rubric.Level reviews (first year and junior reviews) were chosen because they involve students making high-stakes presentations of their work to panels of faculty and external experts.

Following the assessment in reviews across the college, the Curriculum Committee is reviewing the students' performance data and determining recommendations, which will be submitted to the provost. Assessment evidence suggests that while some intervention is necessary across the college for students to achieve learning goals, ELLs in particular

will require additional support in developing oral communication skills. Both native-English speakers and ELL students would benefit from learning more about how to effectively organize their oral presentations. While the CC review of the assessment data was still underway at the time this report was being written, an initial CC recommendation was that the remedial ELL courses utilize the first-year review presentation guidelines as part of increasing attention on oral communication skills development.

Prior to the oral communication assessment, several important initiatives related to this competency were already underway, specifically driven by the increasing number of English language learner (ELL) international students at the college. Following a review of curriculum by faculty charged with delivering remedial ELL courses, the lowest level course—Writing Skills Workshop: ESL (WRLIT-097)—was revised significantly for fall 2013, increasing to six hours of instruction specifically in order to bolster oral communication skills. In addition, following a commissioned external assessment of the college's support for ELL students' academic success, CCA hired two ranked TOESL-certified instructors through a national search. As planned, this hiring has resulted in a significant increase in the college's capacity to address oral (and written) communication skills among our ELL student population.

WRITTEN COMMUNICATION

Written communication skills have long been a significant part of the college's general education requirements, with responsibility for developing and demonstrating those skills spread over the Humanities and Sciences general education curriculum following the two composition-focused requirements—Writing 1 and 2. In addition, all programs require students to develop written "artist statements" over their course of study. Furthermore, written communications assessments—combined with frequent discussions of these skills in program faculty meetings—resulted in the Humanities and Sciences Division running several well-attended faculty development workshops aimed at improving writing instruction across the college.

The college's recognition of the need for expertise in this area led to a tenure-track search in the field of composition in 2011, and since that time the college's composition

courses have been overseen by this faculty composition coordinator. As part of that role, the composition coordinator has provided training and assignment-crafting advice to faculty and programs from across the college as efforts to improve student outcomes in written communication continue. In fall 2014, the composition coordinator oversaw the first concerted assessment of the Writing 1 learning outcomes, a process that led to rich conversations among that faculty about the course and their pedagogical approaches as well as actions designed to improve student success. Thus, for the first time, the college has initiated formal, formative assessment of its primary written communications skills courses with sustained assessments continuing under the composition coordinator.

For the college-wide assessment of written communication, 186 junior- and senior-level students were assessed in three skill areas of this core competency: genre and disciplinary conventions, control of syntax, and sources and evidence. A four-point rubric combining the written communication and critical thinking learning outcomes was adapted from the AAC&U Written Communication and Critical Thinking VALUE Rubrics. This was applied to student papers from the required upper-division Visual Studies and Critical Studies courses in the general education curriculum. Findings revealed that students performed best in the genre and disciplinary conventions aspect of the learning outcome, with almost 77% of students receiving scores of 3 or higher. Students did poorest on the control of syntax and mechanics criterion, making it an area in need of improvement. In particular, ELL students struggled in this area, with only 32% achieving scores of 3 or higher in this aspect of written communication. Following this college-wide assessment, the Curriculum Committee is reviewing students' performance data and determining a series of recommendations that will be submitted to the provost.

CRITICAL THINKING

With an emphasis on theory and practice, developing a critical framework for the creative practice is an essential part of all degree programs at CCA. This is achieved through a robust general education curriculum as well as through major coursework (critiques, readings, lectures, and discussions) focused on the disciplinary tools and techniques that enable students to engage critically within their practice.

While all curricular areas contribute to the development of students' critical thinking capacity, these skills were explicitly assessed in spring 2015 through the upper-division Critical Studies and Visual Studies undergraduate general education requirements. Students (188) were assessed in two key areas of this core competency: source analysis

and thesis/hypothesis generation. The combined critical thinking and written communication rubric was applied to student papers by the general education faculty with findings from the assessment revealing that critical thinking may be the area in need of most improvement at CCA. For both native-English speakers and ELL students, critical thinking was an area in need of improvement. In particular, students may need more guidance and experience with source analysis during lower-division coursework in the general education area. Again, following the assessment, the Curriculum Committee is reviewing the students' performance data and determining a series of recommendations that will be submitted to the provost.

Following the assessment in reviews across the college, the Curriculum Committee is reviewing the students' performance data and determining recommendations, which will be submitted to the provost. First, faculty in the first-year Foundations in Critical Studies course revised their fall 2015 assignment structures to incorporate more instruction in source analysis. Second, faculty teaching the 200-level general education breadth requirements are undertaking more focused assessment of several additional core components of critical thinking. Third, faculty in the relevant general education areas have convened to coordinate their assignment structures in order to ensure greater consistency and focus on core critical thinking skills across their courses. Both Visual Studies and Critical Studies faculty agreed on the need for greater consistency in assessing student learning and are currently revising and calibrating rubrics for ongoing assessment of critical thinking. In addition, the college has hired an Instructional Services Librarian, who has begun working with Critical Studies faculty this fall to address strategies for improving students' source analysis skills.

ADDITIONAL CORE COMPETENCIES

The two additional core competencies—information literacy and quantitative reasoning—will be incorporated into the cyclical assessment of the college-wide learning outcomes. Information literacy is developed in a variety of courses, with plans to assess it in the spring 2016 media history and social science/history courses. In fact, following a review of syllabi in the Critical Studies program in fall 2015 all faculty teaching the Social Science/History courses are working with the new instructional librarian to design assign-

ments focused on research practices, resources, and technologies, with an assessment of these planned for spring 2016. Quantitative reasoning is addressed in the science and mathematics requirement and as an aspect of the social science/history courses, with assessment planned in both courses for 2017–18. In addition, the college continues to explore ways to identify quantitative reasoning opportunities within the studio practices. 2015 is the first year since the revision of the college-wide learning outcomes that faculty have used standard rubrics to assess them. It also marks the first iteration of the Assessment Dashboards, which were developed (using Tableau Reader) to help stakeholders consider the evidence. The ability to engage the faculty across the college in the assessment project as well as to share the results with both program chairs and the Curriculum Committee represents an encouraging step forward for the college's integration of data and evidence into the assessment enterprise. The processes described above also serve as an initial model for future assessment of the college-wide learning outcomes, with information literacy, diversity, and professional practice set for assessment in 2015–16. Finally, as the Curriculum Committee becomes more familiar with the data from these learning outcomes assessments, they will work with the DLAA and others to determine the appropriate percentage targets for student achievement.

ASSESSMENT IN THE MAJORS

Of primary importance during the transition from an uncoordinated approach to assessment practices in the majors has been the desire for maintaining and recognizing well-established quality assurance processes with high degrees of faculty investment; providing increased support for this work; improving the alignment of key student reviews with stated learning outcomes; implementing efficient, intuitive, and clear reporting methods; and informing decision makers of significant assessment findings.

By crafting a more structured process for ensuring quality within the majors, and collectively committing to further refining practices and materials as assessment becomes more systematic, the college has activated an effective assessment infrastructure focused on continual improvement.

All major programs at CCA have current program learning outcomes that form the basis for annual assessments of student learning conducted by program faculty. In the past year, significant improvements have been made to the alignment of those program learning outcomes and the key level reviews that provide the best assessment opportunities.

More specifically, all undergraduate major programs have well-established junior- and senior-level reviews, where students present their major-specific work to faculty panels in order to receive critical feedback and discuss their progress. Faculty reviewers—often joined by industry or other external panelists—also apply rubrics encompassing a host of discipline-specific criteria constituting the core learning of the program. These rubrics, along with qualitative faculty observations from these reviews, have long formed the basis of programs' assessment findings. While robust, earnest, and direct, in the past this work was—again—often isolated from the somewhat artificial program learning outcomes documents created "for WSCUC." Thus, while findings from these assessments were generally acted upon to improve student learning, the review criteria were often not aligned well with the program learning outcomes documents.

In 2014–15 all major programs began the work of revising their program learning outcomes with the express direction that these should clearly reflect the outcomes reviewed in the all-important level reviews. Beyond improving alignment, this process further served to reacquaint many programs with the standards of performance called for by secondary accreditors such as the National Association of Schools of Art and Design (NASAD). Chairs were asked to engage with the NASAD requirements for graduation prescribed for their disciplines, and while many chairs and faculty found these secondary criteria provocative—and therefore productive—these standards of performance will doubtless continue to drive conversations about revisions in coming years. Thus, these standards and criteria were useful in the process of revising program learning outcomes by the faculty who work every day with direct evidence of students' abilities (CFRs 2.4 and 3.10).

By the end of the spring 2015 semester, almost all programs had completed the process of revising their learning outcomes to better reflect the key learning in their programs. While the revision work is continuing in 2015-16, PLOs are beginning to reflect best practices in learning outcomes as formulated by assessment experts such as Mary Allen, Barbara Woolvord, Linda Suskie, and others.

One of the most important challenges that has emerged from the increasing emphasis on assessment—and that will form the basis of ongoing discussions around assessment strategies—is a tension that arises between providing immediate, formative feedback to students in the course of the face-to-face reviews, and the desire to generate actionable assessment findings to improve programs. While both functions have always coexisted in the critique and level reviews environments, the priority has traditionally been on the

immediate student and the feedback has been primarily oral and individualized. With heightened expectations around documenting assessment findings and the resulting actions taken to improve student learning, faculty are seeing that assessment can at times compete with their intention to respond directly to student work. In other words, it will be an ongoing challenge to balance the need to leverage reviews designed to provide generative feedback to students at key points in their development with the process of assessment—aimed as it is at identifying overall trends in student performance and data for strategic considerations.

GRADUATE LEARNING AND STANDARDS

CCA's graduate programs, which adhere to internal standards as well as those prescribed by their secondary accreditors (NASAD or NAAB), all have rigorous portfolio-based admissions criteria, faculty-led admissions processes, and robust advancement and thesis review processes that clearly differentiate their expectations from undergraduate programming at the college.

Like the undergraduate programs, advancement reviews in the graduate programs represent the thresholds students must cross to progress and to graduate from their respective programs, while serving as crucial formative experiences providing direct feedback from the graduate faculty. All graduate programs also require written and/or visual theses that must demonstrate successful achievement of the program learning outcomes before the degree is awarded. Final reviews are generally public events conducted by program faculty often joined by industry panelists.

These programs have always implemented program improvements based on findings from the reviews, but only recently have they been asked to document this as assessment work and to implement more consistent, learning outcomes-based assessments that can be tracked year to year. The work of reviewing and interpreting assessment findings (gathered through the reviews as well as coursework) takes place at mandated year-end faculty assessment meetings with all graduate programs having joined their undergraduate counterparts in reporting on assessment efforts annually beginning in spring 2015. The graduate programs continue to act on their assessment findings independently; however, the more formalized reporting process enables divisional deans to monitor these assessment processes and resulting actions.

Thus, while the college is effectively moving toward a more systematic and better-documented approach to assessment of student learning, it has taken more resources than the college initially estimated. In part, this stemmed from a fundamental commitment to immediate, action-oriented learning assessment inherent to an arts and design education defined by its critiques, exhibitions, and reviews processes. In acknowledging that the college needed to increase its capacity for recording its assessment findings and documenting the resulting actions, and in utilizing the faculty committees and divisional structures available for effective assessment reporting and "loop closing," CCA has taken a significant step toward aligning its distinctive educational mission with the overarching goal of continual improvement.

PART 5: STUDENT SUCCESS
STUDENT LEARNING, RETENTION, AND GRADUATION

CCA is an institution that has seen great change in the past thirty years as its demographics have shifted dramatically from an older, largely fine-arts-oriented, predominantly white, undergraduate-only student body to a younger and far more diverse student body attracted to burgeoning design and architecture programs as well as to the acclaimed fine arts programs—now offered at both the bachelor's and master's levels. Currently, like much of higher education, the college is undergoing another kind of transformation as it incorporates a significant increase in its international student population. However, the constant throughout these changes has been a deep commitment to student success, a commitment marked in the years since the college's last reaccreditation by a strategic investment in the infrastructure necessary to support students' personal, civic, and professional success alongside their success in the studio and classroom.

Student success at CCA is defined not only as the successful completion of a program of study that has enabled students to think and see like their professional disciplinary peers, but also in terms of students' personal progress through their educational experiences. While the completion of high-quality degree programs is a core commitment of all at the college, CCA students are also supported in their learning and growth by an expanded Student Affairs staff dedicated to building programming focused on students' success from before they arrive for orientation to their transition into alumni and beyond.

Two primary elements of student success are discussed below then: CCA's strategic approach to its retention and graduation rates and the co-curricular programming in place to support the personal development dimensions of student success. Student achievement of learning outcomes is tracked through the assessment processes addressed in Parts 3, 4, and 6.

RETENTION, GRADUATION, AND INSTITUTIONAL RESEARCH

Central to any strategic discussion at CCA is the ongoing drive to retain achieving students and to enable them to graduate on time. To better understand student progress, CCA monitors the following set of student success measures:

1. First-year retention, including first-time freshmen, transfer, and graduate students
2. Graduation rates
3. Post-graduation outcomes (e.g., alumni satisfaction, employment and salaries)

The Director of Institutional Research (DIR), with support from the Registrar, tracks retention and graduation rates of these categories of students annually and provides data to administrative and faculty leaders on an ongoing basis. Data on retention and graduation is disaggregated in a number of ways to understand how subpopulations are faring: by students' level of financial need, immigration status, race/ethnicity, gender, prior academic performance, and more (CFRs 2.10, 4.2).

In addition, the college collects information on student post-graduation outcomes every three years through both the Strategic National Arts Alumni Project survey (SNAAP) and

employment outcomes data from the California State Employment Development Department (EDD). SNAAP captures student reflections on the institutional experience, self-reported employment status, and other career outcomes by program and degree type. EDD provides state-collected data on the salaries of CCA graduates. Both sources are now contributing to a better understanding of how CCA graduates are being prepared for life after graduation. It is worth noting that CCA was the first private college in California and the only art and design college in the country to be tracking base wage reporting data (i.e., non-self-reported) on alumni earnings as a tool for understanding student success.

RETENTION RATES AND THE RETENTION COMMITTEE

A typical example of the use of data to promote student success illustrates the college's progress toward leveraging its increased institutional research capability to improve outcomes. Since fall 2012, a retention committee—made up of Student Affairs and Academic Affairs staff as well as key faculty members—meets quarterly to review retention data and other measures of student success.

Guided by the DIR, the retention committee has learned a great deal about the success of CCA's subpopulations as a result of disaggregating and analyzing the data. For example, first-time freshmen are found to be less likely to retain if they:

· have financial aid gaps of $26K or more (48% vs. 81%);
· have a high school GPA of 2.8 or less at entry (67% vs. 82%);
· achieve less than a 2.9 GPA in the first semester (56% vs. 83%).

In addition, research revealed no significant differences in retention of students of different race/ethnicities or state of previous residence when controlling for the factors above. Sharing this data on trends and factors related to first-year retention has led to numerous data-informed interventions including the following (a partial list):

1. Assigning additional financial aid counselors to new first-time freshmen with financial aid gaps of at least $26K. The retention rate for these students rose 34% from fall 2013 (54%) to fall 2014 (88%).
2. Shifting the threshold for triggering secondary applications reviews from students with high school GPAs of 2.6 or below to those with high school GPAs of 2.8 or below.
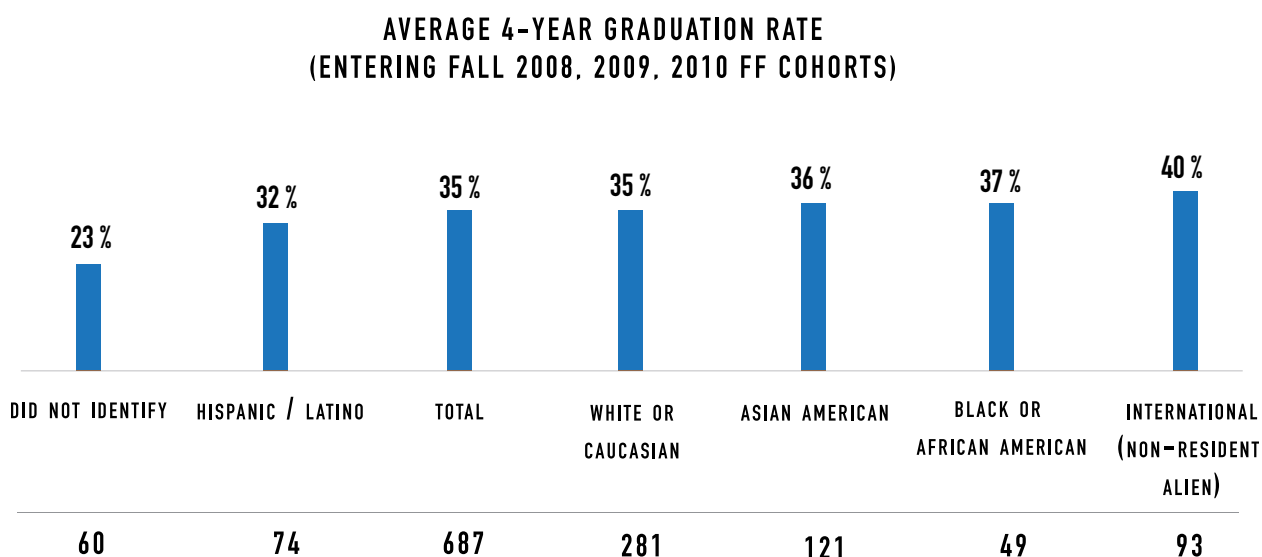
3. Conducting qualitative research into the first-year experience and sharing findings with the First Year Program and Student Affairs to improve orientation and interventions.
4. Creating a first-year taskforce focused on improving the crucial first-year experience and supporting students.

Examples such as this illustrate the use of data to determine strategies for student success, and these efforts have been effective. Over the last 6 years first-time freshman retention has steadily increased, rising from a 73% in fall 2009 to 81% in fall 2014.

GRADUATION RATES

Graduation rates have been an area of some concern for the college and were noted in the 2009 reaccreditation report. While not yet satisfactory, the past few years have seen a significant improvement in the four-year graduation rate, rising from 22% for the 2001 cohort to 27% for the 2006 cohort to 39% for the (larger) 2010 cohort (class of 2014). The six-year graduation rate for the most recent cohorts (fall 2008, 2009 and 2010) has been 62%, 54% and 61% respectively. Based on this information, the college has set a strategic goal of graduating 45% of first-time freshmen within four years and 65% within six years by 2017–2018.

As the chart below indicates, differences in the four-year graduation rate by demographics are negligible, with the exception of non-resident aliens and students who did not identify their race/ethnicity; females tend to graduate at higher rates than their male counterparts.

AVERAGE 4-YEAR GRADUATION RATE
(ENTERING FALL 2008, 2009, 2010 FF COHORTS)

DID NOT IDENTIFY	HISPANIC / LATINO	TOTAL	WHITE OR CAUCASIAN	ASIAN AMERICAN	BLACK OR AFRICAN AMERICAN	INTERNATIONAL (NON-RESIDENT ALIEN)
23 %	32 %	35 %	35 %	36 %	37 %	40 %
60	74	687	281	121	49	93

In addition to demographic analysis of the graduation rate, further graduation rate data analysis found other factors related to graduating on time. For instance, students who take less than 15 credits in the first semester are less likely to graduate CCA in four years, information that was used in considerations regarding reducing the credit requirements for graduation from 126 to 120.
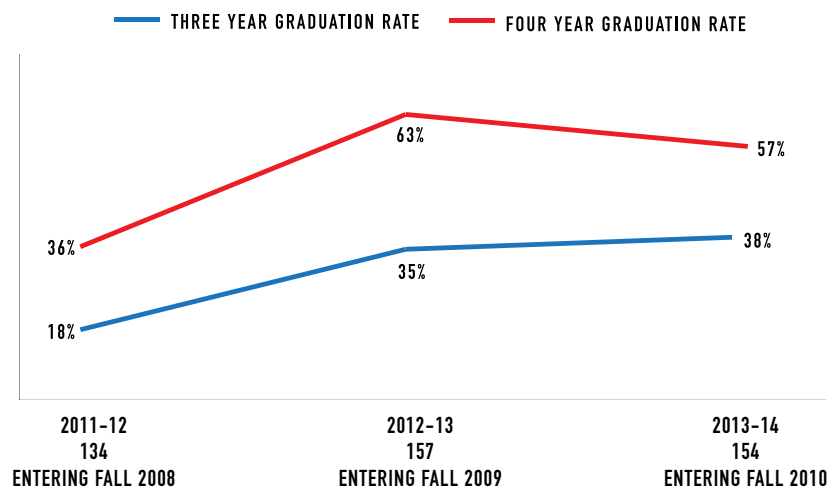
Data analysis has also generated a better understanding of which programs are more successful in graduating students on time, and these programs are being further examined and are sharing their practices. The retention committee is thus focused on understanding both retention and graduation rates by student major as well as on program-level statistics now available to the deans and chairs through Program Data Portfolios.

Efforts to improve the graduation rate, some of which are discussed elsewhere in this report, include the ongoing retention efforts above as well as

- · significantly upgrading the advising structure;
- · reducing the unit count for undergraduate degrees from 126 to 120;
- · creating a cross-departmental Students of Concern committee to ensure interdepartmental information sharing aimed at supporting struggling students;
- · implementing "bridge events," connecting first-year students with their intended majors;
- · bolstering summer offerings (including more recent online courses) to assist students in completing requirements; and
- · increasing resources for the Learning Resource Center.

In addition, the college has begun monitoring three- and four-year transfer student graduation rates, finding that the 4-year transfer graduation rates are similar to six-year rates for freshmen.

TRANSFER STUDENT GRADUATION RATE

THREE YEAR GRADUATION RATE   FOUR YEAR GRADUATION RATE

2011–12	2012–13	2013–14
134	157	154
ENTERING FALL 2008	ENTERING FALL 2009	ENTERING FALL 2010

Three year graduation rate: 18%, 35%, 38%
Four year graduation rate: 36%, 63%, 57%

In addition to evaluating retention and graduation rates internally, CCA also compares its measures against similar Association of Independent Colleges of Art and Design (AICAD) colleges using IPEDS data. Historically, CCA's first-time freshman retention rates were below our peers; however, in the last three years, CCA has achieved retention rates closer to its peers, with a first-time freshman retention rate of 82% or higher.
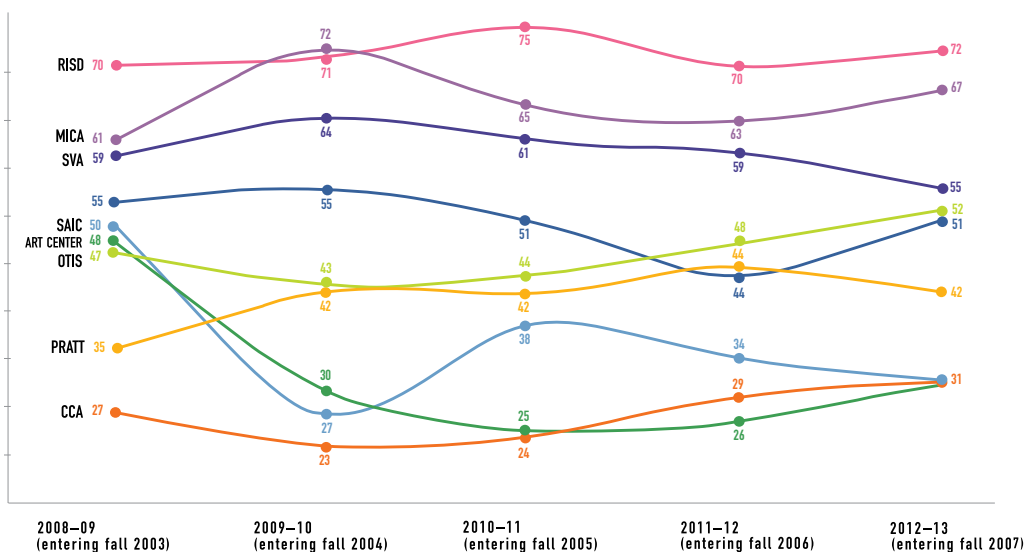
FIRST YEAR RETENTION RATES
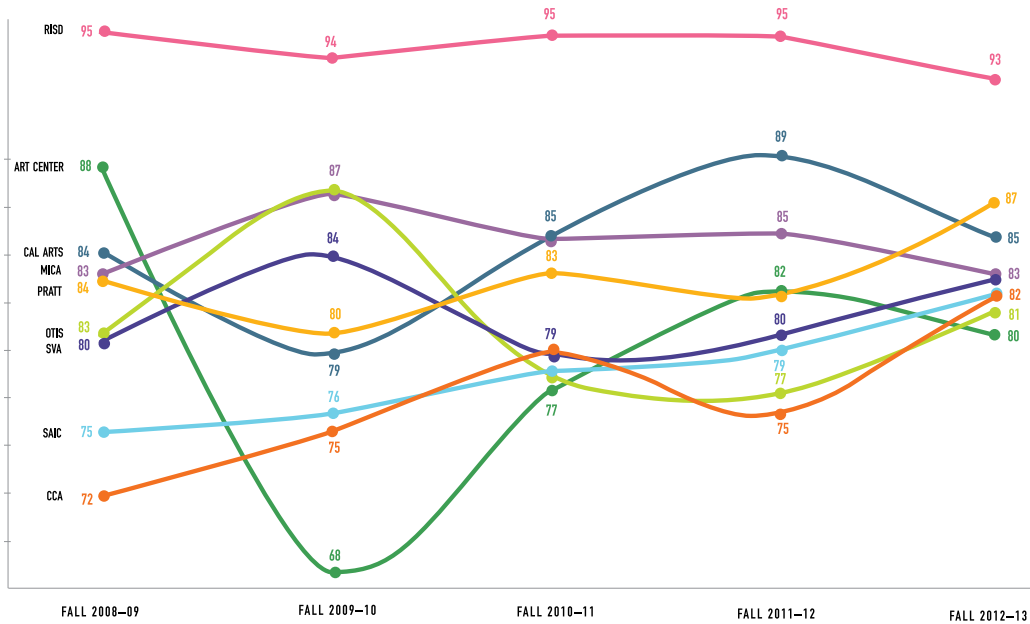
Similarly, over the last three cohorts, CCA has seen notable improvement in the four-year graduation rate that has brought our rates in line with peers. CCA is targeting at least a 45% four-year graduation rate to be on par with AICAD peers by 2017–18.

FOUR YEAR GRADUATION RATES

FOUR YEAR GRADUATION RATE FOR FIRST TIME FRESHMEN

A third area of student success where data from an increased institutional research capacity has driven better-informed strategic interventions is in the success of CCA students upon graduation. As mentioned above, the college has brought its 2012 SNAAP survey data (next administration, fall 2015) together with alumni wage data from California's Employment Development Department to learn more about student success. The SNAAP survey provided evidence of student success:

93% of CCA alumni rated their overall experience at CCA as "good" or "excellent";

81% of recent graduates would recommend CCA to other students like themselves;

82% have worked or currently work as professional artists;

81% of those working have job satisfaction;

77% say that their job reflects their personality, values, and interests; and

75% of CCA Alumni say they would attend CCA if they could start over again.

The 2012 survey also provided evidence of areas to improve upon, notably in the areas of career services and professional preparation:

8% of recent graduates were "very satisfied" with advising on career or on further education;

13% of recent graduates said they were "very satisfied" with current opportunities for degree-related internships or work; and

80% of recent graduates who acquired debt reported that debt had some or a major impact on career or educational decisions;

These findings led to further research (utilizing the EDD data) and analysis of alumni salaries from the classes of 2006 through 2011 (at years 1, 2 and 5 after graduation), disaggregated by major program and other demographic variables. Data from both sources confirmed differences in earning potential by program of study, revealing that students majoring in fine arts programs had significantly lower post-graduation salaries than those who majored in design or architecture. These findings have led to significant upgrades to the Career Development office, including the appointment of a new Senior Director of Career Development charged with significantly increasing the opportunities for advising students and alumni on career skills and planning.
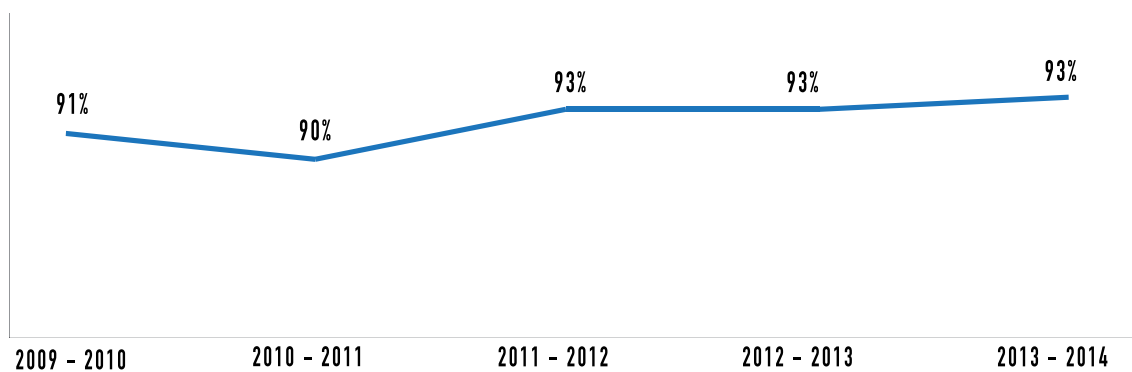
GRADUATE STUDENT SUCCESS

CCA has also begun tracking graduate student success, including conducting initial analysis of their retention rates, graduation rates, and post-graduation outcomes.
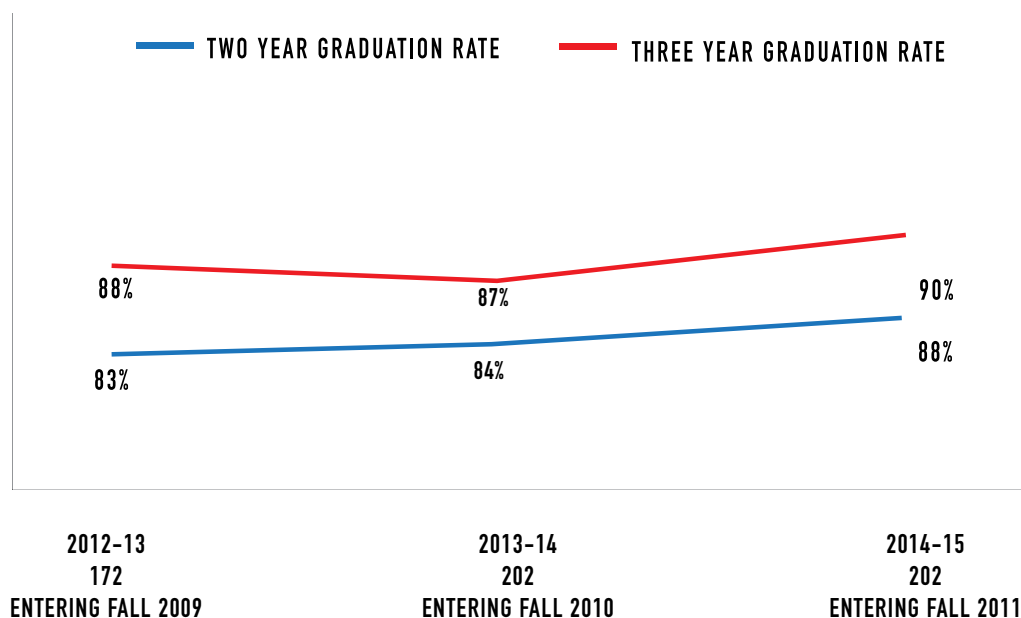
FIRST YEAR RETENTION RATES

Graduate student retention is higher than undergraduates. Over the past 3 years, graduate students have consistently retained at 93%, showing a significant increase from 2010 levels.

FALL TO FALL FIRST YEAR GRADUATE STUDENTS

2009 – 2010	2010 – 2011	2011 – 2012	2012 – 2013	2013 – 2014
91%	90%	93%	93%	93%

CCA also tracks graduate student two- and three-year graduation rates (see chart below). These rates are higher than for undergraduates, and while these increasing graduation rates are encouraging, they continue to be closely watched.

GRADUATION RATE

TWO YEAR GRADUATION RATE   THREE YEAR GRADUATION RATE

	2012–13	2013–14	2014–15
Three year graduation rate	88%	87%	90%
Two year graduation rate	83%	84%	88%
	172	202	202
	ENTERING FALL 2009	ENTERING FALL 2010	ENTERING FALL 2011

CCA also uses the SNAAP and (the more financially accurate) EDD wage data to assess post-graduation outcomes for graduate students. SNAAP yielded the following evidence of graduate student success from alumni respondents:

88% of CCA graduate alumni rated their experience at CCA as "good" or "excellent";

82% would recommend CCA to other students like themselves;

80% reported that their jobs directly following graduation were related to their arts/design training;

80% of those working are satisfied with their jobs; and

78% have worked or currently work as professional artists/designers.

SNAAP data also revealed possible areas to improve upon:

11% of recent graduates were "very satisfied" with advising on career or further education;

13% reported they were "very satisfied" with current opportunities for degree-related internships or work;

22% reported they were "very satisfied" with opportunities to network with alumni and others;

86% of those who acquired debt said debt had some or a major impact on career or educational decisions;

Again, data from EDD showed significant income discrepancies for graduate student alumni depending on their programs of study, with Fine Arts and Writing alumni earning far less in year one post-graduation than their design peers.

As noted above, the college has responded to these findings by significantly upgrading Career Development programming and resources. In addition, data on graduate student success has begun to be shared with administrators, chairs, and deans through the Institutional Factbook and Program Data Portfolios.

Thus, increasingly since the last reaccreditation and particularly since hiring a designated Director of Institutional Research, the college has been actively monitoring its student success through an increased capacity to generate, capture, and analyze success data. Most critically, the data gathering and findings have resulted in significant actions and improvements.

STUDENT SUCCESS AND ACADEMIC AFFAIRS

Regular academic program review and learning outcome assessment help to ensure a curriculum that contributes to student success. As discussed in Part 3, the college is currently implementing a credit reduction for the undergraduate programs that is also, in part, aimed at improving retention and graduation rates. In addition, the college has been proactive at promoting success on the graduate level, reviewing curricula for redundancies, which resulted in changes such as reducing the MFA in Writing and MA in Curatorial Practice from 60 to 48 required credits, and launching 36-unit, 12-month masters degrees in Interaction Design and in Social Practice & Public Forms.

STUDENT SUCCESS AND STUDENT AFFAIRS

A key strategy for increasing student success at CCA—including improving retention and graduation rates—has been to bolster the co-curricular staffing and programming since the 2009 reaccreditation (CFR 2.11-13). At the time of the last reaccreditation, Student Affairs programs and services were coordinated through a small department of Academic Affairs headed by a Dean of Students. Today, the college has a separate Division of Student Affairs headed by a vice president and associate vice president, overseeing eight distinct departments.

The mission of the Division of Student Affairs is to maximize the student experience by fostering transformative co-curricular learning and by supporting students in myriad ways as they navigate challenges and transitions during their years at the college. In this pursuit, the division collaborates with faculty, staff, and the community to promote a sense of interconnectedness between individuals, and between students' personal and academic development. Additionally, the division works to address general student concerns and grievances while coordinating student health and wellness, including coordinating individualized crisis response when necessary. Key developments in this area include the full implementation of staff advising, a completely overhauled Career Development Office, and significant increases to the role of the International Student Affairs Program.

All the Student Affairs programming outlined above is accessible to graduate students and contributes to their success. (The exception is in advising for graduate students, which is provided directly by their programs' faculty and staff.) In addition, the Graduate Lecture Series serves an important intellectual as well as community-building purpose geared toward graduate student success, and the Graduate Student Alliance (GSA) is an active organizer of graduate student events including the interdisciplinary DisCo forum (Discussion and Collaboration) where graduate students present new work for feedback from peers. GSA also sponsors initiatives, such as a micro-grant program and advocates on issues of importance to the graduate student community.

ADDITIONAL CONTRIBUTORS TO STUDENT SUCCESS

In addition to the efforts and programs within Student Affairs, a few additional areas that greatly contribute to student success are important to note.

FIRST YEAR PROGRAM (FYP)

While it is part of Academic Affairs, not Student Affairs, any discussion of undergraduate student success must include the role played by the college's First Year Program (FYP), which operates as both an academic and a cultural bridge for students entering the college for the first time. In administering the rigorous first-year "core" studio program that prepares students for entry into their major of choice, FYP partners with Student Affairs through programming such as first-year advising, a majors' fair, incoming orientations, and a variety of exhibitions to integrate the co-curricular and curricular such that students enter a comprehensive support network. In 2015–16 this partnership will evolve further, with representatives from Student Affairs working in the FYP studio classrooms to promote a sense of the interconnectedness between the community and classroom learning environments.

FINANCIAL AID

CCA awards more than $20 million in college-funded scholarships and over $46 million in combined scholarships, grants, loans, and employment to students. Over 73% of students receive some form of scholarships or other type of financial aid. This degree of support reflects the college's mission-driven approach to student success, demonstrating a commitment to the goal of enrolling a culturally, economically, and artistically diverse student body motivated to "make art that matters." Goals for sustaining this strategy include maintaining a discount rate below 29%; most recently (2014–15), the discount rate settled at 27%.

Reflecting the centrality of promoting student success for all students and recognizing the need for creating a campus climate that promotes equity, the President's Diversity Steering Group (PDSG) is comprised of faculty, staff, and students who are advocates for human rights and social justice, and who work together to guide the college's fulfillment of its diversity mission and goals. Recent accomplishments of the PDSG reflect this commitment to student success and include ensuring the enrollment of the college's most diverse student body ever; the doubling of new tenure-track faculty of color (50% of tenure-track hires in the last five years have been people of color, compared to 22% in the previous five years); the founding of the Faculty of Color Research Alliance and the Staff of Color Coalition; and the development of a Faculty Mentor for Students of Color who provides academic mentorship as well as advice on navigating the various college resources and offices and on adjusting to college life.

50% OF TENURE-TRACK HIRES IN THE LAST FIVE YEARS HAVE BEEN PEOPLE OF COLOR, COMPARED TO 22% IN THE PREVIOUS FIVE YEARS

Collectively then, the college is working to promote student success not merely as marked by the improving graduation and retention rates or impressive creative achievements, but also as central to its mission of graduating practitioners prepared to lead successful lives both creative and civic.

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

Because this report has concentrated discussion on assessment practices and on data analysis in Parts 4 and 5 respectively, the primary focus of this section is on the evolution of the college's program review practices, including recent developments that bring the process into better alignment with WSCUC expectations. A degree of background context is provided in order to demonstrate that CCA is committed to developing strong processes for quality assurance and to improving performance. In addition to external program review, the discussion below covers the significant secondary, discipline-specific accreditation reviews that the college undergoes in addition to WSCUC's. Part 6 also highlights the use of data collection and analysis at the program level through the Program Data Portfolios—complementing the discussion of institutional data collection and analysis in Part 5.

PROGRAM REVIEW

As is the case at most institutions of higher education, the transformation from a tacit and grade-based understanding of how well students are accomplishing institutional ideals to systematic, sustainable, and meaningful program review processes has taken time at CCA. Since the last reaccreditation process, the college has made significant progress in the three main components of quality assurance—program review, data collection and analysis, and assessment practices.

REVISING PROGRAM REVIEW

During the previous reaccreditation process, the college had initiated a joint or "clustered" external review process, combining programs that shared key characteristics in a single review. Thus, certain craft programs or our graduate and undergraduate visual studies programs would undergo a joint review as a way to maximize engagement with the expertise of visiting reviewers, emphasize the interdisciplinary nature of the institution, identify points of potential program overlap for further strategic considerations, and conserve resources. This approach was endorsed by CCA's reaccreditation review team, and the college commenced with the reviews beginning in 2007–8.

As overseen by the associate provost, the clustered review process generally resulted in reports that focused on the component programs more or less in isolation, since it proved challenging for reviewers to provide informed commentary on several programs at once in the limited timeframe of the reviews. In addition, once the academic divisions were operational, it made sense for the deans to assume oversight. Thus, after several years of clustered program reviews, a determination was made to disaggregate the reviews in order to focus more effectively on individual programs.

Beginning in the 2011–12 academic year, programs undergo individual external program reviews, which have proved more effective at garnering the kind of specific feedback capable of yielding program improvements. In summer 2014, the newly appointed Director of Learning Assessment and Accreditation assumed general administrative oversight of the program review process, revising the documents and coordinating staff support to

assist programs undergoing reviews. Key improvements included a revised set of guidelines and templates organized into a handbook; access to the new Program Data Portfolios (discussed below); utilization of the VAULT digital archive for compiling the program portfolios and for sharing them with reviewers as well as archiving the self-study and final reports; the formation of an administrative support team for the reviews; and a required post-review meeting with the dean and associate provost aimed at determining next steps.A new template for the reviewers' report has been implemented for the 2015–16 reviews, incorporating the focus on assessment from the WSCUC guidelines for program review. These improvements are allowing the program reviews to lead more directly to program improvements and substantive dialogue within programs and between program leadership and decision makers.

While program review has continued to evolve and the college now has the administrative, data, and technological infrastructure on hand to facilitate a more meaningful process, challenges remain. One challenge is determining the most effective ways to link program review findings to the allocation of resources, specifically budgeting as recommended in the WSCUC Resource Guide to program review. With CCA's more centralized approach to resource allocation than is followed at some institutions, as well as the fact that program budgets remain relatively small and consistent year to year, it can prove frustrating to programs when recommendations requiring significant resource allocations are not seen as feasible. To counteract this, the revised review report template calls on external reviewers to consider how existing resources might be reallocated and to prioritize programmatic—as opposed to institutional—recommendations.

Another area found lacking in the first round of program reviews was accountability for responding to the recommendations. The initial process was not designed with a clear path to action or a system for reporting on actions taken and progress toward improvements. Thus, a greater emphasis is now placed on post-review follow-up with deans, the associate provost, and the DLAA to ensure proposed actions resulting from the reviews are incorporated into program goals documents for the subsequent year. A pilot of such post-review reporting was done in the Graphic Design Program, which underwent its program review in spring 2015. These steps represent a more concerted effort to follow up "deliberately on program review findings to ensure program currency, quality, and effectiveness" as called for in the WSCUC Resource Guide.

Finally, two other elements demonstrate both challenges and progress for the program review processes. The 2014–15 reviews were the first to utilize the digital archive for the program portfolios, which represents an important step toward building the college's assessment archives and ensuring that future chairs and administrators have more direct access to the external review documents. Additionally, the development and incorporation of the Program Data Portfolios into the program portfolios helps reviewers better understand the programs. As discussed in Part 5, injecting appropriate data into program-level discussions has enriched strategic dialogue, augmenting the anecdotal to create a more comprehensive view of the student experience.

In sum then, as program review at CCA begins its second cycle through the programs, the college has learned a great deal and is improving the program review infrastructure. With more support, resources, and accountability, programs are poised to gain from the reviews in new ways.

SPECIALIZED ACCREDITATION

In addition to the cyclical program review process, the college has several discipline-focused secondary accreditors, including the National Association of Schools of Art and Design (NASAD), the National Architectural Accrediting Board (NAAB), and the Council for Interior Design Accreditation (CIDA). All three organizations have comprehensive standards for each program they accredit, and their evaluations include a careful assessment of program learning objectives in relation to professional standards. The periodic reviews by our specialized accrediting agencies, including annual reporting and new program vetting, aligns with CFR 2.7 as well as the WSCUC Resource Guide on program review, which validates specialized accreditation as an established form of program review.

NASAD

The National Association of Schools of Art and Design (NASAD) is an association of approximately 280 schools of art and design, primarily at the collegiate level. As a charter member, CCA has held NASAD accreditation since 1950, undergoing numerous reaccreditation visits, including several joint visits with WSCUC teams. NASAD establishes national standards for undergraduate and graduate art and design degrees, with institutional membership gained only through the peer review process of accreditation. Currently, NASAD reviews and accredits nineteen of CCA's undergraduate degrees (BFA/BA) as well as MFAs in Design, Comics, Film, and Fine Arts; the Masters of Design in Interaction Design; and MAs in Curatorial Practice, Visual and Critical Studies, and Social

Practice & Public Forms. All of these programs are reviewed both by NASAD and through the college's program review process detailed above.

Similarly to other accrediting bodies, NASAD requires a self-study, an on-site visit, a visiting team report, and an action report issued by the commission for accreditation. In addition, the association requires annual reporting through Higher Education Arts Data Services (HEADS). In its most recent reaccreditation review (2011), the commission reaffirmed the accreditation of the college for the maximum 10-year period, commending CCA for "the richness of its curriculum, noteworthy faculty, and the quality of its students." CCA's next NASAD reaccreditation review is scheduled for 2018–19.

NAAB

NAAB, the National Architectural Accrediting Board, is the sole agency authorized to accredit professional degree programs in architecture in the United States; U.S. state architecture registration boards require any applicant for licensure to have graduated from a NAAB-accredited program. NAAB's accrediting process is intended to verify that each accredited program substantially meets a comprehensive set of standards that, as a whole, comprise an appropriate education for a current practicing architect. In addition to its rigorous reaccreditation review, NAAB requires annual reports that include specific statistical data, responses to the last team report, and a summary of changes. CCA's Bachelor of Architecture program has been accredited since 1992, while the Master of Architecture Program received accreditation in January 2008. In its most recent reaccreditation review (2011), CCA's architecture programs were given the maximum six-year accreditation term indicating "deficiencies, if any, are minor, and the intent to correct them is ensured." The architecture programs will undergo reaccreditation with NAAB in 2017.

CIDA

The Council for Interior Design Accreditation (CIDA; formerly FIDER), founded in 1970, is an international nonprofit accreditor of postsecondary interior design programs in the U.S. and Canada. The voluntary accreditation process uses internationally recognized educational standards to conduct program reviews. CCA has been accredited by CIDA/FIDER since 1980. During the Interior Design Program's most recent reaccreditation review (2009–10), the program's faculty and students were commended for their very high achievements, and the program overall was commended for its exemplary curriculum and outstanding display of student work. Following the review, the program was given the maximum six-year accreditation term; the next reaccreditation review with CIDA takes place in spring 2016.

Finally, although not an accrediting agency, the Association of Independent Colleges of Art and Design (AICAD) collects annual statistics on faculty, students, budgets, facilities, and other resources. Participating in AICAD allows CCA access to useful comparative data with our peer institutions. Equally important, CCA administration and faculty participate in various AICAD conferences, meetings, and listservs that provide forums for sharing best practices and solutions. This fall, CCA hosted AICAD's annual symposium, welcoming several hundred faculty, students, and administrators from member institutions to a three-day forum focused on "Science in the Studio," funded in part by the college's National Science Foundation grant.

Thus, additional specialized accreditation bodies regularly monitor virtually all programs at the college, assessing student learning, curriculum, faculty, professional training, general education, resources, and infrastructure. While these accreditation reviews are important for the specific majors, their processes also benefit the college as a whole. The reports and visits further create a culture among CCA faculty, administrators, and students in which engaging in purposeful conversations about educational effectiveness, learning outcomes, capacities, and resources is expected (CFR 2.1).

DATA COLLECTION AND ANALYSIS

As noted earlier, in its 2009 Action Letter to CCA, the Commission recommended that CCA hire a Director of Institutional Research to help "centralize and standardize data collection processes" and to help the college make more evidence-based decisions. This has proved to be very good guidance, with the result being a reporting process that has significantly reduced redundant requests (internally) to data providers and has enabled the college to begin generating standard data reports for internal use.

At this point, three sets of standardized internal reporting processes have been developed using the data warehouse. Participating in the Common Data Set Initiative has enabled the college to capture standard internal data reported from major offices across the college that—for the first time—can be easily referenced by other offices. Once the Common Data Set was established, the DIR was able to produce a more user-friendly and comprehensive Institutional Factbook containing accessible snapshot and trend analysis of key data from across the college. The Factbook, launched in 2014, is updated annually and shared with internal stakeholders for reference and for data-informed decision making (CFRs 2.1 and 4.2). The third internal report, Program Data Portfolios,

is designed to give program chairs and their deans user-friendly, program-specific data they can use to plan effectively.

In addition to creating new data resources to use in decision making, the institutional research office regularly collaborates on data analysis with other departments to inform strategies and policy decisions. Projects include analysis of resources such as the CIRP Freshmen Survey, National Survey of Student Engagement (NSSE), Diversity of Learning Environment (DLE), and the Strategic National Arts Alumni Project (SNAAP) surveys, which had previously not been analyzed. In addition to sharing these analyses for internal strategic discussions, stakeholders such as the President's Diversity Steering Group have begun to utilize newly available data for a variety of purposes, including communicating relevant statistics and information to wider audiences through an online PowerPoint presentation on diversity at CCA. In short, the increased capacity to generate and analyze data has led to better-informed discussions of initiatives, planning, student experience, and student success.

Finally, it is important to note that in addition to the more "traditional" institutional research functions, CCA has taken advantage of its position as a creative leader invested in design research practices and developed a new position that is part of the institutional research team at CCA. The Institutional Designer works in close collaboration with the DIR to identify opportunities for qualitative research, develop research proposals, and implement these practices within California College of the Arts.

Thus, the improved integration of data with a variety of processes across the college since the establishment of the institutional research office has progressed from having a primarily administrative function to beginning to improve the college's quality assurance capacity by enabling more data-rich discussions of everything from student learning to employee engagement to the disciplinary adjacencies that individual programs can begin to explore.

Since CCA's last reaccreditation the college has taken important steps to improve quality assurance through program review, assessment of student learning, and the use of

data to focus strategic discussions. Progress in building the infrastructure supporting quality assurance and improvement has accelerated in the past two years, though there is much to be done as processes move forward. By committing the resources to hire a Director of Institutional Research and a Director of Student Learning and Assessment as well as to develop the VAULT digital archive, CCA has been able to overhaul and support the program review process; provide chairs access to meaningful, program-specific data portfolios; re-engage the Curriculum Committee in assuring student success with the college-wide learning outcomes; reconnect program chairs with their program learning outcomes through improving alignments with their level reviews; as well as implement a vertical assessment reporting structure that encourages "closing the loop" by translating assessment findings into goals, actions, and strategies.

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

The current financial position of the college is sound and is governed by the strategic plan's edict to "lead responsibly" by maintaining economic stability, targeting fundraising on core functions, building a strong board supportive of CCA's strategic direction, and pursuing real estate opportunities in San Francisco aimed at increasing student housing there and positioning the college for an eventual unification into a single San Francisco campus.

Like the college's students, and in keeping with its mission to educate innovative and forward-thinking students, CCA is always attuned to the changes that will transform its future (CFR 4.7). At the same time, through a high degree of fiscal transparency and ongoing communication, staff and faculty understand the financial realities that shape the college's ability to sustain its pursuit of excellence and ensure that the institution continues to develop as an internationally respected leader in studio-based arts and design

education (CFR 1.7). Central to this are the careful marshalling of existing resources, the cultivation of new means of support, and the strategic planning that keeps one eye on developments in higher education and the other fixed on the mission and values that have defined CCA since its founding over a century ago.

FISCAL SUSTAINABILITY

As our annual reporting reveals, the fiscal condition of the college remains sound thanks to a strong financial leadership team focused on aligning sustainability with long-range strategic planning. Beyond the factors reported in the college's annual fiscal reporting to WSCUC, key indicators of the college's financial health include the following:

- Increased enrollment: 2010 FTE 1807; 2012 FTE 1865; 2015 FTE 1926;
- Received investment grade ratings from Moody's Investors Service (since 1995) and Standard & Poor's Ratings Services (since 2004) for the College's CEFA bond debt;
- Received an upgraded rating from Moody's and awarded a positive outlook from S&P in 2014;
- Cited by Moody's as a small college bucking the trend with its strong revenue growth;
- Increased endowment: 1990: $0; 2006: $24.5M; 2015: $30.7M;
- Increased corporate donors from 21 (in 2010) to 48 (in 2015), with annual revenue from this sector growing from $133,000 to $343,000.

In addition, CCA continues to develop key strategies for maintaining fiscal health while preparing for the future, including

- extending the visibility and reputation of the college as outlined in the strategic plan;
- reducing reliance on tuition revenue by expanding CCA's endowment, increasing annual giving, and creating more opportunities for corporate, cultural, and educational partnerships;
- maintaining a discount rate below 30% in keeping with the WSCUC Commission's 2009 Action Letter recommendation to the college (FY2009 rate: 29%; FY2015 rate: 27.2%), while maintaining the accessibility this rate signals;
- providing additional student housing in San Francisco with the launch of the Panoramic student residence near the SF campus (capacity 200);

- fostering conversations between the president, provost, and diverse groups of faculty to discuss the future of the college and long-range strategies;
- increasing alumni support of the college (68% year-over-year increase in the number of alumni giving to the college in FY 2015);
- increasing operational and facilities planning for single-campus unification.

For these reasons, the college is well-positioned to prosper even as significant changes in higher education are in the offing.

MAINTAINING ECONOMIC STABILITY

The college's 2009 Commission Action Letter commented that "although CCA's finances appear stable, operational expenses are currently running ahead of revenues and will require careful monitoring (CFR 3.5)." Consistently for the past several years, CCA has compiled surpluses in its operating budget. With the expansion of the college's San Francisco presence over the next several years, these surpluses have been reserved (rather than spent). However, since 2014 and continuing over the next several years, CCA plans to use surpluses to make targeted investments in four key areas: (a) campus planning/facilities upgrades, (b) improving brand/visibility, (c) diversifying revenue growth by developing new types of programming, and (d) enhancing both internal and externally facing administrative systems.

The provost and the CFO work closely together to consider these strategic investments as well as to confirm budget priorities each year. Budgeting generally prioritizes student learning and the student experience, followed by positioning the college to scale and diversify its revenue, especially in the current changing fiscal landscape of higher education.

Finally, in recent years CCA has seen a slight increase in cost per student due to both new compliance mandates (Title IX, Affordable Care Act, etc.) and the fact that CCA has increased its program offerings. The provost and the CFO are working to reduce this cost per student without negatively impacting the student experience.

EXTERNAL RELATIONS

The college is taking advantage of unprecedented opportunities for visibility, partnerships, and contributed and earned revenues in preparation for the expansion of the San Francisco campus and the resulting improvements to academic and extracurricular pro-

grams. To seize this moment, CCA has been investing in revitalized programs in market-ing and communications, fundraising and industry partnerships, alumni engagement, and non-degree programming.

In late 2014, CCA began implementing a plan to strengthen its Marketing and Commu-nications division, with an eye toward elevating CCA's recruitment and fundraising pro-file in an increasingly competitive landscape. An assessment determined that divisional strategic leadership, branding, and marketing efforts were underdeveloped. In order to address this, CCA created a Vice President for Marketing and Communications Strategy position (filled in August 2015) whose multiyear plan is reshaping the division to be more efficient, cohesive, and impactful using project management and marketing automation tools to streamline processes and assess marketing and communication initiatives.

In preparation for a college-wide branding project (CCA's first ever), which will run from November 2015 to April 2016, the college completed its first market research survey in ten years. Conducted by Simp-son Scarborough during summer 2015, the survey asked students, faculty, staff, alumni, and prospective students how they perceive CCA and tested reactions to the campus planning process with the overarching goal of aligning CCA's messaging into one shared vision. Survey results are being shared across the college to inform decision making around program-ming and outreach plans.

FUNDRAISING AND CORPORATE PARTNERSHIPS

CCA's Advancement Office is preparing for the capital campaign that will support the San Francisco campus expansion. CCA's last campaign ended in 2008 having exceeded its $25 million goal by raising $27.5 million, the largest CCA campaign to date. For the next campaign, which will likely run from 2017 to 2020, CCA hopes to double that amount raised and has engaged Marts and Lundy as campaign counsel to conduct a readiness assessment, yield analysis, and feasibility study.

While corporate, individual, and trustee giving has also grown significantly over the past five years, assessments show that all three sectors are still below potential. In addition, planned giving is similarly underdeveloped. To address the need for more effective advancement staffing and programming, in 2014 CCA hired a new Associate Vice President for Advancement who is reorganizing the division as part of a multiyear plan to use the quiet and public phases of the campaign to catalyze growth.

ALUMNI ENGAGEMENT

In response to feedback from alumni gleaned through the SNAAP and Simpson Scarborough surveys and through stakeholder meetings, CCA is reorganizing alumni programming to more actively engage alumni with current students. Strategies—coordinated by the new Director of Alumni Engagement—include building alumni professional networking programs, increasing support for the college through alumni giving to the annual fund and special projects, and implementing a comprehensive communications plan aimed at involving alumni in shaping plans for CCA's future.

NON-DEGREE PROGRAMS AND OTHER NEW EARNED REVENUE SOURCES

CCA is actively pursuing new revenue initiatives to offset enrollment, such as expanding external partnership opportunities with notable new partners such as Qualcomm, Audi, and Workday. Additionally, the college is evaluating non-degree programming opportunities such as executive education; and the enhanced student housing options in San Francisco will enable the college to further increase summer programming.

Despite these initiatives, CCA will remain a tuition-driven institution. Therefore, most of our investment in this area serves two goals: (1) increasing visibility of our traditional degree programming to secure additional funding, and (2) identifying opportunities for non-degree initiatives.

BOARD SUPPORT

The Board of Trustees inspires, sustains, and drives CCA forward. It is composed of 33 philanthropic and business leaders, innovators and distinguished practitioners, alumni, and friends of the college. Over the past two decades, the board set an ambitious growth agenda. To achieve it, they hired and retained skilled leadership, made valuable connections with influential external partners, and gave generously to key initiatives while ensuring balanced budgets and overall organizational health (CFR 3.9).

In order to strengthen its own operations while embracing both continuity and transformation, the CCA board purposefully operates without term limits and balances its ranks between long-serving and new leaders. Every year, approximately one-third of the trustees are reviewed for renewal by the Committee on Trustees. CCA's board is stable and committed to the college, with 100% of trustees giving in support of the school.

CAMPUS UNIFICATION

As discussed in Part 3, the primary rationale for unifying into one campus in San Francisco is an educational one—the desire to bring the entire student community together to inspire greater interdisciplinary collaboration and the cross-pollination of creative practices. However, unification is also an important aspect of our plans for financial sustainability with an eye to the changing landscape of higher education.

As a single campus, CCA will prove more attractive to students concerned about navigating a two-campus environment. At the same time, the single site will improve opportunities for community building through enhanced student services and amenities. In addition, while CCA will remain deeply connected to Oakland and the entire Bay Area, San Francisco's reputation as an innovation hub (historical and contemporary) makes it an inspiring and recognizable asset when recruiting national and international students.

Finally, strategic unification represents a compelling opportunity to increase operational efficiencies. For example, CCA currently spends approximately $500,000 per year running a student shuttle between the two campuses and operates libraries, media centers, tutoring services, etc., on each campus. Unifying on a single campus would yield funds that could be redirected to new student services and academic resources that will positively impact student success. Thus, the long-term goal to unify into a single, San Francisco campus embodies the college's strategic approach to solidifying financial viability, aligning resources with institutional priorities; and preparing for a changing higher education environment (CFR 3.4).

UNIONIZATION

As mentioned above, the recent unionization drive by CCA's adjunct faculty bears mention in the context of the college's financial stability and outlook. Negotiation meetings

with SEIU began in December 2014 and have not yet resulted in an initial bargaining agreement. Currently, the key issues being discussed include wages, benefits, length of contract, assessment, and governance. While contract negotiations continue at the time this report is being written, a collective bargaining agreement is not projected to significantly impact the college's financial situation; more information and details will be available to the team as the negotiations progress.

NEW PROGRAMS

Unifying into a single campus to promote fiscal stability and improve learning opportunities is but one way the college is demonstrating its ability to evolve along with higher education, particularly within the art and design sector. Since CCA's last reaccreditation the college has been strategic about developing new programs—several of them low residency—that both respond to student interest and correspond to institutional values. For instance, the successful MFA in Comics was launched in 2013, drawing on some of the college's strongest programs—Writing, Illustration, Fine Arts, and Design. The program embodies the college's commitment to interdisciplinary and emergent practices and summer 2015 saw the low residency, three-summer program graduate its first cohort of students. The 2016 cohort is projected to be between ten and fourteen students.
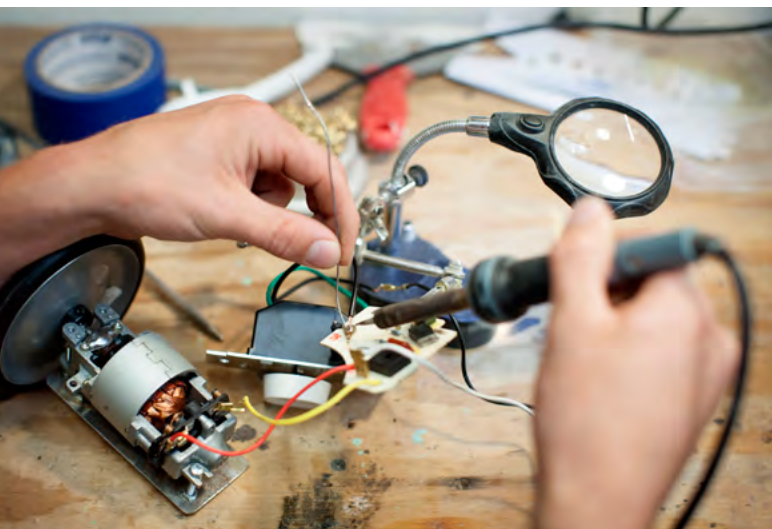
Since the 2009 WSCUC reaccreditation, the college has also developed both undergraduate and graduate programs in Interaction Design, responding to a strong market demand for interaction designers while leveraging the college's physical and disciplinary location at the nexus of technology and design. In fall 2015, the Interaction Design BFA enrolled 75 students, making it among the most popular at the college at the beginning of just its fifth year, while the Masters in Interaction Design launched in fall 2015 with 17 students. Interaction Design represents the college's strategy of orienting its traditional strengths in novel directions that both attract a new student population and offer graduates bright prospects in the creative economy.

Other relatively new programs demonstrate the ways the college is responding respon-sibly to a changing landscape in higher education by strategically developing attractive programs tethered to both institutional and geographical strengths and that offer flexi-ble residency when possible. These include the MBA in Design Strategy (low-residency model and an emphasis on a core institutional commitment to sustainability); BFA in An-imation (strong ties to nearby Pixar Studios); and MA in Social Practice & Public Forms (launches fall 2016; MA is evolving from an established track in the MFA Fine Arts and follows an innovative three-semester curriculum).

In short, though it is a century old, CCA is an art and design college taking a responsible and innovative approach to maintaining its fiscal health, ensuring its survival during a disruptive time in higher education. The college is strategically positioned and constantly vigilant for viable new programming aligned to the college's mission, values, and academic plan.

PART 8: CONCLUSION

California College of the Arts is fortunate to engage in its reaffirmation of accreditation at an important point in its history – a time when the college faces key decisions related to location, growth, competition, sustainability, and how to respond to dynamic changes in higher education, including but not limited to opportunities and challenges specific to arts institutions. Like its peer arts institutions, CCA is experiencing issues faced by colleges and universities of all sizes: fluctuating enrollments, concerns over rising costs and student debt, the need to explore diversified revenue sources, adjunct faculty unionization, increased competition from peers and other types of institutions, changing demographics, including a rapid rise in the international student population, and evolving expectations for career preparation.

At the same time and uniquely, the college stands poised to invest in a new, single-campus future envisioned as providing its students with unprecedented choice, interdisciplinary opportunities, and a cohesive community designed to support their pursuit of

creative and academic goals. Certainly, unifying the college into a single San Francisco campus is a primary issue around which much of CCA's strategic thinking and planning currently orbits. Therefore, the CCA community looks forward to the visiting team's consideration of this issue and to the ways campus unification will affect everything from students' general education course options to the possibilities for new interdisciplinary learning experiences to the fiscal aspects of the move to the impact of departing a cherished East Bay campus.

THE COLLEGE STANDS POISED TO INVEST IN A NEW, SINGLE–CAMPUS FUTURE ENVISIONED AS PROVIDING ITS STUDENTS WITH UNPRECEDENTED CHOICE, INTERDISCIPLINARY OPPORTUNITIES, AND A COHESIVE COMMUNITY

Through its intensive, inclusive work on long-range campus planning and on developing an academic strategic vision, the college has recently undertaken an extraordinary amount of self-reflection. That process and planning has dovetailed well with the college's preparations for reaffirming WSCUC accreditation, concentrating as it does on student learning and success, quality assurance, institutional improvement, and sustainability. Thus, internal discussions around the WSCUC Standards and the opportunity to reflect on institutional priorities and capacities in light of these areas of emphasis has again been very generative, engaging as they have with many of the themes outlined by the college's Academic Pathways planning document.

CCA has also benefited through the process of reaffirmation as the rich internal discussions have highlighted aspects of institutional strength and possibility that distinguish the CCA educational experience. These include a Bay Area location that embodies innovation, risk-taking, and experimentation; and an institutional legacy of valuing social justice, collaborative enterprises, and the exploration of hybrid and interdisciplinary opportunities. At the same time, the strong dedication of the college to mechanisms of faculty governance and to maintaining an institutional culture of openness to emerging disciplines and new programs remains a strong compass for the college's future.

As emphasized through the Review Under the Standards and in the preceding report, the college remains committed to developing its data- and evidence-based decision making capacities. Thanks in part to the previous visiting team's recommendations, the college

has learned how improving its gathering, analysis, and dissemination of institutional data can drive more strategic conversations, not only at the higher levels of administration and faculty governance but increasingly at the program and divisional levels as well.

Similarly, the college's commitment to quality assurance has been re-emphasized in recent years through the work of the programs and divisions on articulating curricula, revising learning outcomes, and documenting how evidence of student learning relates to actions and strategic goals aimed at improvement. Continuing this work and developing both its breadth and depth such that assessment cycles are routinized will be an ongoing, collaborative project requiring dedicated staff and faculty leaders with the resources to build a sustainable infrastructure. At the same time, for assessment to continue its evolution at the college, accounting for student learning here will entail further development of authentic articulations of arts-based learning along with the adequate instruments with which to measure student achievement.

As the self-study work revealed, the college is fortunate that it continues to benefit from a strong culture of faculty leadership. This—coupled with an experienced executive-level management team, the continuity of its renewed strategic plan, and sustainable financial resources—means the college is well prepared for whatever challenges lie ahead.

Above all, the WSCUC reaffirmation process has already proved a successful tool for understanding how well the college is meeting its strategic goals; and the college community is grateful to the visiting team members for their conscientious and comprehensive engagement. Through the challenges of defining the college's educational mission, explaining how that mission is achieved, and reflecting on the evidence that demonstrates student achievement of the goals of that mission, CCA has certainly benefited. Thus, as the college embarks on a new stage in its rich history, borne forward by a strong strategic momentum, the community looks forward to the knowledge and perspective gained through accreditation's peer review process.