

REPORT OF THE WASC TEAM
CAPACITY AND PREPARATORY REVIEW
TO CALIFORNIA COLLEGE OF THE ARTS

October 9-12, 2007

In Partial Fulfillment of the Requirements for
Reaffirmation of Accreditation

Team Roster

Sharon D. Herzberger, chair
President, Whittier College
James H. George, assistant chair
Provost, ret.
CSU Bakersfield
Imna Arroyo
Professor of Art
Eastern Connecticut State University
Dympna Bowles
Dean
Fashion Institute of Technology
Patrick D. Cavanaugh
Vice President for Business and Finance
University of the Pacific

The evaluation team in conducting its review was able to evaluate the institution according to Commission Standards and the Core Commitment for Institutional Capacity and therefore submits this Report to the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges for action and to the institution for consideration.

Table of Contents

Section	Page
I. Overview and Context	3
IA Description of Institution and Visit	3
1B Response to Previous Commission Issues	5
Theme 1	6
Theme 2	8
Theme 3	14
IC Response to Previous Commission Issues	17
Fifth-year Team Recommendations	17
Commission Action and Recommendations	22
II. Evaluation of Institutional Capacity Under the Standards	24
Standard I Defining Institutional Purposes and Ensuring Educational Objectives	24
Standard 2 Achieving Educational Objectives Through Core Functions	26
Standard 3 Developing and Applying Resources and Organizational Structures to Ensure Sustainability	32
Standard 4 Creating an Organization Committed to Learning and Improvement	42
III. Major Findings and Recommendations and Commendations	46
IV. Preparation for the Educational Effectiveness Report and Review	50

SECTION I – OVERVIEW AND CONTEXT

IA. – Description of Institution and Visit

Founded in 1907 as the California College of Arts and Crafts, this institution has been dedicated to educating students to shape culture through both the practice and an appreciation of the arts. Fred Meyer, the institution's founder and driving force for its first decades of existence, was an advocate of the early 20th century arts and crafts movement. He and the other movement champions believed that connection of the arts to social and political life deepened the impact of the person's creative work but also contributed to the life of communities. Meyer's vision still infuses the institution as it celebrates its hundredth-year of operation.

In 2003 because of an expanding institutional mission and the blurring of the line between craft and art, the Board of Trustees with the concurrence of the college's administration and faculty changed the institution's name to California College of the Arts (CCA). The new title better reflected the wide array of degrees being offered. However, CCA remains committed to fusing the practical and the ideal goals of the artist in the education offered to its students. This fused mission set by the founding president is reflected in its current mission statement, *Leadership in Arts Education 2004-2009*.

The transformation of CCA began in the middle of the 1990s. At the outset of that decade CCA served 900 students on a small campus in Oakland, CA. Under the leadership of a newly appointed president, CCA adopted a strategic plan in 1994 to expand its degree programs, increase its enrollment, and open a second campus in San Francisco. By 2003 the goals of that strategic plan were accomplished. A second campus located in the South of Market area of San Francisco was in operation and housed degrees in architecture and design. The Oakland campus

had also experienced growth with new buildings and programs. Finally, a major capital campaign had been successfully completed.

Having accomplished the goals of the 1994 strategic plan, CCA initiated a new planning process in 2003. Throughout that year trustees, faculty, staff, students and alumni met to consider how CCA should evolve. In 2004 the Board of Trustees approved a new mission and strategic plan, *Leadership in Arts Education 2004-2009*. The goals were for growth through the addition of new undergraduate and graduate programs, expansion of the student body, and the elevation of CCA's standing among its peer institutions. The Institutional Proposal (IP), based on that strategic plan and accepted in 2005 by WASC, constitutes the basis for its reaccreditation.

Since the mid 1990s CCA experienced significant changes. Its student body grew to almost 1600 students in 26 major programs on two campuses. Its fundraising efforts, energized by a new Vice President for Advancement and a very energetic and committed Board of Trustees, greatly built on CCA's previously small endowment. New buildings opened, in particular residence halls to expand the number of first-time freshmen. CCA also opened the Center for Art and Public Life and the Wattis Institute for Contemporary Art. These centers complement the institutional proposal's third theme, "Strengthen internal and external community relations."

President Michael Roth contributed significantly to the development of CCA's current mission as well as to its recent growth. The president recently resigned to accept the presidency at another institution. This departure has not disrupted CCA's progress with its strategic plan or its work to maintain WASC accreditation. CCA remains committed to the IP's three themes and has the senior leadership in place to carry the institution through the reaccreditation process.

CCA received its initial accreditation in 1954, which was subsequently reaffirmed. In 1984 CCA did receive a warning that reflected questions about its financial viability, elements of its curriculum, its campus organization, and its lack of planning efforts. WASC subsequently conducted three interim or special visits (1985, 1988, and 1991) focusing on those four issues. After the last comprehensive visit, WASC reaffirmed CCA's accreditation and scheduled a Fifth Year Visit in 2002. The Commission received the Fifth-year Report, which identified several issues (discussed below), and scheduled CCA to prepare an IP to initiate the two-stage review process.

Three specialized accrediting bodies also accredit CCA: the National Association of Schools of Art and Design (NASAD), the National Architecture Accrediting Board (NAAB), and the Foundation for Interior Design Education and Research (FIDER). With each it is in good standing.

The current WASC Capacity Preparatory Review team (CPR team) had appropriate preliminary contact. Each member reviewed CCA documents. After a telephone conference call the members agreed on a set of tasks; the chair assigned each member primary responsibility for one or two areas of the report. The team members met on the evening of October 9th to discuss the CCA material, their initial perceptions of the college, and the strategy for the three-day visit.

The team found all members of the CCA community engaged and interested in the WASC visit and the WASC reaccreditation process. The hospitality was more than generous. The campus community—the senior management, staff, faculty and students—was totally responsive to our queries and requests for information. There was no defensiveness. To every request and query the campus was forthcoming. CCA sees the reaccreditation process as an important stage in its self-assessment of the current strategic plan.

The team was especially well served by CCA's ALO, Melanie Corn. She was the perfect host. She impressed the team members with her willingness and ability to secure that "one piece" of additional information. Her knowledge of the campus and her ability to clarify any and all ambiguities made the team's task much lighter. The WASC team is in her debt. CCA is fortunate to have her as an associate dean.

IB – Quality of the Capacity and Preparatory Report and Alignment with the Proposal

The Capacity and Preparatory Report (CPR) mailed to the team was well written and informative. The CPR portrayed compellingly the history of CCA, its current status as an institution undergoing dramatic change and expansion, and its ongoing implementation of the 2004 strategic plan. Overall, CCA's presentation in the CPR echoed the themes of the IP. The latter's three themes (enhanced national visibility, sustainable business model, and internal and external community relations) were carefully elaborated, with considerable recounting of steps taken to achieve goals.

The team does suggest finding a more helpful organization for subsequent reports, perhaps centered more explicitly on content relevant to WASC standards and ensuring that all evidence relating to a particular topic, whether a theme or a standard, is presented together. Team members required several readings and cross-referencing to ensure that they fully understood the import of each topic and that they were weighing all of the evidence available relating to the different WASC standards and CCA's themes. In addition, with respect to some areas (e.g., library), the appendices provided excellent supporting evidence; for others, evidence was not marshaled effectively to substantiate assertions (e.g., assessment efforts, retention, community relations). Given the focus of WASC on creating a culture of evidence and CCA's obvious proclivity to plan careful change, the pairing of the discussion of a theme with a listing

of activities designed to achieve the theme, an explicit description of theme's outcome indicators, and the evidence of outcomes would be recommended.

While most of the supporting documents were available prior to the visit, the ALO ensured that other documents requested by the team were ready for our arrival on the campus. Still other documents were produced remarkably quickly during the visit, as questions arose. The team is grateful to the ALO and so many others for their attentiveness to the team's requests during the visit.

As demonstrated by the comments by CCA administrators, faculty and staff during team meetings, there was broad involvement in the preparation of the IP and the CPR. Faculty were engaged in the preparation of the CPR and are champions of the themes set for the EER period.

CCA is progressing with its implementation of the IP's three themes. Below find an examination of the status of each theme.

Theme 1: National Visibility and Academic Excellence

Progress on the national visibility goal was confirmed during the team visit. CCA hired a director of Public Relations and has embarked on a systematic media campaign to establish CCA's new image. With a new name, new logo, and up-graded graphics and web site, the branding of a CCA image has emerged. With the support of a professional marketing agency CCA brought its public relations practices to a higher level of professionalism. The faculty and staff were trained to make better use of communication systems and also encouraged to undertake national media tours. These efforts have yielded numerous articles in national newspapers including the New York Times and several TV interviews. The team found the articles on the campus outside the public relations office as well as in the library archives.

The Wattis Institute for Contemporary Art also contributes to the achievement of this

theme. It mounts dynamic and original exhibitions of emerging and established artists, which attracts national and international attention. Its curatorial collaboration with visiting curators from around the world and the fostering of partnerships with well-established museums has earned it a reputation as a leading contemporary space of national and international stature. Newspaper articles, catalogs and the web site hold evidence confirming the Wattis contribution to CAA national and international visibility.

The Center for Arts and Public Life (CAPL), the Center's Community Youth Development Project (CYDP) and the development of the first Bachelor of Fine Arts Program in Community Arts in the country has drawn national attention. CCA's commitment to diversity led to the establishment of the CAPL in 2000, and since then a 2003 \$5 million endowment as well as grants from the Irvine foundation have helped support CAPL programming. Working together, the CAPL staff and the CCA faculty and administration have increased community engagement of students and faculty. Through a number of partnerships with local schools and community organizations CAPL has developed effective arts and arts-integrated programs for low income and under-served neighborhoods. The team was impressed with the partnerships evident and encourages CCA to continue this important work by broadening the participation of faculty and staff in these efforts.

CAPL also provides training on diversity and global issues for CCA faculty. The Community Arts Program exposes students to non-western and non-traditional aesthetics to broaden students' artistic sensitivity and sense of civic responsibility. CAPL founded the National Consortium of Higher Education Institutions in Community Arts, involving other arts institutions as well as liberal arts colleges. The Consortium meets regularly to share information and advance the community arts agenda.

CAA's academic excellence and national reputation has also been enhanced in recent years by the following:

- Expansion of its graduate offerings over the last five years, and the recent development of two new degree programs--an MFA in Film and an MBA in Design Strategy, the latter of which unites the study of design, finance and organizational management in an innovative curriculum;

- Enhancement of its First-Year Program;

- Development of a campus-wide multi-tiered assessment plan and process that is intended to ensure that all of its graduates meet increased expectations reflecting up-to-date standards of practice in the industries and professions; Architecture and Fine Arts at the graduate level are two examples of programs with such plans;

- Evolution of the CCA campus to include state-of-the-art facilities and equipment in San Francisco, providing open spaces and technology tools for studio-based learning and critique-based instruction;

- An expansive Guest Lecture Series that attracts prominent visiting artists and professionals to the campus; and

- Pass rates on the licensing exam by CAA architecture students exceeded the California and national averages.

Perhaps as an outcome of all of this activity and as a tribute to its growing reputation and supportive environment for faculty, CCA has begun to recruit systematically faculty with records and reputations that will enhance further the college's reputation.

Theme 2: Sustainable Business Model

The institution has experienced success in addressing the second IP theme: the development and maintenance of a sustainable business model. Drawn from its 2004 strategic plan, this theme had three major objectives:

1. The increase in enrollment through better recruitment and retention of freshmen, transfer and graduate students.
2. The improvement in the control of costs.
3. The strengthening of its advancement and fundraising efforts.

Enrollment. As an institution with a significant dependence on tuition, the institution understandably has focused much of its efforts to develop a sustainable business model based on strengthening its enrollment through better recruitment and retention efforts. According to CCA data, the college has experienced some success in improving enrollments over the past five years although not as much as it had hoped. Overall enrollment for the past five years has risen from 1459 (headcount) in 2003 to 1579 in the fall of 2007. At the current rate, the strategic plan's enrollment goal of 1850 by 2009 probably will not be met.

Freshman enrollment, though improved, has fallen short of CCA's goal, which was to increase each class by 20 first-time freshmen. The number of new freshmen has risen from 165 in the fall of 2003 to 187 in the fall of 2007. The deficit does not arise from the number of applications but in the declining yield. For example, while the 2007 class is larger than any in the past five years, if the 2006 yield rates had continued, CCA would have had more than 20 additional freshmen, because of significantly higher pool of admitted students. The number of new transfers has also fallen short of CCA goals. It, in fact, has fallen from 169 in 2003 to 155

in the fall of 2007. Graduate enrollments have proven the bright spot in the recruitment area, rising from 189 in 2003 to 295 in the fall of 2007.

Based on the available data and on conversations with the Vice-President for Enrollment Management and others involved in recruitment, the team is aware that the efforts of the Vice-President for Enrollment Management and her staff have been successful at improving the number of new freshmen applications and the number of qualified applicants from this group accepted for admission. (Applications have increased over 60% from 2003 and the number of accepted students has increased almost as much.)

Since 2003, CCA has undertaken several initiatives to strengthen its efforts to recruit new freshmen. To make students' experiences more engaging and improve a sense of community, CCA has improved student services by adding a vice-president for student affairs and adding capacity for first-year on-campus housing. The institution has sharpened its strategy for the award of financial aid with the assistance of Noel-Levitz. Its different initiatives have increased applications from outside of California. Finally, CCA has adopted different strategies to extend and improve international recruitment. The college is in the midst of examining these initiatives, and on the basis of available evidence is planning a modified international recruitment effort for 2008.

From on-campus interviews, the team learned of CCA's efforts to strengthen its relationships with community colleges. It has signed a number of transfer agreements with community colleges and starting in 2007 has accepted IGETC as satisfying all lower division CCA core requirements. These actions combined with the appointment of a new assistant director for diversity recruitment should help improve its record of transfer enrollments.

CCA has recognized the importance of retaining students once they have enrolled. While the college reports in its CPR overall first-year retention at or above 70%, it remains far short of the goal in its strategic plan of 83% by 2009. Overall, institution data shared with the team shows 6-year cohort graduation rates to be improving to nearly 60% for the freshman cohort group entering in the fall of 2001. This represents an improvement of 10% from the cohort group just two years earlier.

Recognizing the need to improve its overall retention, the institution has implemented several measures. The appointment of a VP of Student Affairs as a cabinet level position and an increased investment in facilities and student support services should help. The Freshman Retention Outreach Group (FROG) described in the CPR and discussed with staff is designed to provide early identification of first year students who are in academic trouble and likely to drop out or transfer. Financial aid strategies to increase retention have been piloted. Despite these efforts, the strategic goals of improving frosh retention to 82% and continuing students' retention to 83% by 2008 have shown relatively little progress since 2002.

Overall, the institution has taken many steps to strengthen its enrollment through enhanced recruitment and better retention. Some may be working; others may not be. All require study and analysis so that the ample resources devoted to these efforts can be distributed appropriately.

Cost Controls. Overall, the institution's budget history shows reasonably good constraint in the control of costs and a commendable record of deficit-free budgets. However, significant cost reductions have been difficult to show with increased investments in student services, advancement, faculty development programs, new facilities, and, perhaps most especially, the reduction in the workload for faculty to enhance their student contact and creative effort. (See

CPR Appendix 19.) Despite increases in these important investments and in the face of slowing growth in net revenue per student, the institution has continued to have small, but positive margins by constraining costs in other areas. Because these operating margins have been small and because they are lower than the median operating margins for other institutions similarly rated by Moody's, cost control efforts will continue to be important for CCA.

The institution has been successful in keeping the tuition discount rate under its target of 30% by ensuring university funded financial aid grows no faster than the rate of tuition increases of approximately 6% per year. However, there will be continued pressure to increase tuition discount as the competition for students increases and as retention remains a concern. The CCA's decision to use Noel-Levitz as consultants in the use of tuition discount should improve the use of this resource in the short run, and the emphasis of the fundraising campaign on scholarship gifts and endowment will reduce the dependence on tuition discount in the long run.

Because the institution remains highly tuition and enrollment dependent, it is important that prudent and conservative cost control measures continue. Even relatively small dips from the planned enrollment can result in large and serious shortfalls of resources. While the institution remains vulnerable, the measures it has taken in this area appear appropriate and should help advance the institution to a position of greater financial stability. In light of its heavy tuition dependence, cost pressures from maintaining two campuses, enhanced advancement and student life initiatives, and significant increases in faculty support through reduced course loads, the college and its administrative leadership are to be commended for their successful efforts to control cost increases.

The CPR reported several instances of creative and beneficial partnerships between the college and off-campus entities. The review team learned of several specific instances where

the creativity of the college has resulted in cost savings and friend building. As the institution develops its familiarity with the Datatel system, it should consider how the functionality of that system could reduce duplications of staffing which may have developed with the establishment of the two campuses.

Fund-raising. The institution's success in the initial phases of the Centennial Campaign indicates the investments in the Office of Advancement are paying off and that there is support among CCA's friends and supporters to provide resources in support of its programs. The VP for Advancement has enjoyed considerable success in developing alumni and other donor prospects and has significantly increased the number and range of events to connect alumni and members of the community to the institution. Development of a branding package for the institution and other investments in marketing and communication will make the institution more broadly known and strengthen other development efforts.

The campaign plan is focused on improvements of facilities for both campuses and strengthening of endowment resources particularly for the support of scholarships. This latter direction should ease the considerable pressure on CCA to increase its tuition discount.

While the final chapter of the Centennial Campaign is yet to be written, the institution is to be commended for its investment in advancement. In fact, it was reported to (but not confirmed by) the team that the institution did not count annual fund gifts as part of the campaign. If this is accurate, the success of the fund-raising effort is even greater than reported. The development of this important part of its revenue stream will certainly help sustain the business model into the future.

Conclusion. The institution has realized real progress with each of the three key components for building a sustainable business model: enrollment improvement through

recruitment and retention, cost controls, and fund raising. Although the success in these areas, especially in enrollment and cost control, has been less than hoped, the progress in improving the institution's financial strength and stability is generally encouraging. Still, many perils exist. The institution continues to be enrollment dependent in a highly competitive niche of the higher education market. With the need for better facilities, for more fulltime faculty with lower workloads to enhance their teaching and creative work, and for more investments in student life, fund-raising, and other important services, the pressures on cost containment are myriad. While the successes to date in the Centennial Campaign show the wisdom of the investments in advancement and fund-raising, it may be too early to say the institution has now achieved a sustainable business model. However, with the continuation of the progress seen in the past three years, the team is confident that goals of this theme can be achieved.

Theme 3: Strengthening Internal and External Community Relations

The College has identified three objectives to accomplish theme 3:

1. Enhance student life activities and create community-building experiences.
2. Strengthen faculty, staff, and alumni participation in campus culture.
3. Enhance community outreach programs and promote diversity and respect for difference on campus.

Substantial evidence was presented in the CPR and during the team's visit of activities designed to enhance student life. These include the building of residence halls, kitchens, and informal seating arrangements on both campuses to foster camaraderie among students outside class. Since establishing the strategic plan, CCA has implemented a first-year program, initiated

orientation activities, designed events to involve parents in the lives of their students at the College, and experimented with a living/learning community that, if successful in promoting retention and student satisfaction, will be expanded. The team examined notebooks filled with photos of students at sponsored parties and pamphlets advertising co-curricular events. Numerous student clubs have been fostered, and there are three student government organizations (one on each campus for undergraduates and one for graduate students).

A new facility on the San Francisco campus provides generous workshop space to every graduate student, and a lively atmosphere where students “are seen and can see others” is present all day and night. The entire San Francisco campus was designed to foster mixing of students across disciplines by assigning spaces by function rather than by major and by having spaces open to passersby. Critiques of student work and exhibits take place in public and the blending of class and out-of-class activity is readily apparent.

The team also saw numerous ways in which the campuses build community through celebrating the achievements of students, faculty, staff, and alumni. These include sculpture gardens featuring students' work, numerous gallery spaces for exhibits, artwork by faculty and alumni hung visibly and catalogued in ArtStore, media stories of CCA constituents posted on a wall, and prominent displays of awards earned. In fact, visible reminders of the accomplishments of students and others are everywhere.

Also evident is the integration of CCA with the communities that surround the campuses. CCA does an excellent job of hiring expert practitioners to teach at the College and to critique students' work. Visiting artists and practitioners present workshops and talks throughout the week (although some students remarked that the San Francisco campus benefits most from this activity). The Wattis also affords opportunities for students to see top-flight

exhibits, works of newly discovered artists, and collaborations with other galleries. Most remarkable perhaps is the deliberate building of community by reaching out to corporations in California and around the world to partner in sponsored class projects, design workshops, and contests.

The Center for Art in Public Life presented even more opportunities for students to connect with the community by bringing elementary, middle school, and high school students to campus, providing travel scholarships and internships for students nationally and internationally, and participating in arts outreach activities with families in the Oakland area. The Center appears to be at the forefront of efforts to encourage diversity of artistic expression in the curriculum and to involve students of color in campus activities and to connect to the art world outside the campus.

While evidence of activity to promote internal and external community relations abounds, the educational and student service impact of these activities is harder to glean. The materials provided in the CPR, for example, did not speak to measurable changes over time or present a set of qualitative or quantitative measures to assess these activities. However, evidence likely is available for use to study outcomes. The team asked to see surveys and other instruments given to students and was happy to see that the National Survey of Student Engagement (NSSE) was given to first-year students and seniors in both 2004 and 2006. The team suggests that the college compare results across years as a starting point for assessment. Given all of the changes underway since 2004 when students revealed a significant lack of involvement or dissatisfaction in key areas (e.g., use of internet to communicate with faculty, frequency of work with faculty on activities other than coursework, degree of participation in co-curricular activities, attendance at campus events and activities, availability of social support in the campus environment), we

would not be surprised to find that the 2006 NSSE can demonstrate substantial improvement and can chart a path to continued improvement.

Similarly, team members visiting with the director of the Center for Art in Public Life learned that she collects qualitative and quantitative evidence of the effects of Center programs (e.g., number and background of students involved, impact on faculty of involvement with the Center, trends in adding community partnerships). The team members were not able to examine the reports, but the team urges the college to mine these for evidence of achieving the third theme. A little more effort directed at utilizing available data might help CCA affirm that its multifaceted efforts are paying off.

IC – Response to Previous Commission Issues

Fifth-year Team Recommendations. In its report to the Commission, the Fifth-year visit team explained that although the campus self-study appeared to show CCA's inattention to assessment, the Fifth-year team found appropriate and established assessment procedures in place for many of the college's programs. It further found that in those procedures there was an individually- oriented focus based on a critique-centered curriculum and that the information gained was used by chairs and faculty committees in curriculum development and revision. The Fifth-year team recommended that in future WASC reports CCA more carefully document assessment procedures for each of its programs.

In its CPR CCA did not respond effectively to this recommendation. The visitation team concurs with the observation of Fifth-year team. More is happening with assessment than the CPR documents. The CPR asserted that a number of programs have very effective level assessments and use the information for modifying their programs. The appendices included tables that show all programs with Student Learning Objectives (SLOs). Finally, according to

the CPR in most programs there are regular individualized critiques of student work, which informs the programs of student accomplishment and of curricular areas needing reconsideration.

Yet CCA has considerable work still to complete with its assessment plans. Many programs have made only moderate progress in establishing program-level assessment procedures. As documented in the minutes of Curriculum Committee, CCA has plans for a three-tier assessment process, the second and third aspects of which will begin implementation in spring 2008. During its visit the team was able to find evidence that its programs had developed learning outcomes which are assessed in junior and senior reviews and exhibitions. However, its work on college-wide SLOs and program reviews remains largely to be assessed. Below in the Standard 2 section, the team provides a more elaborate discussion of CCA's ability to carry out the assessment of student learning.

Also recommended by the Fifth-year team, CCA was to assess its different services and programs to determine their effectiveness and to use the assessment in its programmatic and budgetary decision-making. The CPR described the extensive development of the new programs and services, some of which occurred after the fifth year visit. The CPR team was impressed with the range of new services and support programs recently established by CCA. Information on these services and programs was available in the evidence room. The CPR did not elaborate on the college's assessment of programs and services. Through its meetings with the Vice President for Enrollment Management, the Vice President for Finance and Management, and other staff, the CPR team was able to document that CCA did conduct some level of review of programs and services. However, the college appears to suffer from a limited institutional research capability. The Datatel management system is producing significant amounts of data; many administrators noted that there might be too much data for the limited staff to analyze

sufficiently. Thus, a coherent plan should be enacted to take advantage of the useful insights that data can provide. Later sections elaborate on the institutional research issues.

The Fifth-year team recommended continuing attention to retention. Through meetings with individual administrators and committees such as the Academic Planning Committee, the CPR Team learned that retention continued to be a top priority. As described in the CPR, CCA responded to the recommendation for action on retention by creating a first-year program, new staff appointments, expanding academic support services (the Learning Center), and training of advisors. While the CPR did not describe how CCA was evaluating each of these efforts, meetings with the Vice President for Student Affairs, the Vice President for Enrollment Management, the associate deans and several committees assured the CPR team that responsible parties were using available data to assess their own efforts and to modify them as appropriate. Continued institution-wide analysis would be helpful.

In general, the overall retention rate and graduation rate for CCA undergraduates appear not inconsistent with that of many institutions of its size and type; thus, the team commends CCA for setting even higher retention goals. The fall 2007 figures, which showed a drop in the fall-to-fall retention rate, will undoubtedly require study, and as noted elsewhere there continues to be a major concern with retention and graduation rates for ethnic and racial minority students. CCA recognizes the latter issue and is studying it closely.

The Fifth-year team identified uncertainty about the respective responsibilities of the Dean of Students and the Vice President of Enrollment Management as an issue requiring clarification (e.g., responsibility for retention). The on-campus meeting with the two administrators reassured the CPR team that there were delineated duties and responsibilities and clear lines of authority.

The Fifth-year team raised several questions about quantitative skills required of architecture students. It encouraged CCA to revisit its admission requirements, its coursework, and its assessment of coursework. The CPR provided information from the National Architecture Accreditation Board's (NAAB) review of the bachelor's program in architecture in 2005. CCA's BArch students had the highest overall pass rate of any of the California architecture programs and an overall rate that exceeded the national average. The team is satisfied that the Architecture faculty has carefully considered its admission requirements, the required courses, and the need to assess the courses to determine their effectiveness in allowing students to meet program and professional requirements.

The Fifth-year team expressed a high level of satisfaction with CCA's efforts to provide its students and faculty with a quality library. The CPR team concurs with that assessment and praises the Library staff for its continuing efforts to expand the Library's holdings and faculty and student access to them. As documented in the CPR's appendix on the Library, CCA responded effectively to the Fifth-year recommendations concerning student and faculty orientations, augmentation of the Library's holdings through purchase or interlibrary loan, and planning for digitized images. Senior management is aware of the need for additional space and for insuring both campuses' access to CCA's holdings. The team learned from its interview with CCA students that they utilize the libraries of other institutions for more specialized holdings. The team encourages the CCA administration to consider taking the initiative to secure "blanket" access for at least some of its students at these libraries.

The Fifth-year report recommended attention to the support needs of international students. CCA has done so with the creation of an office for international students and the

appointment of a director. From CPR team meetings with students, the team was convinced that CCA had responded effectively on this recommendation.

Commission Action and Recommendations. The Commission accepted the report of the Fifth-year visit team and made several recommendations that CCA was to address prior to the capacity and preparatory visit. Specifically there was to be “thoughtful institutional analysis and focused planning for the future.” As demonstrated in the IP and the CPR, CCA has engaged in systematic planning. Its five-year strategic plan, *Leadership in Arts Education, 2004-2009*, is a product of and evidence of CCA’s analysis and planning efforts. During its visit and specifically from its meetings with members of the Board of Trustees, administrative and faculty leaders, and program chairs, the Team was able to document that the planning process initiated during the 2003-04 years continues to inform the institution’s on-going activities. The cabinet revisits the strategic plan on a regular basis. The campus’s constituencies are aware of the plan, accept it, and work to accomplish its goals. The faculty sees itself as involved and having a responsible role in the strategic planning and on-going monitoring of the plan. The trustees, the administration, and the faculty informed the CPR team that they understand in the not too distant future CCA will need to draft a new strategic plan.

CCA’s IP also engaged the campus in a planning process. The three themes will require considerable analysis, use of data, and innumerable implementation steps. As noted above, the team believes CCA is well positioned and able to proceed with its pursuit of the three themes.

The CPR team was able to document that CCA has also responded effectively to the Commission’s recommendations regarding enrollment management. The responsibilities of the Enrollment Management Committee have been assumed by an Academic Planning Committee, which has broad campus membership. Responsible officers such as the Vice President for

Enrollment Management, the registrar, and the associate deans among others are engaged in planning for and analyzing recruitment and retention efforts. As mentioned above, the minimal campus information research capability may limit these efforts. The team was impressed with the different offices' capability to produce useful data on source of new students and the variables affecting students who dropped out of CCA. CCA has been equally responsive regarding retention and graduation.

Regarding another area requiring planning, CCA continues to undertake initiatives that "will enable it to build further distinction" and enhance its regional and national reputation. Since there are finite resources even for efforts to achieve one of its key goals, CCA does need to systematically assess these efforts. Although the Commission recommended it do so, this assessment has not yet begun. The CCA probably will want to begin this process before the Educational Effectiveness visit.

The Commission also made several recommendations that needed to be satisfied prior to its educational effectiveness visit. The first concerned the establishment of an assessment process on student learning in which all programs participated and that assessed student learning in courses, programs, and all-campus SLOs. The CPR team believes, as discussed below, that CCA is proceeding to construct such an assessment system.

The Commission also expressed particular concern about graduation rates as they pertain to ethnic and racial minority students. As explained above, the college is systematically assessing its efforts to improve student retention and graduation. The CPR team, while satisfied with CCA's overall persistence and graduation figures, does recommend CCA continue to focus on closing the disparity in retention and graduation rates of ethnic and racial minorities. While CCA retains and graduates graduate students of color at rates above that of whites, there is still a

persistent gap among some subgroups at the undergraduate level and we encourage sustained attention to this challenge.

SECTION II -- EVALUATION OF INSTITUTIONAL CAPACITY UNDER THE STANDARDS

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

CCA has an officially approved mission statement that lays out its purpose and mode of operation. During the last five years the institution undertook extensive analysis of its purpose, its programs and its operations. As documented by the Team in its meetings with faculty, staff and administration, the campus community was engaged in this process and agreed on the mission and institutional goals. As evidenced by campus publications and minutes of meetings, the mission and goals are communicated routinely to external communities. The mission and mode of operation are appropriate for an institution such as CCA. (CFR 1.1)

CCA's educational objectives grow out of its mission and goals. These educational objectives are widely publicized and found in campus and program publications. CCA is still developing program specific goals and campus wide "student learning objectives" (SLOs). CCA developed indicators of success for individual classes and is beginning to accumulate the evidence to ascertain its progress with its programs' educational objectives. The absence of a true director of institutional research (the person responsible for this portfolio has assumed other critical administrative duties) undoubtedly complicates the task. From meetings with program chairs the team is confident that all programs are committed to accumulating the data. Before the EE visit the chairs and responsible administrators will need to complete their work on the indicators of success (CFR 1.2).

Campus publications that inform students, the faculty, and various communities about the

campus mission and strategic plan also serve the purpose of informing students and the larger community about the CCA goals, programs and services. These publications, for example, provide information about student grievance procedures. After a careful review of the campus documents available to students and meetings with administrators and staff the Team is confident in asserting that CCA has an exemplary record regarding students' grievances and procedures to process them (CFR 1.7).

The departure of the president in the midst of a WASC review raises a question about a campus's capacity to proceed to an EE review. However, the team -- after meeting with the senior management, the faculty, and members of a quite engaged Board of Trustees -- does not see the president's departure as disabling. The institution remains committed to its mission, educational goals, and program goals. Senior management is carrying out the duties of the president capably. CCA is in the midst of a presidential search and the new president should be appointed in time to play a central and crucial role in the EE review.

The campus has made a number of administrative appointments during the last three years (including a Dean of the College). These appointments are widely applauded on the campus. CCA's leaders understand their responsibilities and are held to accountability for the performance of their duties in the furtherance of CCA's mission and goals (CFR 1.3). The new president will probably want to assess whether there is redundancy in the administrative structure.

Pertinent to Standard 1 is also CCA's commitment to diversity (CFR 1.5), which is covered in other sections as well (particularly theme 1). A commitment can be demonstrated in CCA's creation of the CAPL and the programming that the Center runs for students, faculty, and the community, its beginning efforts to address the needs of a diverse student body through

faculty development activities, and its attention to recruitment and retention of students and faculty. It is clear, however, that more focused and broader attention must be paid to this important issue and the results evaluated.

Standard 2: Achieving Educational Objectives Through Core Functions

CCA's programs, both graduate and undergraduate, are appropriate in terms of content, standards, and nomenclature. (CFR 2.1) Team members reviewed the program publications and met with program chairs and faculty. The college's programs reflect CCA's mission to prepare students for lifelong creative work and service through a curriculum in art, architecture, design, and writing. Included among its 20 undergraduate majors are painting/drawing, photography, architecture, graphic design, fashion, industrial design, visual studies, and writing and literature. The college's programs combine studio requirements consisting of substantial core and major courses, with significant liberal arts requirements in a broad number of areas. The programs are appropriately staffed by full and part-time faculty. Although the full-time faculty total 66, which represents a small percentage of the overall faculty, the large number of part-time adjunct faculty comprises practicing artists, designers, and architects who bring their professional expertise to the classroom and significantly enrich the teaching/learning experience.

CCA's entry requirements are assessed through transcripts, letters of recommendation, a portfolio and a personal essay required for most of its majors. (CFR 2.2) Each "sustained program of study" details the levels of accomplishment required of undergraduates, and the programs balance the applied with the theoretical elements of the discipline. CAA's studio-based learning is distinctive and provides students with the opportunity to translate their artistic vision and creativity into individual works. The faculty in turn carefully assesses student work at the junior and senior levels through an exemplary system of critiques.

CCA's baccalaureate programs all require students to experience a breadth of courses in the liberal arts; these are experienced at the upper as well as the lower division's levels. (CFR 2.2) Its 20 undergraduate programs all exceed the required minimum of 45 liberal arts/general studies credits, with many programs requiring 51 credits in general studies. CCA's First-Year Program provides a foundation year for entering freshmen and its required Critical Studies Program ensures breadth for all students in the areas of cultural and aesthetic, social and political and scientific areas, while also providing the perspective and critical analysis required of all undergraduates.

CCA is very attentive to the students' development of core learning abilities and competencies. (CFR 2.2) The team was impressed with CCA's attention to writing competencies and applauds its efforts to reinforce these competencies throughout the degree program. Its recently developed 11 college-wide SLOs, for example, include attention to oral and written communication, critical analysis, and cultural diversity; and faculty are revising their programs to ensure that students have experience and ample opportunities to master the competencies. Quantitative skills are addressed in a required mathematics course, although mathematics outcomes are not included on the college-wide SLO list. The area of information literacy is not dealt with explicitly and appears more ad hoc. Students and faculty informed the team that this was not a problem and that the Library and programs provided appropriate instruction regarding the information competencies needed by students. While students use considerable computing software in the design areas, the college has not yet adopted a course management system, something the college should consider.

Six degree programs comprise the College's graduate offerings, with the following areas represented: architecture, fine arts, curatorial practice, design, visual and critical studies, and

writing. In addition, two new degree programs will begin next year – an MBA in design strategy and an MFA in film.

Equivalent attention has been paid to the graduate programs, where each student is introduced to the literature of the discipline as well as given ample opportunity to gain an applied experience at an appropriate depth. (CFR 2.2) All graduate programs require a bachelor's degree for admission and the submission of transcripts, a resume, a portfolio, and a personal essay – all of which are further spelled out in materials and on the website. Interdisciplinary seminars and courses in history of contemporary art provide grounding in critical theory, and critiques with specialist faculty members offer extended dialogue in students' chosen areas of study. Programs require a thesis or capstone project in which students synthesize learning from a variety of sources.

The college's expectations for student learning at the undergraduate and graduate levels are clearly reflected in its academic programs and policies. (CFR 2.3) Curricula are clearly organized through CCA's 26 degree programs, and specific standards for admission and graduation are published. Advisement, library, and information resources are all made available to students, and many opportunities for students to engage in co-curricular activities are provided.

A review of the minutes of departmental and program meetings reveals extensive deliberations and discussions by CCA faculty over the last year and a half -- especially as faculty members have worked to define expectations and outcomes for Critical Studies, the First Year Program, and in the majors. CAA's expectations for student learning (including SLOs) have been developed and shared in the catalog, on the website, and in department and program materials. (CFR 2.4) Many faculty list the 11 recently developed SLOs (12 at the graduate level)

on course syllabi. It is crucial that this process continue as an essential component of the assessment initiative.

CCA's studio-based culture epitomizes active learning and challenges students to achieve high expectations through a series of critiques, junior and senior-level reviews, and exhibitions of student work. (CFR 2.5) The team saw numerous instances of the use of "crits" by instructors and peers, and these take place on a continual basis throughout the semester. By providing direct and immediate feedback to students, these critiques challenge them to go beyond their expectations and improve their work.

CCA's practice of junior and senior-level reviews mentioned above also ensures that students are meeting the expectations in the particular program. (CFR 2.6) The faculty review panels help to ensure that students attain the desired learning at key points in the student's career—at the end of the junior and senior years.

The college has now broadened these level reviews through a more formal three-tiered process that includes college-wide SLOs and program cluster reviews. With the level reviews now incorporated into this assessment process, faculty members are expected to maintain a record of the critiques, and these become a part of the overall program assessment.

While substantial assessments have taken place in the level reviews, less work has been carried out with the SLOs and program cluster reviews. As noted previously, very little assessment of SLOs has actually taken place yet. Remaining challenges include: developing specific measures for each of the SLOs, setting specific standards for their attainment, documenting and communicating their results, and involving the faculty, chairs, and curriculum committee in the recommendations and next steps. In light of the large number of outcomes listed (i.e., 11 and 12 at the undergraduate and graduate levels, respectively), the college might

consider whether it would make sense to reduce this number slightly, as it could be unwieldy in the assessment process.

The final, third tier of assessment, the so-called cluster program reviews, are intended to assess each major by examining mission, demand, curriculum, faculty, technology, and facilities. The college plans to incorporate the results of both the level reviews and the SLOs into these program reviews. The program chairs, the Curriculum Committee and the associate deans will review the data from the different assessments to ascertain whether students have accomplished the SLOs. Depending upon this review, curricular and program changes may take place.

Regarding the program cluster reviews, the college has not yet implemented its 6-year cycle of evaluations, and thus has not met this standard. (2.7) (This comment does not apply to Architecture and Interior Design, each of which is evaluated by its own accrediting body). More work in this area needs to be done to ensure that each program is evaluated in a comprehensive way and by external reviewers in the discipline. Eventually, CCA will need to determine whether a mid-cycle review might be wise as well.

CCA values and promotes scholarship, creative activity, and curricular/instructional innovation. (CFR 2.8) The team saw ample evidence of this in its review of the CPR, from its meetings on the campus, and from the extensive series of lectures by visiting artists and designers. Its two Centers—the Wattis Center and the Center for Public Art—are also a testament to the priority placed by CCA on creative activity. Further, to enable its faculty to pursue scholarly and creative activities, the College reduced the teaching load of its full-time faculty. The chairs and the recently appointed Dean of the College reinforce the college's commitment (CFR 2.8 and 2.9), and during on-campus meetings the faculty reassured the team that CCA provided more than adequate support.

The College also supports curricular and instructional innovation, which can be seen in the increased resources (totaling approximately \$100,000) provided to faculty for professional development and curricular innovation. It also conducts retreats to engage the faculty in the systematic study of teaching and learning. Pedagogical training has been carried out through a series of workshops, including sessions on cultural diversity and workshops sponsored by the First Year Program on student learning styles. However, CCA needs to conduct more of these and involve larger numbers of faculty to ensure that the training benefits and impacts the campus at-large. Further, additional specific training in assessment strategies needs to be provided to faculty members as they begin to undertake the planned assessment activities.

Faculty professionals bring their creative and scholarly activity to the classroom, thus directly impacting the teaching and learning process. (CFR 2.9) The culture of critique that is evident in CCA's studio-based courses illustrates the close connection between the faculty's creative work and student learning. Design competitions and student projects for targeted businesses reflect the engagement of CCA faculty in creative and professional endeavors beyond the classroom and reap positive benefits to student learning.

CCA does regularly identify the characteristics of its students and their resultant needs. (CFR 2.10) CCA, for example, participates in the National Survey of Student Engagement (NSSE) every two years. The results of the 2004 administration were used to make substantial changes to the area of student services. The 2006 results are currently available, and the team expects the college will scrutinize these carefully to determine the effect of its service programs.

Each student is provided academic advisement on both campuses through a system of faculty advisors. (CFR 2.12) From the meetings with students the team heard mixed reports on advisement. The offices with responsibility for advisement are currently reviewing CCA's

advisement program to improve its effectiveness. Areas identified to date include more advisor availability, increased program coherence, improved information, and designated staff advisors. The team commends the college for its efforts and welcomes the implementation of a strengthened plan for advisement.

During the last three years CCA created a number of new support services to more effectively meet the needs of students. (CFR 2.13) These include a new Learning Resource Center, which includes tutoring and disability services, a Career Center, and an Office of International Students. The team was impressed with the priority the College has assigned to new student support services. The recently appointed Vice President for Student Affairs has responsibility for these services and will want to systematically collect data on these services and assess their effectiveness. The students the team met with positively rated the computer labs and information services. A number of those students did request that the Library remain open additional hours.

Feedback from students about the process of transferring to CCA was also positive. (CFR 2.14) They explained that they did not have difficulties during the transfer process and that the evaluation of their transfer credits was carried out in a timely way. Since the team's evidence is anecdotal, CCA should consider assessing the experience of a larger number of transfer students.

CCA understands the importance of collecting and analyzing data on its students. Its acquisition of the Datatel system is prime evidence, and the college is now able to collect more comprehensive information in a timely fashion. However, as noted, the team is not satisfied that CCA is collecting appropriate information, analyzing it and then acting on this analysis.

Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability

Faculty and Staff: To assess the adequacy of both the faculty and the staff to sustain the institution's operations to achieve its educational objectives, the team reviewed the CPR and accompanying materials. It also met with students, faculty and staff from both campuses to determine the levels of satisfaction among members of the college's community. Overall, the team found the institution's efforts to employ and deploy qualified faculty and staff to be fully sufficient to support the attainment of the institution's educational objectives. (CFR 3.1) In an institution with the competitive pressures and need to contain administrative costs, there will be pressures on the workload of staff. Based on a review of the administrative tables of organization (See, CFR Appendix 11), discussions with faculty and students regarding the adequacy of support from staff, discussions with several key members of the administrative management team, and observation of the competence with which many important administrative tasks are being performed, it appears that the staff maintaining and supporting key operational functions of the college are in sufficient numbers and have adequate skills and abilities to provide very good support to the institution. The knowledge and level of competence of many of the staff and administration appear high and have helped the institution be as effective as it is.

The CPR (p. 91) describes a relatively high staff turnover over the last five years (33%). After reviewing the matter with the Director of Human Resources, the Vice President for Finance and Administration, and in discussions with staff, it appears that this is not a matter of great concern, but reflects normal turnover in the market areas involved. Nevertheless, the college should review the adequacy of its staff development program and determine if staff is

provided sufficient opportunities to remain current in their job and to develop new skills required of their job. Resources for staff development appear to be very limited.

During the past three years CCA has paid considerable attention to the adequacy of the faculty numbers and make-up. (CFR 3.2) The CPR documents that the total number of full-time faculty has doubled from 34 in FY 2003 to 66 in FY 2007. At the same time, the number of part-time faculty has increased from 347 to 413, thus increasing the proportion of full-time faculty. More full-time faculty will be added this year. Appendices 15 and 17 of the CPR indicate that fully two-thirds of the class lines now are taught by unranked faculty. Some disciplines have only a small portion of their faculty with less than a terminal degree (including Ph.D., MFA, and M.Arch.). While recognizing that the qualifications of the faculty at an institution such as CCA may be different than those at a more traditional institution and recognizing the contribution of industry professionals to the programs' currency, there is a compelling argument that more full-time faculty with more terminal degrees would enrich the learning experience both inside and outside the classroom. Yet CCA has to balance the need for full-time faculty who can advise, develop curriculum, conduct program reviews, and generally operate the programs with the part-time faculty who have the cutting-edge experience so vital to the programs offered by CCA. After a review of the CPR and on-campus data and meeting with faculty, the team sees the college successfully facing its staffing challenges.

While the faculty hiring numbers have been impressive over the past few years, according to the CPR progress in enhancing the ethnic composition of the faculty has not been as remarkable. With the hiring of new faculty underway this year, CCA has more opportunity to show progress on its diversity plan, itself an important component of the IP's Theme 1.

The CCA administration has striven to improve faculty workload and incentive. (CFR 3.3) Its decision to reduce full-time faculty workload from six courses per year to five courses per year should certainly result in greater faculty engagement in governance, program curriculum and review and the assessment of the SLOs. The leadership of the college, including the Board, should be commended for supporting such a significant improvement in the quality of the educational experience for the college's students. While the reduction in the workload of the full-time faculty required the allocation of additional resources to support the educational program, the decision also had the consequence of reducing class lines by about 30 (Appendices 15 and 16), with some fairly significant reductions in some areas, e.g. Undergraduate Design and Humanities and Sciences. Also earning high faculty regard, according to faculty testimonials, was the money set aside to support faculty scholarly and creative activity. Although not meeting all faculty needs, the senior management's decision to set aside these monies generated strong and positive faculty comments.

While the faculty handbook needs to be updated to align the faculty governance roles with current practice, it appears to provide a systematic evaluation process including student evaluation (through a CCA-developed satisfaction survey or other means particular to programs) and peer review. In on-campus meetings with faculty, the team heard a high level of satisfaction with the extant review process to evaluate teaching effectiveness.

To assist faculty to improve their teaching effectiveness, CCA operates a faculty development program. (CFR 3.4) The CPR provided examples of the program's services and during on-campus meetings faculty expressed a high level of satisfaction with them. CCA has increased the funding for sabbaticals and research projects. Interestingly, according to the CFR's

Appendix 21, a significant portion of the travel grants was awarded to adjunct and other unranked faculty.

Fiscal, Physical and Information Resources: The team explored the extent to which the institution was able to manage its fiscal and physical resources in light of its demanding strategic plan and an aggressive expansion of its San Francisco campus.

CCA has made a number of impressive additions to its inventory of facilities over the past five years. (CFR 3.4) Enhancements in San Francisco have been particularly impressive. The team toured the San Francisco facilities now in use and under development and was impressed with its success in providing, in a highly sustainable and cost effective manner, the delivery of high quality educational experiences for the students.

The institution has been creative and opportunistic in its acquisition and development of the properties now making up its San Francisco campus. There is now fully adequate space to deliver the programs operating on that campus. The enhancements to the Oakland campus have been more modest and pragmatic. The most recent significant addition to that campus has been the addition of residential housing for first-time freshmen. The addition of on-campus residential facilities has improved the sense of community among students, which should help strengthen retention. These additions have been important to accommodate the planned larger student enrollment.

Based on conversations with Oakland campus students, the team noted some student concern regarding access to the San Francisco campus resources. Students are aware of the many attractive lectures, exhibits, and class offerings on the other campuses, but because of problems with transportation, hours of operation, and security, they feel unable to take full advantage of these opportunities. The institution should consider ways to address these challenges. With the

college's strategic plan to expand its undergraduate studies generally and first-year students specifically, a coordinated plan for the two campuses is essential to adequately support the learning experiences for all the college's students.

Based on the tour of both campuses and the discussions with the physical plant director and the Vice-President for Finance and Administration, the team concluded that the existing facilities are generally well maintained on both campuses. The faculty, staff and students expressed satisfaction with the facilities available to them.

Regarding facilities, with the recent bond issue increasing net indebtedness by approximately \$12 million (after wisely defeasing more expensive and restrictive debt of around \$6 million), the debt capacity of the institution appears to be limited for the time being. While there has been solid growth in total financial resources in the last couple of years, future investments in facilities and programs must come from other sources, including the fund-raising campaign now underway. While Moody's has sustained the current Baa3 rating of CCA, the team notes the institution's liquidity is relatively thin for that rating category.

The institution can be proud of the success of its fund-raising campaign to date. The ongoing Centenary Campaign with its objectives linked to CCA's most critical needs should help improve the financial strength of the institution.

CCA has been attentive to its needs for information resources. (CFR 3.4) The library received additional resources and improved its capability to provide printed and digital material to faculty and students. As shown in Appendix 10 of the CPR Report, the growth in the library's holdings and the annual expenditures of resources to build those collections has generally been positive over the past few years. As the library's role on both campuses evolves from simply a source of printed information to a place for accessing digital resources and for

individual and group study, the college will need to explore how to deploy these resources. Measures reported to be underway to digitize the very large collection of art slides will yield additional square footage of library space on the Oakland campus when such digitization process is complete.

CCA students described how some have established access rights to the library facilities at UC Berkeley. As suggested above, CCA should explore ways it could provide such access through a partnership or agreement with the UC system.

From conversations with the faculty and students, the team was impressed with the management of campus information resources and their support of both campuses' academic mission. As identified by the review of available data, the institution has made a number of adjustments to the distribution of information resources, such as shifting parts of the library collection to the other campus because of the relocation of a program.

CCA has committed considerable resources to improve its ability to access institutional information on a timely basis. (CFR 3.4) Datatel system was purchased, and its implementation completed in spring 2006. The data now flows to senior management, to service programs, and as appropriate to faculty and other staff. While this investment appears to have improved the interconnectivity between the institution's two campuses, there are still frustrations regarding the ability of the system to provide data in a manner that is useful. The development of this system should continue to be closely monitored.

Currently, system data is mined and analyzed at individual offices. There is no central director of institutional research to professionalize the development, warehousing, and reporting of data in a coordinated and comprehensive manner. Based on conversations by the team with

members of the faculty and staff, CCA needs to consider how to supply coordinating oversight in data management.

Organizational Structures and Decision-Making Processes: The team was impressed with the management team. (CFR 3.8) From conversations with students, faculty and the Board of Trustees, the team learned that these managers are well regarded and appreciated for their contributions to the success of the institution and for maintaining progress during the presidential transition.

Based on the organizational charts found in the CPR Report, CCA has an administrative organization structure that in most respects is similar to many other institutions of higher education. However, the special organizational challenges of the second, separate campus have created additional and sometimes duplicative offices to ensure the essential functions are properly performed. It is not clear if the current chain of command from the Provost through the Dean of the College to the Associate Deans supports effective decision-making to coordinate the operations of the two campuses. This structure has had the additional challenge of accommodating the vacancy now existing in the presidency, but it appears to work reasonably well.

The team met with approximately half of the Board of Trustees for an extended discussion. (CFR 3.9) Many trustees have served on the Board for many years and are clearly loyal, enthusiastic supporters of the institution. All members appear to be very engaged in the institution. They are aware of their responsibilities for oversight of the institutional policies and operations, but also are very sensitive to the line between policy development and operations management. They understand well the implications of the responsibility they now have to select the institution's next president. The process they have underway for that appears fully

adequate and appropriate. The bylaws provide for three-year terms for the members with one-third of the board being elected every three years. No term limits are provided for in the bylaws. The Board's understanding of its responsibilities to provide oversight of the interim management group is strong. (CFR 3.10)

The team was unable to determine the ability of faculty to exercise effective academic leadership regarding academic quality and the maintenance of educational purposes and character. (3.11) More part-time and unranked faculty are present than one would expect in a traditional institution of higher education. The faculty governance structure outlined in the CPR builds on this unique faculty profile by requiring that all faculty have responsibility for the academic programs and governance, with the scope of such responsibility being defined by their employment status. All ranked faculty are expected to provide leadership at a college-wide level, while unranked faculty are expected to join their ranked colleagues in providing leadership at the program level. This structure is manifested in a faculty senate comprised of all faculty. However, only ranked faculty can vote on college-wide matters, although all other faculty members are eligible to participate in discussions. The faculty senate normally meets once each semester, and faculty representatives on key committees are named by the administration in consultation with the faculty leadership. The team was unable to determine what matters are brought to the faculty senate for its disposition, what matters are handled at the program level and what matters are handled exclusively by academic or college administrators.

From the team's meetings with faculty leaders and academic administrators, the team surmised that the current approach is generally accepted. While noting this, the team continued to have questions about the ability of the academy to effectively assert leadership over the academic quality of the institution. The team encourages the Executive Committee to

expeditiously revise the faculty handbook (last revised in 1999) and as it does so to engage the faculty in a discussion of faculty governance.

Standard 4 Creating an Organization Committed to Learning and Improvement

Starting in 2003 CCA engaged in comprehensive strategic planning and produced a mission statement and a five-year strategic plan, “Leadership in Arts Education, 2004-2009.” (CFR 4.1) Team meetings with members of the Board of Trustees, program chairs, faculty, administrators, and staff confirmed their participation in the planning process. (CFR 4.2) The team heard time and time again from administrators and faculty that actions were taken or delayed in light of strategic objectives and priorities (e.g., reduction of teaching load, opening of dormitories), that campus constituencies use the strategic plan to make decisions regarding resource allocations, faculty hires, and service program activities, and that the senior cabinet members monitor progress with the strategic plan. The different campus constituencies, with only minimal amounts of grousing, appear to accept the necessity of decision-making on the basis of a long-term strategic plan. Thus, the team was impressed with CCA’s capacity and commitment to engage multiple constituencies in reflection and planning.

Decision-making by administrators regarding services or resource allocations or by faculty regarding program configuration and requirements are to some extent informed by qualitative and quantitative data. (CFR 4.3) The CPR team in its meetings with program chairs, for example, learned of program revisions based on data from assessment of student learning. Similarly the team learned from a meeting with the Vice President for Enrollment Management that recruitment tactics for international students were informed and modified through an analysis of data.

The CPR team did not find evidence that CCA employed “a deliberate set of quality assurance processes at each level of institutional functioning. . .” (CFR 4.4) The campus, for example, is still developing a program review process. The so-called cluster review, which will go into operation during 2007-08, will serve as CCA’s program review, and the policy and practices of cluster review remain underdeveloped. The campus does not appear to have “quality assurance processes” for program or new curriculum approval or for non-academic program areas. During the meeting with the Academic Planning Committee, for example, the team learned that responsibilities for new curriculum and programs would be decided as faculty assumed a larger governance role. Prior to the educational effectiveness review CCA will want to develop and begin to employ these processes.

However, after reviewing the CPR and the information found in the team room and its meetings with campus leaders, the team is confident about the commitment of the CCA leadership to improve inquiry, evaluation, and assessment. (CFR 4.5, 4.6) The faculty, for example, has assumed responsibility for evaluating the effectiveness of teaching and learning through impressive individualized critiques of student work. These occur regularly throughout courses and at three stages of a student’s tenure at CCA, both informing faculty about a student’s learning and allowing modification of instruction. The faculty is still revising the processes for assessment of college-wide SLOs. The team believes these assessment processes (e.g., program cluster reviews) will be operational in time for the scheduled educational effectiveness review.

CCA conducts its academic programs in such an open manner that outside stakeholders also are used to assess the effectiveness of CCA’s educational programs. (CFR 4.8) In the architecture and design program, for example, faculty and students work on projects (designing a new line of products for dogs, constructing model stores for Goodwill Industries) for outside

companies and there is extensive interaction among students, CCA faculty and the companies' staff throughout the completion of the project. In the painting program, practitioners constitute the junior level panel that assesses the students' accomplishment of program learning outcomes. Evidently the non-CCA practitioner evaluations of student competency have surprised the faculty and led to course and program modifications. Faculty members are to be commended for their willingness to permit non-CCA stakeholders to view and assess the effectiveness of their programs.

SECTION III – MAJOR FINDINGS AND RECOMMENDATIONS

The team makes five recommendations for CCA as it contemplates its Educational Effectiveness Review.

Recommendation 1: CCA should carefully consider how it intends to operate two campuses and maintain quality operations at both.

The team heard of the complexities of running two campuses and considerable uncertainty about the future of the two-campus model. There has been considerable, planned work to make the two campuses complement each other and to provide comparable services to students on each campus, even at the cost of increased time commitment by staff and faculty. However, a picture is emerging of one campus evolving more quickly and somewhat opportunistically, and we wonder the extent to which the decision-making underway now takes full account of the larger institutional needs and priorities. Will opportunities to promote growth on the San Francisco campus deplete needed resources and services to the Oakland campus, thus undermining efforts to recruit and retain first-year students? Will students and faculty on both campuses feel equitably treated? These are among the questions we urge planners to examine as they think ahead to the next version of the strategic plan.

Recommendation 2: CCA needs to complete its planning for assessment and conduct assessments of program and college-wide SLOs and implement a process for program reviews.

CCA has carried out considerable work over the last year and a half to develop a structure for assessing student learning, with three processes identified: level reviews of student work, college-wide SLOs, and cluster program reviews. Much remains to be accomplished between now and the EER if the college is to demonstrate a culture of evidence. Measures need to be developed, standards set, the assessments carried out and results disseminated and reviewed. We recommend that the entire assessment process be streamlined so as not to be unduly cumbersome and unwieldy. The program reviews in particular need additional attention. In addition, training of faculty needs to take place and responsibility for overseeing the entire assessment process identified.

Recommendation 3: CCA should improve its institutional research capability.

The team observed that, while CCA has accumulated considerable data, it lacked the staff capability and/or staff time to analyze the data systematically and effectively. Student Affairs, Financial Affairs, and Academic Affairs administrators made observations that led the CPR Team to this recommendation. A dedicated institutional research office, one approach to this issue, could play a vital role in faculty assessment of SLOs and assisting with the collection of data and analysis of data regarding themes of significant interest to the college. Yet CCA should be aware that this centralized alternative has liabilities, in addition to the expense. CCA will decide on its own course. However, before it can benefit from a “culture of evidence,” CCA will need to improve its capability to collect and analyze data on its academic and non-academic operations from an overarching institutional perspective.

Recommendation 4: CCA faculty and administration need to review its system of faculty governance and to decide how faculty are to exercise their responsibility for academic programming and the institution's educational character.

As the faculty, the college administration, and the new president prepare CCA's next strategic plan and the faculty redrafts its handbook, we encourage CCA to consider various models for faculty governance that will assure the requisite faculty leadership to maintain academic quality and integrity, with full consideration of the college's special purposes and character.

Recommendation 5: CCA should continue to implement its plans for diversity as outlined in its IP and should especially adopt tactics to improve the retention and graduation rates of its students of color.

CCA has made progress in implementing its diversity plan. New faculty and staff have been hired; courses have been created or revised to include material on other cultures; recruitment and financial aid strategies have been adopted to create a diverse student body; and services have been established to support students' achievement and educational goals. CCA needs to assess the effectiveness of these efforts. Attention to the breadth of faculty understanding, involvement, and commitment to diversity goals should be studied, and retention and graduation of students of color must be a high priority. The current disparity in graduation rates among undergraduate students needs the institution's close attention.

COMMENDATIONS

The team wanted to convey to WASC our gratitude for the good work of the ACC and particularly that of Melanie Corn, the ALO. In fact, throughout our visit the team encountered faculty, staff and students who were open in their dialogue, non-defensive about disclosing

limitations and challenges, and enthusiastic about the campus's involvement in the accreditation process.

The team found a campus committed to planning and improvement through a focused implementation of the strategic plan. The campus quite smartly and broadly uses the strategic plan for resource allocation and to set priorities for action each year.

The team also commends the enthusiastic commitment to teaching by faculty and the dedicated support shown by administrators. While students had quite typical complaints about sources of advice or one administrative service or another, uniformly the students praised the quality of the faculty – ranked and unranked, full-time and part-time – and of the education they were receiving.

SECTION IV – PREPARATION FOR THE EDUCATIONAL EFFECTIVENESS

REPORT AND REVIEW

The team believes CCA is prepared to proceed to the educational effectiveness review. The five recommendations above highlight the areas requiring CCA's highest priority in preparing for its EE. Throughout the report CCA will find other suggestions for its consideration.