



INSTITUTIONAL PROPOSAL

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I. A. Institutional Context

California College of the Arts was founded in 1907 as a "Guild" dedicated to the principles of the arts and crafts movement. In 1922 the Guild moved to its present Oakland site and in 1936 was renamed the California College of Arts and Crafts. Frederick Meyer, the original founder, was its first president until his retirement in 1944. Spencer Macky, whose name graces the late Victorian administration building, succeeded Meyer and continued the college's founding vision of an arts education and training fusing practice and theory, art making and social context and the college's purpose "to produce well-rounded students who have both a specialized knowledge of their profession and the general education they need to live in the world today."

The college participated in the post World War II educational boom by adding new majors and constructing new facilities. WASC accreditation was first achieved in 1954. In 1985 a second campus was established in a leased space in the heart of San Francisco's south-of-Market "design district" to provide a home for the new Schools of Architectural Studies and Design. The year 1996 saw the opening of a new permanent San Francisco campus and that was completed in 1999. We added graduate programs in Writing, Visual Criticism, Design, Architecture, and Curatorial Studies and undergraduate programs in Writing and Literature and Visual Studies. We are beginning a Community Arts Program in fall of 2005. The Center for Art and Public Life and the Wattis Institute for Contemporary Art were created in 1998 and, respectively, broadened the college's commitment to art and community engagement and the exhibition of contemporary art. In 2003, and as one result of the new strategic plan, the college was renamed California College of the Arts to reflect the breadth of the programs offered.

The centerpiece of our Institutional Proposal is the new strategic plan, "Leadership in Arts Education, 2004-2009." The creation of the strategic plan grew out of the values and historical culture of CCA and as such affirms

the fundamental belief that connecting the arts to social and political life deepens the power of creative work while making a positive contribution to the communities in which that work takes place. This principle was key to the Arts and Crafts movement of the early twentieth century, and it remains a significant part of the college's commitment to education through the arts. (Attachments, Strategic Plan, p. 1.)

The implementation of the strategic plan coincides almost exactly with the upcoming cycle of accreditation review and also with the centenary anniversary of the college in 2007.

1. Mission Statement

The mission statement of CCA is as follows:

California College of the Arts educates students to shape culture through the practice and critical study of the arts. The college prepares its students for lifelong creative work and service to their communities through a curriculum in art, architecture, design and writing.

Resulting from the strategic planning deliberations, the adoption of the mission statement critically revises the previous one by affirming that study of the arts prepares students for lifelong creative work, by emphasizing community service and by the inclusion of writing more prominently in the academic life of the college. The mission statement captures the overarching

purpose of a CCA education and it is the context within which we propose to strengthen our commitment to and understanding of an education through the arts at CCA. As an educational institution we place a primary value on the experience of creating new work as central to student learning. In addition, CCA's longstanding commitment to conceptual thinking and contextual understanding are vital components of arts education, a commitment that aims to unite theory and practice. Education through the arts at CCA preserves the promise of a liberal education to encourage a lifelong love of learning in the students, and it expects that our students will "acquire skills and habits of mind that will allow them to continue to be creative contributors to the culture around them."

2. Central Issues

The Accreditation Coordinating Committee (ACC) was formed in the late fall of 2003 to direct the accreditation review process. Comprised of a cross section of the CCA community from senior administration to staff and including faculty leadership, the committee undertook a preliminary review of the Standards, examined and digested the recommendations from the Action Letter we received in 2003 following the 5th Year Interim Report, and reviewed the strategic plan. The ensuing deliberations within the ACC and with senior leadership and the president's cabinet resulted in identifying the three goals of the strategic plan as the central issues around which we are proposing to focus the accreditation review process. These are:

1. Enhance national visibility through academic excellence.
2. Maintain a sustainable business model.
3. Strengthen internal and external community relations.

Our review of the Standards and the recommendations from the previous visit, however, suggested complementary issues to support our inquiry into the goals and objectives raised by the strategic plan. Following on the Standards and the recommendations from the Commission, the ACC concluded that academic excellence should be approached through a focus on an ongoing evaluation of student learning at both program and college-wide levels. The ACC recommended that the improvement of internal communications within the CCA community receive more focused attention, particularly internal dialogue within the faculty and the communication of college-wide initiatives and learning objectives. We are proposing to implement a regular cycle of program review in response to the Action Letter recommendations to serve as the primary quality assurance system for evaluating student learning and academic excellence. We are also finding ways to enhance communication across the college. Program review and communication are two lenses through which we propose to view the progress of the strategic plan.

The third issue from the strategic plan that we propose to address is maintaining "a sustainable business model." The key objective is to increase enrollment from the current 1,503 FTE to 1,850 by 2009 through enrollment growth and improved retention. The current financial status of the college is healthy but we remain an enrollment driven institution. Therefore, "sustainability" is a key concept of the strategic plan. Ninety-eight per cent of the operating budget of \$40M comes from enrollments and enrollment-related revenues. The endowment stands at approximately \$23.5M and generates an income of \$1M for the operating budget. Financial aid, facilities and technology expenditures have had significant impacts on the budget. The college works hard at growing and retaining enrollment and the goal of enrollment growth to 1,850 FTE is to be understood in this institutional context. The strategic plan also allows us to establish priorities for the budgeting process. For the centenary initiative the college will launch a capital/endowment campaign to help ensure sustainability. Plans for improving retention and learning more about attrition, in particular the 18% attrition rate of first-time freshmen, will be discussed below.

The issues we have identified for the cycle of accreditation review articulate the challenges CCA is facing in the next five years and are summarized by the quest to strengthen our commitment to education through the arts and the organizational capacities to reflect upon and improve student learning. The strategic plan prioritizes specific goals -- enhancing academic excellence and student learning, maintaining a sustainable business model, and improving community relations. One of the crucial tasks of the ACC has been to establish linkages between the strategic plan, the Standards and the recommendations from the Action Letter to ensure that the purposes and goals of the strategic plan are grounded reliably within the accreditation review process.

3. Campus Diversity Initiative

The goal to strengthen community relations is supported by the objective to promote diversity and respect for difference on our campuses. In December 2002, we received a \$700,000 grant from the James Irvine Foundation through its Campus Diversity Initiative program to promote cultural diversity within the CCA community, programs and curriculum (we are the first college of art and design to receive such a grant). The objectives of the diversity initiative are:

- To involve the CCA community in programs sponsored by the Center for Art and Public Life.
- To involve faculty, staff, and administration in discussion of the Center's role in meeting the college's curricular goals.
- To initiate the Subject Matter Art (SMART) program, leading to the teaching credential program.
- To hire a coordinator of diversity enrollment to create a plan to increase diversity applications, acceptances, and enrollment of undergraduate students who contribute to the college's diversity-related goals.
- To increase applications, acceptances, and enrollment of undergraduate and graduate students who contribute to the college's diversity-related education goals.
- To increase the number of visiting and permanent faculty who bring new perspectives to the curriculum that will enrich students' education.
- Through courses, public programs, and college policies, to create a campus culture that embraces and explores difference and community.

Through the Diversity Initiative we have sought to create greater awareness of cultural diversity throughout the CCA community, improve our engagement with the outside community and expand our programs and curriculum with a teaching credential program to provide greater opportunities for our students.

1. B. The Last Review

The recommendations from the March 2003 Action Letter have the breadth and significance to serve as a framework for the entire review cycle. The recommendations are tied to the core commitments of institutional capacity and educational effectiveness. Under Capacity we were asked to develop more integrated strategic planning for the future and to conduct a methodical review of the organizational structures to improve recruitment and enrollment management. Under Educational Effectiveness we were instructed to see that broader perspectives of student learning are created beyond the specific program level and that assessment activities are "aligned with CCA's goals for student learning through the different stages of a student's development up to and including graduation." We were also asked to define

more effectively specific content outcomes as a part of each program's requirements. Institutional planning should also be undertaken, it was suggested, to assess the cost and effectiveness of technology and library resources to support learning goals. Finally, we have been asked to show "substantive progress" in the areas of student attrition, retention and graduation rates. We will continue to work on each of these issues through the upcoming review cycle and beyond.

1. Strategic Planning

In February 2004 the Board of Trustees adopted the Strategic Plan: Leadership in Arts Education, 2004-2009. The plan resulted from deliberations throughout the calendar year of 2003 and involved the key constituencies of the CCA community: the board, administration, faculty senate, the program chairs, alumni and staff. Drafts were circulated, feedback requested, a faculty retreat was held and the process culminated in the Board of Trustees Strategic Planning retreat in December 2003 in which representatives from these constituencies also participated. As discussed above, the implementation of the plan and the evaluation of our progress in realizing its goals will focus much of our institutional attention over the next five years. The strategic plan explicitly addresses a concern from the last accreditation visit where "the team observed that many [initiatives] appear to have been individually developed without a clear sense or relationship to an institutional plan." The president's cabinet has the primary responsibility for monitoring the progress of the plan and as a result strengthens CCA's planning capacities and abilities to more effectively align its resources. The adoption of the strategic plan represents significant progress in addressing a critical recommendation from the last review.

2. Recruitment and Enrollment Management

The Enrollment Management Committee is an umbrella group made up of representatives from the admissions and student records offices and the faculty and is primarily responsible for improving communications among student services areas and with academic areas. The committee is chaired by the Vice President of Enrollment Management and was created in the context of the previous comprehensive accreditation review in 1997. The Committee Chair works closely with the College President, the Vice President of Finances and Administration, the marketing committee which includes board representation, and the communications office to review and evaluate recruitment and retention strategies. We have concluded that the "structure" of enrollment management works well based on enrollment increases and improvements in the attrition and retention figures. In response to the Commission's recommendations we have concentrated on enhancing marketing and recruitment initiatives to expand the applicant pool to increase enrollment. The headcount and FTE data from 2000 - 2004 show increases in the undergraduate headcount from 1086 to 1284 and FTE from 1029 to 1230. Graduate headcount increased from 97 to 268 and FTE from 91 to 262 in the same period. Total student FTE increased from 1136 for fall 2000 to 1503 for fall 2004, the most recent figures. The addition of graduate programs has been as much a factor in increasing overall enrollment figures as has increases in undergraduate enrollment, particularly among first time freshmen. The data, while positive, underscores the need for continuing evaluation of existing enrollment strategies and developing new ones.

The college has generated a number of approaches to enrollment management in the last 2-3 years, prominent among them the strategic plan. The goal of maintaining a sustainable model is clear, but the other two goals also support enrollment strategies. The goal to "enhance national visibility through academic excellence" addresses the attractiveness of an institution with recognized educational quality for prospective graduate and undergraduate students and the two terms of the goal, national visibility and academic excellence, are intended to mutually reinforce each other. The goal to strengthen external community relations is in part based on the findings

of Generations, a strategic marketing firm contracted in 2002 to evaluate the recruitment and marketing messages the college presents. We learned that prospective students identified CCA as an institution that seriously engages art making with community and diversity initiatives. The goal to strengthen these areas is directly related to clarifying our message to external communities. We also learned that the name, California College of Arts and Crafts, served as a barrier to many in the outside community including potential students and donors and stood in the way of a more accurate understanding of the college's mission and purposes. All of the "crafts" programs at CCA have an aesthetic commitment to the creation of new work and thus comfortably fit within the framework of "the arts," an awareness that "and Crafts" did not always encourage.

In addition to enhancing marketing initiatives and focusing our strategies through planning efforts, we have expanded regional and national recruitment for all students, targeted transfer applications by expanding studio articulation agreements with selected community colleges, developed approaches to increasing international applications by creating partnerships with ELS Centers, and we now recruit international students directly. The admissions staff has been restructured to target diversity, international and transfer applicants. In fall 2004 a regional recruiter was hired in New York, and regional recruiting events are being developed in nine states outside California including New York, Massachusetts, Texas and Washington. The Southern California recruiter position was increased to full time in 2004. The data for first year applications by region shows increases from 2001 to 2004 in the four regions we track: Northern California applications increased by 18%, Southern California by 29%, out of state by 102% and international by 86%. Through these new recruiting efforts we hope to expand the number and quality of applicants further. Also, CCA contracted financial aid consultants from Noel Levitz in 2000 and in each subsequent year to assist in the evaluation of and recommendations for financial aid as a crucial lever for recruitment and retention. Acting upon their recommendations, the tuition discount has been steadily increased to 24% for the year 2003-04 and the current financial aid analysis suggests leveling off the discount rate at 24%. Overall, the addition of new graduate programs and the recruitment initiatives of the last four years have yielded an increase in the total new student headcount from 405 for the fall of 2000 to 590 for fall 2004.

Enrollment management strategies for recruitment have been advanced on many fronts and these initiatives and activities are being evaluated closely by the vice president and her team each year. The methods used for evaluation and results of the initiatives of the last two years will be central to the Capacity and Preparatory Review.

3. Retention and Graduation Rates

CCA has undertaken numerous initiatives to address the issue of attrition and retention rates and the Commission has recommended that we demonstrate "substantive progress" in addressing this issue by the time of the next visit. Attrition rates for first time freshmen, for example, have declined from a high of 32% in fall 1996 to 18% for fall 2003. In 1996 we were primarily a transfer and second degree student based institution and by 2003, representing a focused strategy to expand first time freshman enrollment, we increased freshman enrollment from 69 in 1996 to 159 in 2003. During this period we expanded support structures for a freshman campus culture including the building and purchasing of two dormitories, revised the first year core curriculum to provide electives to aid undecided students in the choice of a major, improved advising by adding first year advisers and by identifying struggling first year students for early intervention by their advisers to assist in the adjustment to college life. Our next steps are to provide improved health insurance coverage for the students and to generate greater involvement of the parents of first time freshmen in their first year experience. The evidence of improved attrition rates for first time freshmen over the last 7 years demonstrates improvements in our efforts to create a more supportive environment for these students. We continue to seek to

improve on the 18% figure for 2003 and we have set a goal of 85% retention of first time freshmen by the fall of 2008. We also want to improve on the data we use so as to understand the reasons for first year attrition rates.

Retention rates from year to year since the last comprehensive visit in 1997 have improved from 75% to 81% for 2004-05 and have improved by 3% since the 2002 5th Year Interim Report figure of 78%. Retention rates from fall to spring for these three dates show slight increases from 89% to 90% to 92% and from spring to fall they declined slightly from 85% for spring 2003 to 83% for spring 2004. We have formed the Academic Planning Committee, chaired by the Dean of Undergraduate Studies, to better coordinate enrollment, scheduling and advising. We continue to seek ways to measure student satisfaction and in the fall of 2005 will implement monthly focus groups among different cohorts of students to improve student life in the college. Recently we have placed two student satisfaction surveys on the web covering the laptop initiative and the issue of color printing and the level of student response is encouraging for future use of the web for student satisfaction surveys.

Forty four per cent of students entering CCA in 1996 graduated within 6 years, 42% entering in 1997 graduated and 44% entering in 1998 graduated, the last year for which official figures exist. We are projecting an improvement to 47% for 1999 and are optimistic that the rates will continue to improve as the increased presence of first time freshmen and the improved co-curricular environment impact the figures for 2000 and after. We intend to improve our data gathering around the issues of retention and graduation rates. Housing difficulties in the Bay Area is a large issue and our two campus environment and its logistics are hard to deal with for students. Should we track the graduation rates for students in the 5-year Bachelor of Architecture Program differently? We are reviewing the policy of permitting students to participate in the graduation ceremony who have between 1 - 6 units to complete for graduation. Anecdotal evidence suggests a surprising number of these students do not complete their degree requirements. Beginning in fall 2005 the Student Records Office will track these students.

4. Assessment, Learning Objectives and Outcomes

The Commission recommended that the college establish a broader perspective towards student learning, that we should make the results of our assessment activities more visible within and between programs and that the results should be disseminated across the college for reflection and review. Further, we are expected to develop specific content outcomes as a part of each program's requirements. Faculty participation is required for documenting the results of student learning and for developing assessment methods with which to test the learning outcomes. It was also recommended that institutional planning is needed to assess the cost and effectiveness of the use of technology and library resources in supporting learning goals.

We are situating our responses to the Commission's recommendations within an already robust context of faculty evaluation of student work. One of the distinctive features of a fine arts and design education at CCA is what we call a "culture of critique." The pedagogy of our "culture of critique" is present in all studio classes at CCA, and students are required to show their work to fellow students and faculty for criticism and evaluation. The critique process is generally one in which students present the problem or issue they are addressing, the context for and the concepts developed within the work, and the ways in which the work represents or resolves the issue of the assignment. As a result, faculty and students develop a high degree of awareness and familiarity with the work that students produce throughout their education at CCA. This "culture of critique" is the foundation upon which the year level critiques of First Year Review, Junior Review and the capstone Senior Projects/Thesis reviews take place.

Since the 5th Year Report visit in 2002 we have done the following: established a process in which annual goals for each academic program are evaluated, developed college-wide learning objectives, and conducted an ongoing review of the general education programs. Each year the

Dean of Undergraduate Studies asks the program chairs to submit program goals for the year. College-wide academic goals are discussed throughout the year in the monthly program chair meetings. The dean meets with the chairs individually at the end of the year to evaluate progress in realizing their program goals. The review of annual program goals is an important context for monitoring the progress of the strategic plan goal of academic excellence, and it is also a context for an ongoing review of program learning outcomes.

In response to the recommendation to establish broader perspectives towards student learning goals and academic excellence, the program chairs devoted several meetings in 2003-04 to discuss student learning experiences that mattered most to them and that could serve as college-wide learning objectives. Seven criteria for academic excellence were identified: mastery of form, conceptual reasoning, technical literacy, awareness of historical and cultural context, methods of critical analysis, effective communication in visual, written and oral forms and visionary thinking with regards to the creation of new work and the pushing of aesthetic boundaries. These criteria will be submitted to the program chairs for approval as college-wide learning objectives in fall 2005 and the discussions have already advanced the faculty's understanding of shared educational objectives across the art, design and humanities programs.

Another response to the Commission's recommendations has been in the general education area of the curriculum. The Humanities and Sciences programs have conducted program reviews from 2002 - 04 and have achieved the following results: restructured the Division of Humanities and Sciences into four academic programs: Critical Studies, Diversity Studies, Visual Studies and Writing and Literature, identified new program chairs, revised the curriculum, hired four tenure-track faculty in highly competitive national searches, have begun revision of program outcomes, and are developing approaches for the evaluation of student writing competencies beyond the individual course level. In preparation for further review of program outcomes, the H & S program chairs reviewed the learning goals identified in Standard 2, and for which the general education programs are primarily, though not exclusively, responsible for achieving: Effective writing, critical thinking, oral communication and quantitative thinking skills, information literacy, fostering an understanding of diversity and civic responsibilities, introducing students to the cultural and aesthetic, social and political, as well as scientific and technological areas of knowledge, and a lifelong love of learning. Finally, the addition of major programs in Visual Studies and Writing and Literature is part of the strategy to improve academic excellence in the general education areas.

The cycle of program review we are proposing is intended to address further the Commission's recommendations for Educational Effectiveness. Program review builds from and pulls into a coherent plan the extensive evaluation and critique of student learning we are already doing. Further discussion is required to establish our program review process, but the outlines for a structure and template for program review have been advanced by the ACC, faculty leadership and by the administration. The timeline we have set for approval of the program review process is the end of fall 2005.

The proposed structure for program review is a 4-5 year cycle of review for each program. Programs with perceived commonalities will be reviewed together to encourage cross-disciplinary comparisons and communication. Each program will develop a report for Academic Affairs at the end of their review year. The Curriculum Committee, a standing committee of the faculty senate, will review the report and forward its recommendations to Academic Affairs. The recommendations for improvement that result will be incorporated into the next review of annual program goals and into the next cycle of program review.

The template for program review will include the results of the review of annual program goals and the evaluation of student learning from the three cross-college stages of review we have in place: First year, Junior Review and Senior Projects/Thesis. Program learning outcomes and college-wide learning objectives will be used to evaluate student achievements at the three stages of students' education, including graduation. External evaluators may be used. There needs to be

further work in developing documentation of the college-wide reviews for the studio based programs' consideration in their program reviews. Similarly, the general education programs need to develop portfolios of student work to evaluate competencies in writing, critical thinking, awareness of cultural diversity and quantitative thinking, among other areas.

Beginning in the fall of 2003 we have begun to integrate educational technology and library resources into our planning processes. The budget process, for example, now includes meetings between program chairs and educational technology staff to determine software application and other needs to support the curriculum and student learning. Technology expenditures are prioritized in this way. The curriculum revision in Core resulting from the First Year review has led to the creation of a 4-D requirement that will begin in fall 2005 and will be supported by a new computer lab on the Oakland campus dedicated to the First Year Core program. We are also expanding the web presence and its importance for the college to improve internal and external communications. We have hired two full-time staff, a web master and a designer. Finally, we are continuing to upgrade the network infrastructure crucial for administrative technology and for connecting the two campuses more efficiently.

A new library director was appointed in September 2003 as a result of a national search. Her overarching goal is to bring as many information resources as possible to the CCA community. The major project she initiated is the installation of digital imagery capabilities for classroom use and for student access online in the fall of 2004. Modules of images are being created for the two art history introductory courses to support teaching and the digital imagery capacities solve a long standing problem of making images used in lectures available to students on an ongoing basis for reference and study. A digital imaging librarian has been hired to develop the system. This is a significant initiative for the college and greatly enhances students' abilities to study visual culture. Resources available on the Internet have been expanded with access to full text databases and magazines. Improved communications between the library and faculty and students have been undertaken via email, the web, newsletters, service point and information literacy surveys, and building faculty liaisons to the library through the degree programs and the Curriculum Committee. A foundation is being laid to improve integration of institutional planning with the library and student learning goals.

1. C. Self-evaluation

The first significant undertaking of the Accreditation Coordinating Committee in the spring of 2004 was to conduct a preliminary self-review under the Standards. There were two reasons for engaging the self-review early in the process. Many members of the ACC were not familiar with the new accreditation terrain and the reviews of the Standards and CFRs were an excellent way to introduce the committee to the two core commitments of Institutional Capacity and Educational Effectiveness, the four Standards, the core functions within the Standards, the CFRs that support the Standards, and the Guidelines. The self-review also resulted in familiarizing the committee with the philosophical assumptions embedded in the shift from a resources/compliance model of accreditation to that of evidentiary based reflections on student learning as the basis upon which to improve educational effectiveness and institutional learning.

After a considerable amount of discussion the ACC identified the following CFRs as areas in need of improvement: 2.4, 2.6, 2.7, 3.6, 3.11, 4.1, 4.4, and 4.5. Specifically, the review helped us to understand: that we could improve upon developing and disseminating the college's expectations for learning and student attainment; that while through our culture of critique culminating in senior projects and theses we do an excellent job of evaluating student work, we need to improve how we incorporate college-wide objectives for academic excellence into the final reviews and that we can demonstrate and share the results of our reviews; that programs could be strengthened through a regular cycle of program review and with more clarity around the criteria used in the reviews; the continuing need to address the library collection particularly

in the context of adding new programs; improving faculty governance through a review of standing committees and developing more faculty awareness about their responsibilities for academic quality at CCA; that while we have made significant advances in strategic thinking and planning, the guideline for CFR 4.1 calls for the creation of an "understandable and coherent plan for assessing the attainment of educational objectives" which we need to develop further; that our "quality assurance processes" could be improved, particularly with a regular cycle of program review; and, that our capacities for institutional research could be improved.

Our self-review of the Standards has enabled us to ground the issues we are proposing for the accreditation review cycle firmly within the new accreditation context. For example, by addressing the Standards we have complemented the goal of enhancing academic excellence with a focus on student learning. Standards of academic excellence necessarily focus on the exceptional achievements of the few while addressing questions of student learning emphasizes evidence of wider variations of student learning attainments. Our review of the Standards also focused attention on the faculty as a critical constituency of the goal for strengthening internal community relations. The importance of the role of the faculty not only in governance but to ensure academic quality in the college called for by CFR 3.11 has allowed us to underscore the need to address the issue of communications and the faculty more directly. The program review we are proposing clarifies the role of the faculty in evaluating student learning and extends faculty conversations about academic excellence and student learning across the college.

In short, the preliminary review of the Standards played a critical role in extending awareness within the CCA community about the new WASC Standards and the commitment to improving student learning. The review has guided us in pinpointing areas in need of improvement in the college and provides a framework within which improvements can be addressed. The essential task of the ACC proved to be the integration of the goals and objectives of the strategic plan with the recommendations from the Action Letter and with what we learned from the preliminary review under the Standards, into a coherent proposal around the issues that we are committed to addressing at this juncture in our institutional history.

2. Outcomes

Through the accreditation review process we hope to achieve a greater understanding of the purposes, goals, and objectives of the strategic plan and to measure effectively our progress in the implementation of the plan. Specifically, we want to demonstrate improvements in academic excellence and student learning, enrollment growth and management and improvement of attrition and retention rates, and improved community relations with respect to the faculty, cultural diversity and communications across the college. In order to achieve a better understanding of strengths and weaknesses, successes and problems of the plan as we implement it, we intend to improve the infrastructure of the college academically and administratively in order to strengthen institutional learning. Thus, the outcomes we are setting out to achieve as a result of the review process are as follows:

- 1) Clear understanding of the results of the goals of the strategic plan.
- 2) Strengthened capacities to conduct institutional planning and improve institutional learning.
- 3) Develop a clear plan for assessing student learning through program review and institutional learning objectives.
- 4) Create a deeper understanding across the college about student learning and how to improve student learning.
- 5) Improve our data collection and analyses processes, and to coordinate institutional research.

- 6) Engage the faculty with the responsibility for evaluating student learning and improving governance through strengthening faculty standing committees.

In short, we hope to gain a clearer and deeper understanding of both the strategic plan's commitment to education through the arts, and how the college can better function in pursuit of its mission to shape culture.

3. Constituency involvement.

The development of the Institutional Proposal was based on broad participation across the CCA community. The president, provost and dean of undergraduate studies, in conjunction with the ALO, initiated the process and decided upon the formation of the Accreditation Coordinating Committee as the body that would lead the accreditation review process and the creation of the Proposal. The committee began meeting in January of 2004 with the dean of undergraduate studies serving as chair. The committee is made up of the following campus representatives: the ALO who is a faculty member, the two associate deans of undergraduate studies, faculty leadership including the president of the Senate, the chair of the Appointments, Promotions and Tenure Committee, and a member of the Curriculum Committee, the vice president for enrollment management, the special assistant to the president, the dean of students, the chief information officer, the assistant director of the advancement office and two staff administrative assistants. The ACC immersed itself in the materials described above and through its deliberations recommended to the president and provost the issues and approaches to the accreditation process that are proposed here. In the spring of 2004 all faculty program chairs were introduced to the new accreditation process through a lively discussion of "what really matters" to us in providing a CCA education for students in the arts. These discussions lead to the identification of seven college-wide learning objectives that we are now considering for final approval. The president's cabinet has also discussed the Proposal and serves as the primary body for monitoring the progress of the strategic plan. The president, provost, dean and associate deans of undergraduate studies along with faculty representatives and of course the ALO have attended WASC Workshops and Annual Meetings to become better acquainted with the new Standards and more familiar with the discourses around student learning. Drafts of the Institutional Proposal were circulated to the academic, administrative, and faculty leadership of the college and to members of the ACC with feedback encouraged from each constituency.

The linkage of the issues identified in the strategic plan to the accreditation review process entails the support and involvement of senior administration leadership to ensure that planning goals are evaluated and achieved and the cabinet will monitor the progress. The ACC will continue to coordinate the preparations and reports for both the Capacity and Preparatory and Educational Effectiveness reviews and its links to senior leadership are direct. The Enrollment Management and Technology committees are cross-college groups that address retention, attrition, graduation rates and technology planning and whose data and reflections will be incorporated into the reviews. Senior leadership directs both these groups. The faculty executive and curriculum committees have increasing roles to play in the assessment of student learning through the program review process and the lines of accountability we are proposing connect faculty conducted program review to senior academic leadership.

4. Capacity and Preparatory Review

The plan we are proposing for the Capacity review follows from the momentum created by the strategic plan, our review of the Standards, and by the responses to the recommendations from the last visit. In developing our approach to the Capacity Review we have paid close

attention to the document, "Two Lenses on Two Reviews," to help guide our thinking and we are mindful of the ways this review serves as "preparation" for the Educational Effectiveness review. Our plan for the Capacity review is also guided by the strategic plan and the institutional resources to support the implementation and analysis of the progress of the plan. The critical elements of our proposed plan for the Capacity and Preparatory Review are:

- 1) To create a plan and infrastructure for assessing student learning and academic excellence that will be focused on program review. Standards 2 & 4.
- 2) To strengthen the evaluation of student work we already do at the First Year and Junior Reviews by focusing on how we document and evaluate Senior Projects/Theses.
- 3) We plan to gain approval for the college-wide learning objectives already proposed, to update learning outcomes for the programs and to address the creation of standards for student achievement. Standard 2.
- 4) We want to investigate the effectiveness of our efforts to sustain the business model through enrollment growth, controlling costs and the plans for the centenary campaign as well as the structures for enrollment management. Standard 3.
- 5) We plan to inquire further into the question of improving internal community relations and communications within the CCA community. Standards 1 & 3.
- 6) Specifically, we plan to improve faculty governance structures by strengthening faculty standing committees by clarifying their mandates and functions. We also plan to set up procedures enabling the Curriculum Committee to more systematically evaluate departmental and cross-college programs. Standard 3.
- 7) Another critical element of our Capacity plan is to inquire into the effectiveness of our campus diversity initiative. We have already begun to evaluate the effectiveness of the resources we have put in place to fulfill these objectives and the assessments will be integrated into the Capacity Report. Standard 1.
- 8) And, our plan for the Capacity Review includes an evaluation of the Datatel information system we are installing, data collecting and analysis processes, and our abilities to conduct institutional research. Standard 4.

The integration of these eight elements into the Capacity and Preparatory Review report may appear ambitious. However, we think of these elements as interrelated and the purposes, issues, resources, processes and structures identified here make possible a deeper understanding of the strategic plan and our engagement with the Standards and we think that they will prepare us for the Educational Effectiveness Review.

5. A. Educational Effectiveness Review

The approach we are proposing for the Educational Effectiveness Review focuses on the assessment of student learning results. The Capacity Review called for strengthening the evaluation of student work with a structure of program review that provides for a more sustained reflection by the faculty, based on the evidence of student work and on the three critical stages of study: First Year, Junior Review, and the final graduation reviews. The plan for the effectiveness review, therefore, is to evaluate both the results of student attainments at these three stages as well as the effectiveness of the infrastructure itself. Does the cycle of program review we have established offer the most effective means to evaluate the educational growth and standards of attainment of our students and the programs that structure the educational experience?

At the same time we are addressing the Capacity and Educational Effectiveness Reviews CCA will also undergo an accreditation review with NASAD in fall 2007. We have just completed a NAAB visit to the Architectural Studies Program in spring 2005 and will be

implementing the recommendations from that visit over the next 3-6 years. The specialized accreditation evaluations connect to WASC educational effectiveness requirements at the level of peer evaluation of student work. These visits focus on the results of student learning through the exhibition of student work at each year level and the members of the visiting teams from peer institutions evaluate student achievements at each stage of their education. The focal point of the NASAD review is the major program and the results and recommendations from this review will be incorporated into our educational effectiveness report and review. The challenges for us are to strengthen our capacities for reflection and review of student work through the cycle of program review we are proposing which will also impact the effectiveness of the reviews of student work we conduct for the other accrediting agencies.

The questions that will govern the Educational Effectiveness report and review are: Have we enhanced academic excellence, student learning and national visibility? Have we met enrollment goals, controlled costs, and launched an effective centenary endowment and capital campaign? Have we strengthened internal and external community relations? Has the strategic planning process improved institutional planning and the alignment of institutional resources to further the mission and purposes of the college? Have we improved our information and data gathering systems? Have we developed a distinctive CCA curriculum with clear, cross-college standards and strong individual programs? Have we strengthened the faculty with respect to new faculty hiring, faculty governance, responsibility for the evaluation of student learning, and the dialogue within the faculty and across the college? How have the results of the diversity initiatives strengthened our community and the education we provide the students? Do the retention, attrition and graduation rates from 2002 through the accreditation review process reflect on the quality of the educational experiences offered at CCA or are there other factors involved? What improvements have we made to integrate technology and library resources into institutional planning to support learning goals? Have we created a better environment for student learning? Our approach to the educational effectiveness review is expressed through the questions we are raising, in the analysis we will provide, and in the recommendations for improvements that we will make.

5. B. Review of Student Work and Educational Effectiveness Indicators

We will review student work in two ways for the Educational Effectiveness Review. The first is to evaluate the results of student learning in the fine arts, architecture, design, creative writing and the humanities and sciences found in the projects students produce up to and including their final projects for graduation. The second is to evaluate the effectiveness of the review systems themselves. Do the processes we have in place, and the ones we are proposing, produce the data, the occasions for reflection on the data, and recommendations for improvement that advance our understanding of student learning and the enhancement of academic excellence? Currently, we review student work in the following ways:

- 1) Culture of critique. Student work and projects are produced in every studio class and are subject to active critiques by fellow students and by faculty. Both the oral presentation of the work and the work itself are reviewed.
- 2) Student projects are subject to review and evaluation by faculty and students at three stages of their educational development: First Year, Mid residence or Junior Review, and the final Senior Projects/Thesis
- 3) College-wide exhibitions of student work.
- 4) Internal and external competitions. The All-College Honors Program reviews portfolios of student work and awards are given. Competitions for scholarships based on an evaluation of student work.

- 5) Portfolio reviews of applicant's art work play an important role in the admissions process and in the awarding of merit scholarships.
- 6) Student writing and exams for general education classes.

The cycle of program review we are proposing is intended to improve on these approaches to reviewing and evaluating student work by developing a more coherent plan to review student work and assess student learning. We propose to improve the review of student work in the general education program reviews by moving beyond the evaluation of student work in individual classes with the creation of portfolios of student writing and other work such as science and math projects. This will enable us to evaluate conceptual, critical and contextual thinking skills along with other competencies such as quantitative thinking and an awareness of cultural diversity. The portfolios will serve as additional indicators of student learning. The strategic plan's commitment to deepening our understanding of education through the arts is grounded in the program review of student work.

Data Element 6 in the Attachments presents the current status of indicators that address the issues of educational effectiveness. All programs at CCA have developed learning outcomes; the outcomes are published in course syllabi though unevenly and are used in the program chair annual interviews with the Dean of Undergraduate Studies to review annual goals; all major programs have capstone or senior thesis/projects courses in which students present new work that serves as an excellent measure of their educational achievement at the college. The general education programs have four upper division seminar requirements which, though not capstone courses, nevertheless serve as indicators of the levels of writing and critical thinking students have achieved. All academic programs in the college will be included in the cycle of program review. Graduates of the 5-Year Bachelor of Architecture professional degree program may take the architecture licensing exam and we will continue to incorporate the results of these exams into our assessments of student learning. These indicators are included in the template for program review and are connected to our plan for the Educational Effectiveness Review in this way/

6. Data Gathering and Use

We have been reviewing our data gathering systems over the last two years prompted by the phasing out of the HP 3000 software system that supported administrative activities. The preliminary review of the Standards has called our attention to the need to improve our data collection as has the need for data to monitor the progress of the strategic plan. We have concluded that we gather data in isolated ways, that we can improve our familiarity with and the coordination of the data we collect, and that as we are asked to integrate our planning efforts, we also need to integrate our data collection systems and the ways we use our data. Each department collects data for its own reports and needs. Student Affairs, for example, collects data from CIRP, NSSE and its own student satisfaction and career surveys, and institutional data collection for IPEDS are not widely shared. When we undertake large initiatives like the Irvine Campus Diversity Initiative the task of collecting the isolated data to support the grant is made difficult.

We are proposing to substantially improve our systems of data gathering and analysis. In addition to the proposed cycle of program review and the improvements in institutional planning and data collection around the strategic plan discussed above, we have created a position to coordinate institutional research to support research inquiries and data collection for college initiatives and projects. Above all, after an extensive examination of our administrative technology system we are implementing the Datatel Migration Charter, a strategic partnership to provide software and administrative services to the college. The mission of the project "is to provide an integrated information system that supports CCA's pursuit of a cultural-shaping art and design education." (See wiki.cca.edu) The goals of this new integrated information system include: tightening integration among administrative record-keeping systems, enhancing

decision-making and planning capabilities, strengthening student advising processes, and improving communication within the CCA community. With data centralized within one system, access to the data is greatly improved, more flexibility in producing reports is possible, and greater visibility of data, reports and portfolios will result. The Datatel system creates a more integrated and interdependent institution with all constituencies of the college contributing through the cooperation, effort and organization required to implement the system. The integration of our information system lays a substantial foundation for supporting a culture of evidence and improving internal dialogue.

In sum, over the next 3-5 years we are undertaking significant steps to improve our capabilities and effectiveness in gathering and analyzing data. The reporting of annual goals and evaluation requirements of the goals strategic plan, the proposed cycle of program review, and the installation of the Datatel information system constitute a framework for the portfolio of evidence we will present to support the two stages of the accreditation review.

7. Workplan

The workplan represents our discussion to date for the implementation of the central issues of the Proposal for each stage of the review process.

Fall 2005

Accreditation Coordinating Committee sets the assignments for the Capacity and Educational Effectiveness reports.

Dean, Curriculum Committee and program chairs approve structure and template for program review.

Approve college-wide learning objectives. Program Chairs.

Approve plan and strategies for Centenary campaign. President, Advancement, Cabinet.

Initiate process for tracking progress of the strategic plan by setting annual goals for each department and continue with academic programs. Focus on the three goals of the strategic plan. President, Provost, Dean and Cabinet.

Faculty Executive Committee recommends Handbook revisions for Senate standing committees.

Academic Affairs sets up searches for hiring of tenure track faculty for 2005-06.

Start up of the Community Arts major program. Center for Art and Public Life.

Datatel Information Systems online: admissions, scheduling, courses and faculty.

Enrollment Services, Student Records, and Academic Affairs.

Spring 2006

Initiate program review. Dean, Curriculum Committee.

Datatel Information Systems online: human resources, budgeting and financial aid, academic records and accounts receivable, residence life. Human Resources, Business Office, Financial Aid, Student Records, and Student Affairs.

Evaluate progress with annual goals for departments and programs. Dean, Cabinet.

Continuing assessment of the campus diversity initiative. Diversity Task Force, Center.

Summer 2006

Datatel Information Systems online migration completed: degree audits, faculty contracts. Student Records. Academic Affairs.

Fall 2006

ACC begins preparation of Capacity and Preparatory Review report.

Institutional research and coordination of data from Datatel system.
Next cycle of program review initiated. Dean, faculty review committee.
Annual goals for departments and academic programs set. Dean, Cabinet.
Begin evaluation of infrastructure supporting strategic plan goals and student learning for Capacity review.
Initiate preparations and reports for NASAD review.
Launch Centenary campaign. President, Board, Advancement.
New searches for hiring tenure track faculty. Academic Affairs.

Spring 2007

Prepare draft for the Capacity and Preparatory Review report. ACC.
Prepare drafts for NASAD report. ACC.
Evaluate progress of annual goals for 2006-07 for departments and programs. Dean, Cabinet.
Submit program review reports. Academic programs.

Summer 2007

Complete Capacity and Preparatory Review report. ACC.

Fall 2007

Host WASC visiting team for Capacity and Preparatory Review.
Host NASAD visiting team for specialized accreditation review of fine art and design programs.
ACC begins preparation of Educational Effectiveness Review report.
Next cycle of program review underway. Dean, faculty review committee.
Annual goals for departments and programs set. Dean, Cabinet.
Begin preparation of Educational Effectiveness Review report. ACC.

Spring 2008

Produce draft of EE report. ACC
Evaluate progress of annual goals for 2007-08 for departments and academic programs. Dean, Cabinet.
Submit program review reports. Academic programs.

Summer 2008

Complete Educational Effectiveness Review report. ACC.

Fall 2008

Host WASC visiting team for Educational Effectiveness Review.
Set annual goals for departments and academic programs. Dean, cabinet.
Continue cycle of program review. Dean, faculty review committee.