



CALIFORNIA COLLEGE OF THE ARTS CAPACITY AND PREPARATORY REVIEW REPORT



Submitted to Western Association of Schools and Colleges
July 12, 2007

Prepared by ALO Melanie Corn,
Associate Dean of Undergraduate
Studies, and Dominick Tracy, Program
Manager for Humanities and Sciences, in
collaboration with the Accreditation
Coordinating Committee

Contact:
Accreditation Liaison Officer
Melanie Corn
Associate Dean of Undergraduate Studies
California College of the Arts
1111 8th Street
San Francisco, CA 94107

P: 415.551.9281
F: 415.703.9524
E: mcorn@cca.edu
<http://www.cca.edu>

© California College of the Arts, 2007

CCA Capacity and Preparatory Review Report

August 8, 2007

Table of Contents

CHAPTER ONE: INSTITUTIONAL CONTEXT AND REPORT OVERVIEW	1
Introduction	1
Strategic Planning Approach	1
Institutional Culture	3
Institutional Capacity Indicators	4
Stewardship of the Accreditation Process	5
CHAPTER TWO: ACADEMIC EXCELLENCE AND STUDENT LEARNING	6
Physical and Administrative Infrastructure	6
Faculty	8
Curriculum	10
Review and Assessment	12
CHAPTER THREE: FINANCIAL STABILITY	15
Controlling Costs	15
Enrollment	17
Retention	19
Fundraising & Centennial Campaign	22
CHAPTER FOUR: FACULTY GOVERNANCE, COMMUNICATIONS, AND COMMUNITY	24
Faculty Governance	24
Student Life	28
Alumni	30
Staff	31
Community Relations	31
CHAPTER FIVE: STRATEGIC INSTITUTIONAL PLANNING	33

Chapter One: Institutional Context and Report Overview

INTRODUCTION

In 2007, California College of the Arts (CCA) marks an historic achievement: 100 years of leadership in education through the arts. This is a time to bring together alumni, students, parents, faculty, trustees, staff, and friends of the college to celebrate our past, to reflect on the hard work and values that brought us to this moment, and to consider CCA's tremendous potential to shape the future of culture.

As the role of creativity throughout our society and economy is recognized, CCA's founding ideals have never been more relevant. Artists and designers have become leaders in a culture that relies on a combined expansion of technological innovation and creative content. The San Francisco Bay Area is the locus for much of this development, and CCA's growing enrollment, influential faculty, and outstanding alumni have made it a leading educational resource in the region.

CCA's mission is to educate students to shape culture through the practice and critical study of the arts. In 2003, recognizing the breadth of the college's programs and the blurring of the distinction between art and craft, the board of trustees voted unanimously to change the college's name from California College of Arts and Crafts to California College of the Arts. One hundred years ago, Frederick Meyer, CCA's founder, expressed his dream of a school that would fuse the practical and ideal goals of the artist, and today, with two campuses and over 1600 students and 400 faculty members, this foundational inspiration still holds strong amongst CCA's vibrant community of innovators.

STRATEGIC PLANNING APPROACH

The approach CCA is taking to the accreditation review process is the strategic plan model, which reflects both the culmination of the college's efforts to develop an effective organizational and decision-making infrastructure and our direct response to the recommendations of our last (fifth-year) WASC review. Central to the accrediting commission's action letter of March 2003 was the recommendation that for the capacity review the college strengthen its strategic planning infrastructure in order to better integrate and align our "many positive initiatives." In a

fundamental way then, the entirety of this capacity report can be understood as our response to that recommendation and as our concerted effort to address the four WASC standards.

At the same time, it should be noted that the college had already begun its strategic planning process in advance of the commission's letter. Thus, the synchronicity—of the external recommendation and the internal initiative—provided valuable momentum to the strategic planning process we were undertaking at the time. This report analyzes the capacities, resources, and infrastructures that have strengthened the college as a result of both implementing the strategic plan and addressing the standard-based themes identified in our Institutional Proposal (IP). In this way we intend to demonstrate our “core commitment to institutional capacity.”

The IP we submitted is based on the strategic plan model for review, an approach that we presented to WASC and that was approved in June of 2005. CCA's strategic plan (SP) itself, entitled *Leadership in Arts Education 2004-2009*, “proposes a series of initiatives aimed at establishing the institution as a leader in education through the arts” (*Appendix 5*). In the IP, we proposed to focus the review process on the three central themes of that strategic plan: 1) enhancing national visibility through academic excellence; 2) maintaining a sustainable business model; and, 3) strengthening internal and external community relations.

As a result of our preliminary review of the WASC standards, we supplemented the themes of this strategic plan by building on key elements of Standard 2 (Achieving Educational Objectives Through Core Functions) and Standard 3 (Developing and Applying Resources and Organizational Structures to Ensure Sustainability). These included the improvement of our capacities and resources both to achieve the college's educational objectives and to strengthen the student learning infrastructure called for in the second standard. We also recognized the institutional need, articulated in Standard 3, to reinforce faculty governance by integrating faculty into the college's decision-making processes and by more systematically engaging the faculty in the processes of evaluating student learning at the college. On pages 11-12 of the IP, we again unified the themes of CCA's strategic plan and WASC's standards in our approach to the capacity and preparatory review, and our capacity and preparatory review report focuses attention on the eight elements of the plan identified there.

Thus, this report is organized into chapters based on our strategic plan and we have endeavored to draw connections with the WASC Standards and CFRs as clearly and consistently as possible. Chapter Two: Academic Excellence and Student Learning focuses on the college's preparations to deliver on these two priorities. Chapter Three: Financial Stability overviews CCA's financial status and provides analysis of our capacities with regard to enrollment, retention, controlling costs, and fundraising. Chapter Four: Faculty Governance, Communications, and Community explores our efforts to increase faculty involvement in administrative matters and enhance the college's internal and external community relations, including the substantial initiatives shown in the area of student life. Chapter Five: Strategic Institutional Planning concludes the report by reflecting on the lessons learned thus far in the college's efforts to implement the strategic plan and to live up to our ambitious and comprehensive mission. Following this series of reflective essays, our institutional portfolio presents a number of referenced appendices and a glossary of terms and committees (*Appendix 6*).

Additionally, two other important initiatives demand further examination in any study of the college's capacities and preparation with respect to the WASC standards and our strategic plan: diversity and technology. CCA's commitment to diversity and to utilizing technology to facilitate both student learning and effective operations are in evidence at many points throughout the report, but for a more detailed focus on these topics please refer to *Appendices 7 and 8*, Educational Technology Report and Summary Report on Campus Diversity Initiative, respectively.

INSTITUTIONAL CULTURE

Founded in 1907 as an institution exemplary of the Arts and Crafts movement in the United States, CCA's fundamental aesthetics and philosophy are reaffirmed today by our current strategic plan. The belief in connecting the arts to social and political life and the power of creative work to make positive contributions to the community "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" today (SP). Currently, 1660 students are enrolled across twenty-six major programs, which encompass fine arts, architecture, design, creative writing, curatorial practice, as well as the history and criticism of art and design. So, too, the Center for Art and Public Life and the Wattis Institute for Contemporary Arts, both created in 1998, extend the college's initial mission by performing arts and community outreach and producing groundbreaking exhibitions of contemporary art and public lectures that contribute significantly to Bay Area public life. Indeed, the college's creation of the new Community Arts program, and its three ranked hires this year, further indicate CCA's commitment to binding art production to social and political life.

Over the past ten years, CCA has invested in the development of a San Francisco campus. Both an asset and a challenge, we now have a two-campus culture that affords us many opportunities to take advantage of all that Oakland and San Francisco have to offer. In particular, a home in San Francisco has meant increased national visibility and improved opportunities for collaborations with the city's many design and architecture firms, arts organizations, and funders. We have worked to get the most out of each campus, avoid redundancy, and make transportation and communication across the bay efficient. To those ends, CCA has

- balanced general education course offerings across the two campuses;
- concentrated first-year courses on the Oakland campus and opened a first-year residence hall there;
- improved student shuttle services between the two campuses;
- invested in technological improvements to improve data connections;
- enhanced orientation activities on both campuses;
- improved staff communication through the use of web-based calendars, email folders, and a rotating meeting structure; and
- strengthened community relations in both the Oakland and San Francisco areas.

CCA's president, Michael Roth, has recently accepted the presidency of Wesleyan University in Connecticut. His resignation from the college is effective July 2007, and the search for a new president is already underway. Currently, a search committee comprised of diverse representatives of the board, faculty, staff, and student constituencies is working with an academic search firm to develop the position description. CCA's board of trustees has appointed Vice President for Advancement Susan Avila, Provost Stephen Beal, and Vice President of Finance and Administration David Kirshman as an interim management team during the search, a model that proved successful during the search leading up to President Roth's appointment. While in the short term President Roth's departure is a loss for the college, we believe the prestige of his subsequent appointment and the present status of CCA reflect the progress the college has made towards the goals of the strategic plan. With this in mind, we are confident that the search for our next president will attract candidates of the highest caliber.

President Roth leaves the college solidly positioned: the integrated planning capacities of CCA have been improved significantly, the infrastructure of faculty governance has been revitalized, and the \$25M Centennial Campaign—CCA's most ambitious fundraising effort ever—has

already exceeded expectations for its initial silent phase by grossing \$22M. The foundation of academic excellence at CCA has been reinforced in the last five years through the hiring of fifty-three new ranked faculty members (twenty-two are tenured or tenure-track)--a remarkable number for an institution the size of CCA--and through new program development and improvements in the area of general education.

The occasion of the presidential search affords the college an opportunity to look forward to the next stages of its development while reflecting on the remarkable achievements of the last twenty years. Following a time of troubles in the early 1980s, CCA's board initiated a long-range planning process that has framed the college's healthy recovery and growth. Thanks in large part to this groundwork and the development of improved resources and infrastructure, the 2004 strategic plan enabled the college to emphasize the pursuit of academic excellence while *maintaining* viable financial operations. Because of this legacy of deliberate and integrated planning, the experienced oversight provided by the college's senior cabinet, and a revitalized board of trustees, the college is well positioned to take full advantage of its rising national reputation and greatly enhanced facilities. This represents a dramatic cultural shift for CCA, as attempts to find fiscal and academic stability increasingly give way to the confidence of an institution and faculty assuming leadership roles in arts education.

INSTITUTIONAL CAPACITY INDICATORS

Since WASC's interim review of 2002, CCA has significantly strengthened the capacities, resources and infrastructure of the college in numerous ways. What follows is a summary of some indicative activities and achievements since 2002, most of which relate directly to the review outcomes identified in the IP (9-11). Taken together, these accomplishments exemplify the ways CCA is responding to the strategic plan and demonstrate our core commitment to institutional capacity as articulated in the WASC standards (correspondence to particular Criteria For Review (CFR) indicated in bold):

- Adopted the strategic plan, *Leadership in Arts Education 2004-2009* (2004) **(4.1)**;
- Increased enrollment annually: since fall 2002 enrollment has increased by 18%, from 1378 (1333.2 FTE) in fall 2002 to 1622 (1597.8 FTE) in fall 2006. Over this five-year period freshman enrollment has grown by 20% (+30) and graduate enrollment has grown by 50% (+47). **(3.5)**;
- Improved six-year graduation rates from 44% for the 1998 entering class to 57% for the fall 2001 entering class **(2)**;
- Convened the academic cabinet to facilitate communications and decision-making regarding academic affairs (2006) **(4.7)**;
- Created new administrative leadership positions (2004-7): dean of the college, vice president of student affairs, director of international student affairs, director of career services, associate dean of graduate studies, director of research and planning, director of services for students with disabilities **(2.10, 2.11, 2.13, 4.7)**;
- Developed and implemented college-wide student learning outcomes (2005-2006) **(1.2, 2.2, 2.6)**;
- Participated in the Irvine Foundation's Campus Diversity Initiative as the only art college selected and improved institutional capacities by hiring an assistant director for admissions to coordinate diversity recruitment and retention, increasing the hiring and retention of diverse faculty in ranked and tenure-track positions, launching the Community Arts major, and establishing diversity as a standing item on the agenda of the board of trustees' executive committee (2003-6) **(1.5)**;

- Strengthened standing faculty governance committees, including revising the Curriculum Committee’s mandate to oversee a comprehensive academic review program (2006-07) (**2.7, 3.11**);
- Improved level reviews (2006-07) to stimulate more focused critiques of student work and enrich program assessment (**2.7**);
- Received investment grade ratings from Moody’s Investors Service (since 1995) and Standard & Poor's Rating Services (since 2004) for the College’s CEFA bond debt (**3.5**);
- Launched a \$25M Centennial Campaign that is on target to meet or exceed fundraising targets (2005-7) (**3.5**);
- Expanded capacities for institutional fundraising by enhancing trustee recruitment, and maintained annual fundraising levels during the Centennial Campaign (2005-7) (**3.5**);
- Improved interdepartmental coordination through the development of the Academic Planning Committee (APC) (**3.8**);
- Implemented the Datatel Information System, integrating information systems to coordinate workflow college-wide and allowing the college to benefit from better institutional data tracking (2004-6) (**2.13**);
- Expanded facilities and technologies infrastructure through significant property acquisitions and development, as well as improved intercampus connectivity and user support (2003-7) (**2.13, 3.6, 3.7**);
- Revised the CCA mission statement (2004): “CCA 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.” (**1.1**).

STEWARDSHIP OF THE ACCREDITATION PROCESS

This CPRR is based on broad participation across the CCA community. As with the IP, the president, provost, dean, and associate deans, in conjunction with the accreditation liaison officers (ALOs), worked closely with the Accreditation Coordinating Committee (ACC) and representatives of all major faculty committees and college divisions on conceiving, drafting, and reviewing the report as it evolved. The ACC is comprised of the following campus representatives: the ALO, the dean of the college, the associate deans of graduate and undergraduate studies, faculty leadership including the president of the Faculty Senate, the chair of the Appointments, Promotions, and Tenure Committee, the chair of the Curriculum Committee, the vice president for enrollment management, the director of research and planning, the dean of students, the chief information officer, the vice president of communications, the associate vice president for advancement, and two staff administrative assistants.

The president's senior cabinet has also discussed the CPRR and serves as the primary body for monitoring the progress of the strategic plan. The president, provost, dean, and associate deans, along with faculty representatives, staff, and, of course, the ALO have attended WASC’s and other organizations’ conferences to become better acquainted with the new standards and more familiar with the discourses concerning student learning. Drafts of the CPRR were circulated to the academic, administrative, and faculty leadership as well as to members of the ACC, with feedback solicited from each constituency at various phases of its development.

Linking the objectives identified in the strategic plan to the accreditation review process requires the support and involvement of senior administration leadership to ensure that planning goals are evaluated and achieved. The ACC will continue to coordinate the preparations and reports for both the capacity and preparatory and the educational effectiveness reviews, and the ACC’s links to senior leadership are direct.

Chapter Two: Academic Excellence and Student Learning

Goal One of CCA’s current strategic plan calls for enhancing national visibility through academic excellence. Yet, how do we define academic excellence and how do we know when we have achieved it? This chapter focuses on the relationship between the first goal of our strategic plan and WASC’s second and third standards; it outlines our key capacities for delivering an effective arts-based education and promoting student learning. Although our student body is, of course, central to a discussion of academic excellence and student learning, how student recruitment and retention factor into improving academic excellence is discussed more fully in Chapter Three. This chapter analyzes physical and administrative infrastructure, faculty, curriculum, and program review.

Our self-review process has helped us see academic excellence as having two symbiotic parts: the drive to improve student learning itself and the efforts to attract accomplished, visible, and dynamic faculty whose presence at the college will attract excellent student-artists. Fundamentally, we believe academic excellence is achieved when our students are successful in a curriculum that is both rigorous and diverse. This success is fostered by access to outstanding faculty who are educators and practitioners in their fields, and it is supported by exceptional facilities, technology, and other learning resources.

PHYSICAL AND ADMINISTRATIVE INFRASTRUCTURE

California College of the Arts has made significant investments in its **physical and technological capacities**, continually updating the infrastructure required to prepare students “to shape culture through the practice and critical study of the arts” in the twenty-first century. Understanding the importance of CFRs 3.5-3.7 (“Fiscal, Physical, and Information Resources”), over the past five years, CCA has made major facilities improvements, including constructing an entire graduate center and a new student residential facility (Clifton Hall) (please see *Appendix 9* for the full facilities report). At the same time, we have updated technology and related services, developing our laptop initiative, improving wiring between the two campuses, and building up-to-date computer labs (please see *Appendix 7* for the full educational technology report). Finally, our library task force has been working to “assess cost and effectiveness” of the library as suggested in the 2003 WASC letter. Although still a challenge, the libraries have improved and are “supporting learning goals.” While the library focus is on resources in art, design, and architecture, we have

worked to provide better access to larger research libraries such as UC Berkeley's library and the San Francisco public library through guest privileges and inter-library loan (please see *Appendix 10* for the full library report).

The college's student learning support infrastructure improved markedly in fall 2006 with the opening of the **Learning Resource Center (LRC)**, a renovated central office combining services for students with disabilities and CCA's academic coaching/tutoring services. Working out of the LRC, CCA's new director of services for students with disabilities provides coordinated services and advocacy for students with learning, psychological and/or physical disabilities and assesses programs for students with disabilities. Plans are currently underway to establish an adaptive technology station in the LRC to further assist students with reading, writing, and organizational needs. The LRC also offers academic coaching in writing, visual studies, math, and many software applications to all students. Finally, the LRC conducts workshops on topics ranging from Photoshop to writing an artist's statement and supports studio faculty in assessing written assignments.

In addition to improving our physical infrastructure, the college has put substantial energy toward developing **administrative structures** and tools to enhance student learning at CCA. In 2006, the senior cabinet used the occasion of personnel changes to reexamine the Academic Affairs administration. Previously, the deans of graduate studies and undergraduate studies reported directly to the provost, a structure that did not always result in optimum coordination around issues of student learning, curriculum, and faculty.

Thus, a new position, dean of the college, was created to enhance our capacities for strategic decision-making in academic administration (see *Appendix 11a and 11b: Organizational Charts*). The dean reports to the provost and oversees initiatives in faculty development, curricular planning, and program review, allowing the provost to concentrate on faculty hiring, budgeting, and strategic planning. The associate deans of graduate and undergraduate studies meet with the dean of the college weekly to monitor initiatives and identify priorities. In August, each dean develops goals and indicators for the year based on CCA's strategic plan. Some of the shared goals for 2006-7 include: 1) enhancing faculty development opportunities, 2) implementing a plan for comprehensive program review, and 3) improving the reporting structure between program chairs and associate deans.

Additionally, in 2006, the provost and dean convened a new academic cabinet, which meets biweekly for two primary reasons: to facilitate communications within Academic Affairs and to serve as the Academic Affairs liaison to Senior Cabinet, Academic Planning Committee (APC), and faculty governance bodies. Academic Cabinet (AC) consists of the provost, dean of the college, associate deans of graduate and undergraduate studies, and dean of special programs (i.e. extended education and summer programs). The president of the Faculty Senate is also invited to all AC meetings, and, depending on the agenda, occasionally the cabinet invites additional administrators, faculty, and/or staff to meetings.

With regard to this third goal, the AC created new tools to assist both the program chairs in their duties and the associate deans in overseeing and guiding chairs. For the first time in fall 2006, every program chair was required to present to their associate dean a set of annual chair goals and to consult with their faculties to develop or reaffirm an annual statement of their program's mission, learning outcomes, and goals (*Appendix 12*). In May 2007, the dean and associate deans completed an improved annual timeline for chairs (*Appendix 13*) as well as a uniform job description for program chairs that serves as the basis for each chair's individual duties (*Appendix 14*).

These steps, and other improvement in communications concerning outcomes, goals, and duties, have been essential to the effectiveness of CCA's academic administration. Program chairs meet approximately fourteen times per year with Academic Cabinet members through all-chairs retreats and meetings, area-specific chairs meetings, and individual discussions of goals, curriculum, and budgets with their associate deans. In turn, each chair meets with their program's faculty regularly throughout the year to close the communication loop and ensure that curricular developments and program goals are coming to fruition in the classroom.

In addition to creating the dean of the college position, administrative developments over the past five years outside of Academic Affairs are also improving capacities for student learning and the achievement of academic excellence. As noted elsewhere in this report (please see Chapter Three's discussion of retention in particular), a *partial* listing of recently-created positions reflects the college's efforts to provide the best possible learning environment: vice president for student affairs, director of international student affairs, associate dean of graduate studies, director of research and planning, director of services for students with disabilities, and director of career services.

FACULTY

At the heart of any institution's educational effectiveness is its faculty. Under the first goal of CCA's strategic plan, a primary objective (C) is to "recruit, retain, and support faculty whose professional work is highly visible and whose teaching effectiveness is first-rate." Of course, this objective also aligns with CFRs 3.1-3.4, which focus on the employment, retention, promotion, and development of faculty consistent with institutional and educational objectives. To these ends, over the past five years the college has succeeded in adding ranked faculty, strengthening promotion processes, increasing faculty compensation, enhancing faculty development opportunities, and incorporating more diverse perspectives into our faculty body.

As described more fully in Chapter Three and Chapter Four regarding **faculty hiring, compensation, and promotion**, CCA has made significant efforts to strengthen and support our faculty. In order to attract and retain leaders in the arts and promote academic excellence, we have increased the numbers of ranked faculty searches and hires (53 ranked hires in the past 5 years). The college strives to maintain a balance of teaching lines (one line is equivalent to one three-unit course) between ranked and unranked faculty with the recognition that the ability and desirability to do so may differ by program (*Appendix 15*). The 15 ranked hires this year and our plans to continue our strong rate of ranked faculty searches will increase the percentage of courses taught by ranked faculty. CCA is also working to increase the diversity of our faculty (*Appendix 16*), and ensure an adequate proportion of faculty hold terminal degrees in their fields of teaching (*Appendix 17*). Gathering this information and communicating it to program chairs has been the first step in helping programs identify areas for improvement. The AC has also outlined a ranked faculty hiring plan that a) responds to program requests, b) maintains a balance of teaching lines between ranked and unranked faculty, and c) coincides with the college-wide academic goals and strategic plan (*Appendix 18*).

As discussed more fully in Chapter Four, our faculty governance committees have been especially effective at clarifying and improving the faculty promotion processes. And, as noted in Chapter Three, CCA has committed approximately one million dollars in 2006-9 to bolster faculty compensation. Most significantly, the college has

- 1) reduced its full-time load from 6 lines to 5 lines per year, affording tenured and tenure-track faculty more time to devote to their own practice and scholarship as well as to contribute to the college by participating in faculty governance and other committee work;

- 2) doubled the financial support for faculty sabbaticals;
- 3) improved base salaries for all ranked faculty; and
- 4) increased salaries for the new senior adjunct category of faculty. (*Appendix 19*)

CCA annually offers approximately \$100,000 in **faculty development** monies. This past year, with the development of the Academic Cabinet, we have had the administrative capacity to centralize and increase funding for faculty development. In 2006, we relocated oversight of the faculty travel grant from the humanities and sciences office to the AC. This allowed us to open the grant to the whole college and increase funding—from \$14,000 in 2005-6 to \$30,000 in 2007-8. All faculty members are now encouraged to apply for these grants (up to \$750), which are designed to fund travel to present at conferences, exhibitions, and readings (*Appendix 20*), and each year we are able to fund between forty and fifty faculty members from all parts of the college (*Appendix 21*). In addition, CCA offers annual faculty development grants in support of professional and curriculum development. These funds are also available to all CCA faculty members with awards of up to \$4000; a total of \$50,000 was awarded in spring 2007. Finally, the faculty benefit from sponsored opportunities such as the Chalsty Aesthetics and Philosophy Initiative, which offers an annual \$10,000 research award for a faculty member preparing a book length project in aesthetics (*Appendix 22*).

Beyond direct grants for faculty development and additional course funding, the academic cabinet has also been working to enhance **faculty pedagogy and community**. In fall 2006, the associate deans initiated a new pedagogy workshop series. With two workshops per semester, faculty are given opportunities to meet and discuss topics such as teaching writing, diversity in the classroom, and teaching with technology.

Underscoring the first and third goals of the strategic plan (academic excellence and community relations), in spring 2007 the provost funded Fostering Creative Citizenship Across Cultures (FCCAC) (*Appendix 23*). This series of four intensive trainings was presented by outside consultants and designed both to help faculty and administrators infuse multicultural content and perspectives into the curriculum and to assist CCA's internal diversity efforts. Approximately twenty faculty members participated in the FCCAC project and feedback was remarkably positive. The program is funded again for next year and the associate deans and faculty participants continue to develop the workshops.

Another initiative aimed at enhancing the college community, is a series of special lectures and seminars organized by the deans and aimed at gathering faculty from across the college twice each semester to promote interdisciplinary exchange. The college is also collaborating with the faculty governance committees on ways to improve attendance at faculty senate meetings and increase opportunities for faculty social events. As evidence of this work by the faculty senate leadership and administration, a faculty retreat is planned for spring 2008 that will engage the faculty community in a dialogue about the future of culture. As elaborated on in Chapter Four, the structural improvements in faculty governance (e.g. regular bi-weekly meetings during an open timeslot, administrative assistance for all meetings, meeting minutes posted online) have also enhanced faculty participation in CCA's academic community and decision-making processes.

Finally, CCA's **commitment to diversity** includes developing a faculty body whose membership reflects the diverse identities and perspectives of our society, and whose teaching engages with diverse material and audiences. In addition to the pedagogical initiatives described above, we have achieved the following: made "understanding of cultural diversity" one of the

eleven college-wide learning outcomes, included a question¹ on student course evaluation forms directly addressing the diversity of the curriculum and continuously assessed its results, held an all-faculty diversity retreat (spring 2005), and made diversity a consideration in all categories of faculty hiring (*Appendix 7*). With regards to diversity in faculty hiring, the president and provost have insisted on the diversity of final interview pools for ranked faculty hires, and the AC has worked with program chairs to prioritize diversity hiring as an annual goal for all ranks of the faculty. An example of our recent success with diversity hires—illustrative of our commitment to WASC’s statement on diversity as well as our own strategic plan’s support of diversity (Goal 3, Objective C)—is our 2006-7 national search for a tenure-track faculty member in Community Arts. Because of our commitment to increasing diversity and because the college succeeded in attracting such outstanding applicants, ultimately we were able to make two tenure-track and one ranked, non-tenure-track faculty hires, all of whom are people of color.

CURRICULUM

Working in concert with Standard 2, part of the first goal of CCA’s strategic plan is to “develop a distinctive CCA curriculum with clear, cross-college standards, strong individual programs, and compelling electives.” The initial push by CCA toward fulfilling its strategic plan has been in the area of faculty development, compensation, and curriculum development. Although processes around program review are now being formalized and standardized (discussed in detail below), program review has been ongoing in most curricular areas over the past three years. These revisions and enhancements are designed to improve our first-year curriculum, clarify and unify our humanities and sciences requirements, and standardize our major curricula in order to provide more transparency and flexibility for students without stifling pedagogical differences, preferences, or strengths.

CCA’s process for reviewing and changing college-wide requirements includes a curricular assessment led by the chair and faculty responsible for the required course. This assessment occurs when the chairs annually review their curriculum and revisit their program goals in light of the college’s mission and strategic goals. Results from that assessment and recommendations for change are vetted both by the college’s program chairs, and by complimentary committees: 1) the Curriculum Committee; 2) the Academic Planning Committee (APC), and 3) the Academic Cabinet (please refer to the appended glossary for committee descriptions). Assuming the college’s program chairs and all three committees agree with the proposed changes, they are communicated to all students, faculty, and staff and implemented the following academic year.

Our **First Year Program** is one area that has undergone a tremendous amount of review in recent years. These Core studio and humanities courses are foundational for our students, so they necessarily come under the most scrutiny. These requirements are continually assessed and adjusted in order to provide the most effective first-year education. The four Core studios—Drawing 1, Visual Dynamics: 2D, 3D, and 4D—have evolved to better address the diverse needs of our students studying fine arts, design, and architecture; the courses now incorporate more design drawing and design faculty, and focus on time- and technology-based work (4D). Our four first-year humanities and sciences requirements—Introduction to the Arts, Introduction to Modern Art, English 1, and English 2—have also undergone significant development. The introductory art history courses have globalized their subject matter and diversified the media they

¹ “The college is committed to supporting diversity through the cultivation of individual creative expression and the exchange of a wide variety of ideas and points of view. In what ways did this course incorporate diverse perspectives related to race, religion, culture, class, gender, and/or sexual orientation?”

cover, and our Writing and Literature faculty have overhauled the first-year English requirements in order to standardize learning outcomes, texts, and assignments.

All of these changes address the strategic plan's call for creating a more distinctive CCA curriculum and demonstrate a faculty-led process of learning outcome development and curricular review and assessment. In order to incorporate views from across the college in decision-making, the revised course syllabi were reviewed by the Curriculum Committee, program chairs, and the academic administration before being finalized and implemented.

Beyond our First Year Program, a number of other curricular changes have been implemented. One of the most important of these has been the formation of the **Critical Studies program**. After extensive discussions amongst faculty and administrators, general education requirements not contained in a major program were consolidated into a new program, Critical Studies. This title reflects a programmatic area that not only covers science, math, history, and the social sciences, but emphasizes critical thinking in all those subjects. The faculty began to clarify the learning outcomes and course formats for its sequence of courses (*Appendix 24*), and finally, after multi-year discussions, the college adopted a new college-wide requirement, Foundations in Critical Studies. This course provides an overview of key theoretical concerns of the modern age and concentrates on building critical thinking and reading skills. In this way, CCA students build a stronger historical and theoretical foundation from which to engage in both artistic production and their ensuing liberal education. (Please see *Appendix 25* for a full report on significant curricular changes in the First Year Program and humanities and sciences.)

In the **studio area**, the college has concentrated on ways to provide a better “education through the arts.” Clearly differentiated from “education *in* the arts,” the idea of “education through the arts” is central to both CCA’s mission and strategic plan. This approach is not simply about being schooled in the practice of fine arts; rather, it aspires to deliver broader liberal arts education in foundational histories, philosophies, principles, and skills *through* studio practice. To that end, it is essential for us to examine our college-wide studio courses and improve capacities for delivering this distinctive education as well as our tools for assessing it. At the undergraduate and graduate levels, CCA has created a broader field of trans-disciplinary course offerings, and in concert, the administration and program chairs have worked together to ensure that every major provides sufficient opportunity and flexibility so that students can truly explore beyond their discipline. We also plan to begin reviewing the cross-college interdisciplinary studio and Diversity Studies requirements (undergraduate) to clarify their objectives and implement improvements.

The final curricular key to ensuring that we have the academic capacities to deliver an effective education has been the development of **new programs**. Over the past five years, CCA has initiated graduate programs in architecture and curatorial practice and undergraduate programs in animation, community arts, visual studies, and writing and literature. We are also beginning two more graduate programs in design strategies and film for 2008. The development of these new programs prepares the college to meet the educational demands of potential students and, thereby, furthers the strategic plan’s long-term objectives for enrollment growth. The college carefully considered each additional program and how to develop curricula consistent with the mission and goals of the college while enhancing the education CCA offers all students.

In addition to developing these curricular capacities, CCA has focused attention on our **co-curricular resources** (CFR 2.11). The Center for Art and Public Life (CAPL) and the Wattis Institute for Contemporary Arts are acclaimed centers operated by the college that provide a variety of co-curricular learning opportunities for students. In addition, the college has also increased its career services and sponsored studio opportunities. (See Chapter Four for further details on the above projects.)

REVIEW AND ASSESSMENT

In WASC's 2003 letter to CCA(C), the commission noted that "assessment activities need to be aligned with CCAC's goals for student learning through the different stages of a student's development up to and including graduation." A key element of the WASC review process is the creation of a culture of evidence, in which evidence is collected, assessed, and, most importantly, utilized to improve student learning. At CCA, developing a cohesive, evidence-based, and well-communicated plan for reviewing educational effectiveness has been the major work of the Curriculum Committee (CC) and associate deans over the past two years. What follows is an overview of our current agenda for assessment and review.

One of the strengths we have relied upon in developing our student learning assessment infrastructure has been the college's **culture of critique**. At CCA, student learning is traditionally assessed through a robust and thorough practice of critiquing student work in the studio, classroom, and exhibition space. Critique is at the core of assessment, and the depth to which this practice is embedded in our culture sets CCA apart from many other colleges. Our students and faculty are comfortable with a continual process of assessment and understand the direct consequences of closing the loop to connect reporting, assessment, and improvement. Perhaps in part because of this, formalizing outcomes assessment and program review did meet with some initial resistance from faculty. Thus, one of the challenges has been to translate this everyday practice into a systematic assessment structure. Fortunately, the collaborative efforts of administration and faculty increasingly demonstrate that our culture of critique prepares us to enact a coherent institutional plan for evaluating student learning at the college.

Our current **plan of review** is a tripartite approach: level reviews, learning outcomes reviews, and program clusters reviews. This multi-faceted approach to assessment is designed to provide us with the best evidence of student learning by sampling our educational system from a variety of directions. In addition, CCA is reviewed by several outside accrediting bodies other than WASC, including the National Association of Schools of Art and Design, the National Architecture Accreditation Board, and the Council for Interior Design Accreditation; and all of these bodies provide various forms of program assessment. As the main faculty body responsible for reviewing cross-college curriculum and learning, the Curriculum Committee is charged with developing a comprehensive plan for level and learning outcomes review. Meanwhile, the Academic Cabinet has focused on planning for program review.

The CC has developed the following model for CCA level and learning outcomes reviews; the proposed model balances an effective process of evaluation with an efficient use of resources in obtaining, maintaining, and reviewing evidence. The scope and structure of the level and learning outcome reviews work in conjunction with the annual program assessments and the program cluster reviews conducted by the programs and the administration. These reviews must be conducted in concert with one another so as not to repeat efforts and overly tax valuable resources; having the CC lead the assessment and review efforts provides the necessary faculty coordination and oversight.

Level reviews include first-year, junior, and senior exit reviews. The first-year and junior reviews are exhibitions and public critiques of work conducted by interdisciplinary faculty panels. Every student at CCA participates in these level reviews and receives both oral critiques and written feedback;¹ these level reviews are independent of course work and are not evaluated as

¹ Junior reviews currently happen through an interdisciplinary fine arts review and program-specific reviews in architecture and design programs. The Visual Studies and Writing and Literature programs are currently studying how best to conduct a similar review in a format more suited for a humanities program. Adjustments to evaluation

part of students' grades. The purpose of these reviews is to build community and involve students in a constructive and critical conversation about the range and quality of work produced either in first-year studio courses or in major course work of their second and third years. The written evaluations are returned to the students, and copies of the evaluations and digital documentation of the work are compiled by the program chairs. The shared evaluation forms correlate to the learning outcomes, and a review of these evaluations by the program's faculty allow for an annual assessment of the program and its curriculum as a whole (*Appendix 26*). The associate deans will also review and discuss this information with the relevant chairs as part of ongoing goal evaluation for each program. In addition, in order to measure not only our achievement but also our progress, the deans and program chairs will assess the results of junior reviews in comparison to the results from the first-year review.

The senior exit review is to be conducted by every program at the college during the final semester of the senior year. This review will follow the same requirements as junior review, though only senior-level work is reviewed. Also, rather than a public display and critique of the work as in first-year and junior reviews, the senior exit reviews are done through electronic submission of materials. Senior reviews are in addition to capstone coursework and exhibitions that provide ample direct feedback to students. The purpose of this review is to collect evidence on the final achievement of learning outcomes for outgoing students. The materials are reviewed annually by the program chairs and faculty at their spring retreat, and may reaffirm a program's curriculum or suggest adjustments to its learning outcomes, assignments, or course structure.

Learning outcomes reviews evaluate specific college-wide learning outcomes identified as vital to all students' education. The college-wide learning outcomes were developed through discussions with program chairs, faculty governance committees, and administration. Since the submission of our IP in 2005, CCA revisited our learning outcomes in light of these discussions. The current lists of eleven undergraduate and twelve graduate learning outcomes were finalized in 2006 (*Appendices 27 and 28*). These outcomes reflect CCA's commitment to our mission to "educate students to shape culture through the practice and critical study of the arts," and are assessed using the learning outcome assessment matrix completed each year by program chairs and faculty. This enables faculty to plan their curriculum with the understanding of how and where specific learning outcomes are being delivered (*Appendix 29*). The learning outcomes are communicated through syllabi, course evaluations, and will soon be published on the college website. Program-specific learning outcomes are also developed by each program and reviewed as part of an annual program assessment as well as a cyclical program cluster review.

The schedule for the review cycle of all college-wide learning outcomes has been set this year by the CC and AC (*Appendix 30*). The format of the review and content to be assessed with all of these reviews will be developed by the faculty teaching in the relevant programs and confirmed by the CC and associate deans. Learning outcomes reviews will be situated in required courses in order to achieve a comprehensive evaluation of critical thinking and creative expression efficiently. For example, our first assessment—written communication and critical thinking—will be incorporated into two required courses, English 1, conventionally taken the first semester of the first year, and the Methods of Knowledge seminar, taken in either the junior or senior year. At these two points in a student's education, comparable writing samples will be graded and recorded using a shared rubric. In spring 2008-fall 2009, compiled evaluation data will be reviewed by the relevant course faculty, the program chair, the CC, and the associate deans, and a recommendation for

forms and review formats necessary for the creation of a cohesive junior review template will be administered by the associate deans and the CC. This process is to be concluded in the 2007-2008 school year, so that by fall 2008 all programs are using one system for junior reviews.

improvement will be made. Data will be collected annually, but the review will happen once every six years in the cycle of learning outcomes reviews.

Finally, we have also put in place a plan to review **program clusters**. As CCA has shifted towards an interdisciplinary focus in student learning, we find it makes sense to adopt a structure of program cluster reviews. This format combines our programs into six groups that allow us to ask important trans-disciplinary questions specific to certain areas of the college (for example, humanities and sciences or 3D programs).

The program cluster review will be largely based on evidence collected through the annual individual program assessment. These assessments are based on materials such as program missions, learning outcomes, goals, discussions of programmatic goals between the chair and the associate deans, the learning outcomes matrices, the level review evaluations, student course evaluations, collected syllabi, and minutes from faculty retreats in which program chairs and faculty review budgets, learning outcomes, and curriculum. Besides the annual assessment data, the program cluster review will require each program to submit a program-specific questionnaire aimed at identifying connections amongst the clustered programs (*Appendix 31*). The evidence will then be reviewed by a visiting team, and the team's findings will be presented to the CC along with the cluster reports prepared by each program. The CC will make a recommendation to the AC, and the cabinet will report back to the programs on the final results of the review and use the process to make any necessary adjustments in curriculum, leadership, facilities, and resources. The first program cluster review will take place in fall 2008 (*Appendix 30*).

In conclusion, CCA has made tremendous improvements to its capacities for fostering academic excellence and student learning over the past five years. Developing shared learning outcomes and a plan for program review, strengthening our faculty recruitment and development, enhancing our curricular offerings, and building our infrastructure have all helped us to achieve our current national visibility as an institution shaping the future of culture.

Chapter Three: Financial Stability

Goal 2 of the CCA strategic plan outlines objectives and strategies for maintaining a sustainable business model by increasing enrollment, controlling costs, and maintaining annual fundraising while undertaking the watershed Centennial Campaign. This is also identified in our IP as a critical component for study under the CPR. Because it presents the best overview of CCA's financial operations, we focus first here on efforts to control costs, which provides context for the subsequent examinations of our enrollment and retention capacities. The chapter concludes with a discussion of the Centennial Campaign and fundraising efforts more generally. This discussion coincides most obviously with Standards 3 and 4 of the WASC handbook, and particularly with CFRs 3.5, 3.8-10, 4.1-3, 4.5-6, and associated guidelines. Because of the relationship between student success (retention) and fiscal health, this discussion also has relevance to CFRs 1.5, 1.8, 2.10, 2.13 2.14.

CONTROLLING COSTS

Despite its one hundred year history, as recently as 1990, CCA had no endowment. As of December 31, 2006, CCA's endowment stands at \$24.5 million. This reflects concerted fundraising efforts, including board of trustees and alumni development, as well as effective investment over the seventeen year period. Our efforts to build the endowment coincided with significant fundraising for capital needs during the same period. While CCA's endowment has grown, in the context of a 5% endowment distribution policy and an increased operating budget, CCA remains a tuition driven institution, with tuition accounting for 95% of the operating budget.

Perhaps the strongest endorsements of our effectiveness at controlling costs and securing healthy operating margins come from independent investment monitors such as Moody's and Standard & Poor's, both of which continue to rate **CCA bonds** as investment grade as they have for the past ten and five years respectively (please see *Appendix 32*). Recognizing that CCA would likely remain tuition-dependent, the college set strategic enrollment goals, which, when combined with tuition increases, would effectively increase educational resources. At the same time, we understood that generating more revenue without controlling costs (SP: Goal 2, Objective B) is counter productive. More specifically, the challenge was to increase both enrollment and margins (the difference between tuition revenue and financial aid). Our ability to balance margin and enrollment growth provides one encouraging indicator of our progress on the strategic plan's first goal: "enhancing national visibility through academic excellence," as more students are willing to pay more to attend CCA (*Appendix 33*).

Along with financial aid, **salaries/benefits** and debt service account for approximately 80% of CCA's annual operating budget. Therefore, controlling costs in these areas—while increasing enrollment—remains vital to achieving our financial goals.

Overall the college has been effective at controlling salary costs. However, in order to attract and retain quality faculty and staff, salary increases have been necessary. Over the last five years the college has hired fifty-three ranked faculty. In addition, full-time teaching loads for tenure and tenure-track faculty have been reduced from six lines to five, sabbatical opportunities expanded, and merit increases implemented in order to elevate faculty achievement, retention, and visibility (*Appendix 19*). Additionally, the college has added staff to administer new programs and provide student services in a host of areas (please see Chapter Four for additional discussion of student services). Benefits at the college remain satisfactory but not overly generous, though for the past eight years the college has assumed the annual incremental cost increases for health insurance. All of these resources underpin the strategic plan, representing calculated steps intended to increase student enrollment and retention by enhancing faculty culture, improving services to students, and fostering opportunities for constructive student-faculty-staff interaction.

Consistent with the strategic plan's call to expand enrollment through a combination of attracting first time freshman and developing new graduate and undergraduate programs, we have worked to expand **facilities**, while maintaining a responsible level of **debt service**. This continued physical expansion has also helped raise awareness of the college, especially in San Francisco, another strategic goal.

Financing for facilities expansion has come from a combination of fundraising and the issuance of tax exempt bonds. Recognizing the need to control costs, CCA has issued bonds under the auspices of the California Educational Facilities Authority (CEFA), allowing it to take advantage of very favorable terms. The college has restricted use of bond proceeds to capital improvements/expansion. Further, while the total amount of debt services has increased over the years, the level of debt service per student has remained relatively constant, reflecting the increases in enrollment.

A brief history of facilities expansion and funding illustrates the connection to enrollment growth and the strategic plan. In 1995, the college recognized the opportunity to develop its presence in San Francisco and purchased a 150,000 square foot facility previously operated as a bus maintenance facility. After a three-year renovation, the San Francisco campus was fully occupied in spring 1998. Funding for this purchase and renovation came from a combination of a capital fundraising campaign and the issuance of tax exempt bonds.

In 2000, seeing the chance to enhance services and grow enrollment of first-year students, the college moved to increase residential facilities. Residential capacity grew from 50 to 250 beds, culminating in the opening of the award-winning Clifton Hall residential facility on the Oakland campus. The financing for construction of the expanded residential facilities was again provided through tax exempt bonds, and revenues from residential operations now cover costs, including debt service.

Requiring additional space for academic programs on the San Francisco campus, in 2004 the college leased non-academic administrative office space in the adjacent 80 Carolina Street building. The vacated space on campus became the new home for graduate programs in design and writing. Most recently, the college exercised its right to acquire the land and building at 80 Carolina. The building's 21,000 square feet will house a student services center, non-academic administrative offices, and more faculty offices. Funding for this acquisition is from a combination of capital campaign funds and tax exempt bonds.

In 2005, again with a view toward accommodating new programs (Masters in Architecture) and the expansion of existing programs in San Francisco, the college began relocating graduate studios from the main building to renovated, leased space across Hooper Street. This project is to be completed in three phases and in fall 2007 will house 100 MFA studios, as well as computer labs, classrooms, and graduate administrative offices in approximately 50,000 square feet. The college has now purchased the land and will renovate or construct new buildings on the site. Funding for these projects also comes through a combination of capital campaign fundraising and tax exempt bonds.

Lastly, in 2007 the college purchased the land and building at 195 DeHaro Street, immediately adjacent to other college property in San Francisco. Funding for this acquisition is from the college's Centennial Campaign. (Please see *Appendix 9* for an overview of recent facilities projects.)

During fiscal year 2006-2007, the college, through the board of trustees' investment committee, has continued to grow and diversify its **endowment**. As of December 31, 2006, the value of the endowment was approximately \$24.5 million. Further, we continued to diversify the endowment, selecting Wentworth, Hauser, and Violich to develop and manage an international component to our investment portfolio.

Integral to Objective B's cost-controlling mandate is the expansion of the college's financial horizons through the "development of partnerships with off-campus entities that can extend our mission." CCA has pursued and implemented such **partnerships** in three broad areas: peer institutions, industry, and the local community. Such partnerships often have an intangible, but nonetheless beneficial, impact, providing additional visibility for the college and opportunities for students, while reaching out to potential donor bases at minimal expense. (These are covered more fully in Chapter Four's discussion of the college's community-building efforts.)

The most concrete evidence of CCA's partnering activity is visible through the collaborations celebrating the college's centennial. More than forty galleries and museums from New York to Los Angeles and the Bay Area marked this important anniversary with special centennial exhibitions and programs. Bringing these often competing arts organizations together in celebration is just one measure of the influence and reputation of the college. Of particular significance are the three large shows at the signature bay area venues San Francisco Museum of Modern Art, Oakland Museum of California, and the San Jose Museum of Art. A full listing of these partnerships can be found on the centennial web site (<http://www.cca.edu/about/centennial/>).

ENROLLMENT

Objective A of CCA's strategic plan calls for increasing enrollment to 1850 by 2009 by attracting more students and improving retention while maintaining academic quality. Since fall 2002, enrollment has increased by 18%; from 1378 (1333.2FTE) in fall 2002 to 1622 (1597.8FTE) in fall 2006 (please see data tables in *Appendix 3* for additional detail). We anticipate that an easing trend in the rapid enrollment growth rate of the first years of the plan will continue and are reconsidering enrollment strategies accordingly. At the same time, increases in international, graduate, and new program enrollments hold potential to more than offset this trend and allow us to meet the strategic plan's ambitious target.

In line with the strategic plan's business model, we have succeeded at **increasing enrollments** of both first-year and graduate students annually. While we had hoped for larger annual increases in first-year enrollment, it has grown by 20% (+30) over the five-year period. To increase

enrollment (and retention) we have improved support services for incoming students by increasing housing capacity, enhancing the first-year program, and introducing a dynamic range of student life initiatives (detailed in Chapter Four) . We have also added new degree programs such as Writing, Visual Studies, Community Arts, and Animation (fall 2007), while developing an aggressive marketing and recruitment plan.

This strategy has been extremely successful in attracting more applicants to the college, as evidenced by a 59% (+554) increase in first-year applications since 2002. Applications from outside of California have grown from 57% of the applicant pool in 2002 to 62% in 2006. Meanwhile, academic quality has remained consistent, with our most recent incoming class holding an average high school grade point average of 3.18 compared to 3.12 in 2002.

Increasing the **diversity** of the applicant pool is a related long-term goal of the strategic plan and we continue to make progress in this area (please see the appended Summary Report on Diversity Initiatives). Since 2002, we have increased underrepresented applications by 44% (125 to 180 applications). With an Irvine Foundation grant, we hired an assistant director for diversity recruitment to focus recruitment efforts on local underrepresented populations. She has worked with the Center for Art and Public Life (CAPL) to build relationships with partner schools, train student mentors, and serve as a liaison with our pre-college program. The college has also expanded its commitment to diversity scholarships and initiated a highly effective diversity cohort program through CAPL that supports underrepresented students at the college. Additionally, the three ranked hires in Community Arts resulting from the college's national search should also greatly enhance the visibility and attraction of this program, further advancing our efforts to draw underrepresented students.

As we have cultivated a more geographically-diverse and competitive applicant pool, we have experienced a decline in our **yield**, going from 38% in 2002 to 27% in 2006. Thus, improving yield is a key challenge for our future enrollment growth. To accomplish this, we have surveyed our "admit/decline" population to help target our efforts. In the 2006 survey, 68% of this population cited reputation as among the most important factors in selecting a college, followed by career opportunities (51%) and finances (48%). Additionally, 51% cited campus community as an "important" factor in their decision.

In response, CCA is working to improve our national reputation through key faculty hires and board appointments. We are also enjoying increased visibility through the efforts of the Wattis Institute for Contemporary Arts and strategic partnerships with nationally known firms such as Pixar Animation Studios. To address students' career concerns, we have expanded professional development opportunities in the curriculum. As discussed in Chapter Four, we have also funded an office of career services and hired its new director, as well as increased career services for alumni. While we continue to enlarge our commitment to institutional scholarship, we remain mindful of the need to balance any increase in the tuition discount rate against strengthening the business model.

To significantly increase our yield, we recognize the need to further expand our student services in keeping with those offered at similar institutions. To these ends, after a national search we have hired a vice president for student affairs (a new, cabinet-level position), whose first priority will be to develop a strategic plan for this critical division of the college. Initially, we will consider a variety of options, including providing more housing close to our campuses, meal plans, health services, fitness programs, student centers, and enhanced student activities.

Graduate enrollment has grown by 50% (+47) over the last five years. This has been fueled in part by new programs in curatorial practice (fall 2003) and architecture (fall 2004). The graduate writing program has also seen steady increases since its inception in fall 2000. We look forward to similar success in 2008, when we will introduce the MFA program in film. Additionally, the strategic plan notes the rising prominence of the design field, and in fall 2007, the graduate design program will expand to offer tracks in communication design, interaction design, and industrial design. We are also developing an MBA in design strategies (fall 2008).

To support this expanded graduate enrollment, we have significantly enhanced graduate facilities by completing the new graduate center, opening a new writing center, and expanding studio space for the graduate architecture and design programs. We have also enhanced the graduate infrastructure with the appointment of an associate dean for graduate studies, and increased investment in marketing and recruitment for graduate admissions.

At the same time, the strategic plan calls for maintaining **transfer and second-degree enrollment**. We have faced significant challenges meeting this goal, which is consistent with many colleges across the region and with many of our competitors throughout the country. Our transfer enrollment has declined by 18% (-32) since 2006 and second degree enrollment has declined by 40% (-21). To help attract more transfer applicants, we have aligned our transfer credit policy with the widely-accepted Inter-segmental General Education Transfer Curriculum plan (IGETC), expanded first-year (core) and entry-level studio articulation, and improved our response time for transfer credit assessments. Simultaneously, we are building on relationships with transfer centers at our feeder community colleges. Second-degree applications declined as we expanded our graduate programs. We are considering how best to (re-)capture this population through alternative degree and non-degree options, including post-baccalaureate programs.

While we are pleased with undergraduate enrollment growth in the past five years (+9.5%), we are cognizant of the challenges ahead. We predict a small but steady increase in our first-year population and hope the more transparent transfer credit articulation process will help offset the (broadly-experienced) downward trend in transfer enrollment. Senior administration continues to review strategies to enhance curriculum, build community, and develop new programming that will continue to drive enrollment growth.

RETENTION

A critical strategy to help the college realize its enrollment goals is to “increase first-year retention to 82% and continuing (year round) student retention to 83%” by 2009 (Goal 2 of the strategic plan). We have made significant gains towards these goals since our last WASC visit, with our 78% first-year retention rate approximating the average for the twenty-seven member schools of the Association of Independent Colleges of Art and Design (AICAD) (*US News and World Reports* 2006). At this midpoint in the strategic plan’s timeframe, it is instructive to review the college’s progress to date: CCA’s 1996-8 first-year retention average was 70% (average entering class: 74), and by 2002-4 this had improved to 79% (average entering class: 161). Most recently, the retention of the fall 2005 first-year class was unusually low at 70% (181 entering students), and significant resources have been committed to analyzing this and developing strategies to ensure it does not become a trend. Year round retention rates have also been encouraging, as the college has improved from a 76% retention rate in 2003-4 to an 80% rate in 2005-6.

Meanwhile, our six-year graduation rates have improved from 44% for the 1998 entering class to 57% for the fall 2001 entering class. Our spring to fall undergraduate retention is also improved

from the 85% in fall 2002 to 87% in fall 2005, reflecting the highest retention rate since we began to track this data. (Please see data tables in *Appendix 3* for additional detail.)

Our retention efforts have also provided a useful model for improved internal communications across the college. In order to analyze and track retention, we recently developed a comprehensive data set that accounts for many aspects of the student experience. The data is collected through leave of absence surveys, transcript reviews, comprehensive reviews of first-year students who attrite, Cooperative Institutional Research Program (CIRP) and National Survey of Student Engagement (NSSE) surveys, and professional conferences; it also includes data from the Freshman Retention Outreach Group (FROG), student services, and the Academic Planning Committee (APC). Based on this broad input, we can identify key areas in which to focus our retention efforts. This collaboration between formerly disconnected offices and programs—which then share data and recommendations with senior cabinet, APC, and the student services leadership--will both allow for better-informed retention strategies and provide benchmarks for future retention analysis.

CCA's retention strategies and initiatives can be broadly grouped as addressing financial aid, student oversight and advising, student services, and curriculum needs as called for by the above analysis.

This year, over \$12M is budgeted for endowed and restricted scholarships. CCA's **financial aid** strategies were developed with the aid of enrollment consultants Noel-Levitz to guarantee our students stable scholarship funding throughout their program. Because our analysis reveals that some students have left due to their inability to absorb annual tuition increases (averaging 6%), we established a \$25,000 fund (2006) to assist continuing students demonstrating need. However, with shrinking government assistance and regular tuition increases, financial aid funding is an ongoing challenge.

Also in fall 2006, the college altered its financial aid strategy to improve enrollment and retention of diversity students (CFR 1.5). We awarded 90% tuition relief in gift assistance to our top first-year diversity students demonstrating high need. Of the 15 recipients, 11

enrolled. We then awarded the second tier of first-year diversity applicants with high need an additional \$5,000 above their standard aid package. Of the 15 in this group, only 5 enrolled, reinforcing our view that aid is critical to enrolling and retaining diversity students.

As mentioned above, first-year attrition is closely monitored, and in fall 2005 the **Freshman Retention Outreach Group (FROG)** was established. FROG links departments (first-year, housing, advising, counseling, disabilities services) across the college to develop collaborative strategizing for assisting at-risk first-year students. FROG's database compiles information from academic and service areas to provide holistic profiles of struggling students, enabling the college to offer timely support. Members meet weekly to monitor at-risk students and assign staff for individual follow-up.

CCA's use of **faculty advisors** is distinctive and the college commits significant resources to ensure advisors are available to assist students in their academic and studio endeavors by providing guidance, support, and information. In fall 2006, the college improved advisor training and support for faculty, who now specialize in first-year or program-level advising. Additionally, Advising now provides more specific outreach and materials for transfer students. Advising's Early Outreach program works with faculty to identify first-year students struggling academically well before mid-terms in hopes of intervening in time to make a difference (*Appendix 3A*). A sister program to FROG (the two enjoy good communications), Early Outreach focuses more

intensively (though not myopically) on classroom issues, expanding more recently to monitor all first-year courses in order to identify struggling students.

Student services is another area that attrition analysis suggests is important for retention, and the college has acted to enhance students' experience at and with the college. (Please see Chapter Four for more discussion of "student life" initiatives.) Fall 2006 saw the opening of the Learning Resource Center (LRC) in renovated central space providing a range of tutoring and disabilities services. The LRC also houses the new director of services for students with disabilities, a new position created to coordinate and assess services for students with learning, psychological, and/or physical disabilities. The college has also expanded counseling services, improving offices for these services on both campuses and creating an assistant director of counseling services position.

In fall 2005, FROG identified a large number of **international students** and non-native English speakers as at risk due to academic struggles related to English language proficiency. Thirty seven percent of the entering fall 2005 first-year international students departed after their first year at CCA (contributing to that year's unusually low first-year retention rate). To address retention and recruitment of international students the college appointed a director of international student affairs in 2006. Additionally, ESL sections of remedial English courses were implemented in 2006-7, and an ESL English 1 course will run for the first time in spring 2008, providing a full year of "scaffolding" for first year ESL students. We have also hired certified ESL instructors to staff these courses, develop curriculum, and help train faculty to work more effectively with non-native English speakers. Finally, we have contracted with BLTC, an ESL consulting firm, to provide workshops for students and faculty beginning in fall 2007.

Also in 2005, the Center for Art and Public Life (the Center) developed a cohort of "diverse", "low income", and "underserved" students interested in becoming leaders in their communities. Comprised of undergraduate and graduate students, the **Center cohort** benefited from focused support in the areas of academic preparedness, mentoring, career development, planning, placement, and overall success. In 2005-6 the cohort served 21 students and maintained a 95% retention rate. Of the 21, 6 were first-year students. In 2006-7, recruitment was mostly of first-year students and the concentration was on academic success and achievement, with experienced cohort members serving as mentors.

As widely noted, today's **parents and families** often play a significant role in students' college life. To better integrate families and build on their support, the college now offers parents special programming at summer registration days (including classroom experience), a fall parent orientation, brunch with the president, and communications offering advice, reminders, and tips about the upcoming year. Planning for a parents' page on the CCA website is underway.

Other service-related improvements have been made to facilitate student activities, upgrade security, and provide cohort housing options. Career services plays an increasingly important role in the retention decisions of today's art and design students, and this has been a major area of development for the college. Over the last two years the director of career services has expanded services for CCA students and alumni, while hiring a full-time career counselor to address the increasing demand for assistance. Additionally, an associate dean of students for student activities and leadership development position was created to promote the student community. Professionalizing the Public Safety staff has also resulted in better coordination between it and Residential Life, Facilities, and the studio managers. Finally, student residents are now able to choose between focused living environments.

Our analysis also yielded several **curricular strategies** to improve retention. In response to students who cited a desire for more challenging first-year curriculum and critique, the college initiated an honors mentorship program in 2005, which enrolled twelve students and paired them with graduate-student mentors to conduct a series of structured activities throughout the year. All but one of those students re-enrolled the following year, and to build on that success the program was expanded to fifty participants in 2006-7. In fall 2007, the honors program will be enriched with student life programs and will extend beyond the first-year programming to offer our highest achieving students a more rigorous and rewarding experience.

The First Year Program is also building a curriculum that moves beyond the studio walls to create meaningful and memorable experiences that help forge bonds between first-year students and the college. This is being achieved through a renewed emphasis on student groups, exhibitions, field trips, and special projects, all of which provide opportunities for students to build friendships and engage with the larger CCA community, Oakland/San Francisco, and the greater Bay Area. The first-year academic program has also strengthened its ties to student housing, again offering more opportunities to build student community.

Another curricular area addressed as a retention concern is in drawing instruction, and the First Year Program has refined courses in this core requirement to reflect the more varied skills and interests of enrolling students. Initiatives include offering drawing tutorials and more live model exercises, as well as producing the dynamic Five Days Draw exhibit-classroom event to improve students' experiences in their drawing courses.

Additionally, to help faculty address diversity more successfully, the first-year program sponsored workshops on teaching methods and cultural diversity in fall 2006. These training sessions included an introduction to the first-year diversity resource database, a visual media resource of easily accessible materials designed to help instructors incorporate more diverse examples and perspectives into their courses. It is hoped that this will further enrich the first-year studio experience and help improve retention.

FUNDRAISING & CENTENNIAL CAMPAIGN

Objective C of the strategic plan calls on CCA to “sustain annual fundraising and launch the Centennial Campaign,” the college’s most ambitious **fundraising** effort to date. On the occasion of its one-hundredth birthday, CCA has undertaken the \$25M fundraising campaign both to meet the college’s immediate needs and to assure its future. The anticipated infusion of contributions into facilities (\$10M), financial aid endowment (\$10M), and academic programs (\$5M) will secure CCA at the forefront of arts education.

Under the guidance of the Office of Advancement, the **Centennial Campaign** has recently concluded its “quiet phase,” raising \$21.6M against a goal of \$25M by 2009 (*Appendix 35*). At the end of the spring semester 2007, the campaign moved into its public phase at CCA’s Centennial Gala, where it was announced to the broader community.

Significantly, CCA’s strategic plan has been useful for the early phases of the campaign. The clarity with which the plan sets out institutional priorities both educates prospective donors and inspires confidence in the vision and leadership of the college; it has been invaluable to realizing the successful initial phase of the campaign. Advancement currently uses the published plan as one of the most important tools for introducing new major gift prospects to CCA and contextualizing their gifts in terms of the school’s evolution.

To conduct a feasibility study and advise the college on the Centennial Campaign, CCA contracted with Fitzgerald and Graves, a management consulting firm specializing in non-profit major gift and capital fund-raising. Their report provided a set of recommendations that were formally adopted by the board of trustees in September 2004. The school's actions on these recommendations epitomize the resources and capabilities activated by the campaign.

Central to the recommendations for the campaign is to build on a tradition of strong board leadership by enabling the trustees to become better informed, more vigorous, and more broadly involved advocates for the college. Important steps have been taken towards these ends, including:

- hosting retreats in 2004 and 2005 dedicated to increasing the board's understanding of CCA's current and future financial plans;
- improving financial reporting to the trustees;
- revitalizing board membership through the election of ten new board members;
- implementing individualized plans to step up interaction with long-time trustees whose rotation off the board could diminish their stake in CCA's welfare;
- continuously clarifying and highlighting expectations for trustees' philanthropy and service at full trustee and committee meetings throughout the year, especially by underscoring the need for trustees to also maintain their annual fund giving during the centennial campaign;
- orienting new members in a more timely and effective manner in order to engage them immediately with opportunities for service and giving;
- streamlining new mechanisms for succession planning and naming a new board chair;
- hosting social gatherings for trustees to deepen their engagement with the college and its constituents;
- facilitating communications between staff and committee chairs to make meetings more inclusive of trustees; and
- providing one-on-one training for trustees on the campaign steering committee in successful strategies for advocacy and solicitation.

Other important initiatives for the Centennial Campaign and Advancement include developing branding tactics, identifying and initiating relationships with new donor prospects, and refining articulation of the case for support. To these ends, the college has hired a full-time public relations director to increase coverage in key markets, created a marketing communications committee tasked with clarifying CCA's brand and refining key marketing messages, and increased traffic to the CCA website by 38% during the last year. The number of donors to CCA grew by 15% in 2006 (1,498 gifts from 1,291 donors), and by hiring new individual giving staff, utilizing "wealth analysis" software, and refining our telefund and direct mail efforts, we have significantly enhanced our abilities to identify and cultivate likely prospects. Additionally, we have created a corporate taskforce as well as launched the new Curator's Forum, which secured twenty new \$5,000 donors in its first year and continues to grow.

Thus, the evolving success of the Centennial Campaign is an essential indicator of the strides CCA has made towards comprehensive financial preparedness, and our strategy has allowed us to learn a great deal about how to strengthen our board and how to better engage our trustees. At the same time, the centennial campaign demonstrates the maturity of our fund-raising capacities, as we have continued to raise an additional \$1.5-\$2M each year for core operations not included in the goals of the campaign, while securing significant campaign gifts. This is an accomplishment previous major campaigns did not even attempt. While it ensures CCA will begin its second century with a solid and diverse group of supporters for core operations, it also demonstrates most clearly that the college has moved to a new level of capacity in terms of its fundraising and, more generally, its financial stability.

Chapter Four: Faculty Governance, Communications, and Community

Strengthening internal and external community relations is the third goal of the Strategic Plan, and the college has been particularly active in this area in recent years. In part, this activity has been driven by enrollment and retention strategies, which have spurred us to improve internal community relations and communications. But, as we also identified from our self-examination for the IP, faculty governance has been a critical area of attention. We begin this chapter then by reflecting on faculty structures, governance, and culture. This is followed by a review of student, alumni, and staff community-building initiatives, with particular attention paid to the important programmatic developments in services (“student life”). This discussion has relevance to all four WASC standards, but particularly to CFRs 1.3-5, 1.8, 2.1, 2.8-2.10, 2.13, 3.1-3.5, 3.6, 3.11, 4.6, and 4.7.

FACULTY GOVERNANCE

As we identified in our IP, one of the key recommendations emerging from our self evaluation for the CPRR was to “improve faculty governance structures by strengthening faculty standing committees...clarifying their mandates and functions...[and establishing] procedures enabling the Curriculum Committee to more systematically evaluate departmental and cross-college programs” (*IP* 12). This corresponds most directly with sections of Standard 3.

The goal of cultivating an inclusive community and a participatory culture of faculty governance (*SP* 8) is common to all academic institutions, but CCA faces a particular set of challenges. These derive in large measure from our commitment to blending a faculty of both full-time academics and working professionals drawn from the Bay Area’s rich culture of art, architecture and design.

Our review of the WASC standards for the IP focused attention on the faculty as critical for strengthening internal community relations. The centrality of the faculty, not only to governance but to ensuring the college’s academic quality (as called for by CFR 3.11), led us to address the need for increasing faculty involvement during the review process. The 2004

strategic plan emphasizes the need to improve faculty governance through a review of standing committees and by encouraging faculty to take direct responsibility for academic quality at CCA.

Thus, in response to both internal planning goals and external standards, the college has cultivated broader, more systemic, and more vigorous faculty engagement, which is beginning to have an impact across the college. Effects of a renewed sense of the faculty's role in determining the direction of the college are evident in reforms that do a better job of balancing faculty rewards and responsibilities; that have strengthened and clarified mandates of faculty standing committees (thereby improving their effectiveness); and that continue to foster a sustainable academic community. Finally, all of this reflection and reform is ultimately in the service of improved student learning outcomes, and CCA's capacity to engage its faculty in program and learning evaluation has never been greater.

Clarifying **faculty classifications and governance** has been a priority for the Faculty Senate in recent years. At many colleges, non-tenure track appointments provide flexibility in the face of fluctuating enrollments or shifting institutional needs. As the American Association of University Professors (AAUP) has noted, this can have the unfortunate effect of subordinating adjunct faculty in terms of teaching opportunities, access to administrative support, job security, and participation in the organs of self-governance. While CCA has by no means escaped these problems, the opportunities created by the Bay Area's vital cultural environment and the nature of the arts education we offer make it integral to our identity that we draw upon this regional community of practicing professionals. Few of our adjunct faculty would choose to leave their architectural offices, design consultancies, or art studios to become full-time teachers, and the college has sought them out precisely for the professional exposure they afford our students. Within the humanities, where a parallel professional career is far less likely, CCA confronts the same challenges as the rest of higher education in terms of providing equitable, stable employment for unranked and non-tenure-track faculty.

Successive generations of faculty leadership have worked toward the goal of creating an effective and harmonious faculty community out of these components. Fundamental to this objective are current efforts to enhance the system of rewards while tying them to an appropriate set of responsibilities. A key indicator of our progress in this regard is the membership of all faculty, irrespective of rank or status, in the Faculty Senate, together with broad representation on all standing and ad hoc faculty governance committees.

Currently, CCA has in place the following system of faculty classification:

Ranked

- ranked, tenured and tenure-track (Assistant, Associate, Full Professor): 64
- ranked, non-tenured (Assistant, Associate, Full Professor): 48

Unranked

- Adjunct and Senior Adjunct: 160
- Lecturer and Senior Lecturer: 186

Ranked, non-tenured faculty are typically part-time faculty with renewable three-year appointments whose functional and service roles are otherwise equivalent to tenurable faculty commensurate with line commitment. Because unranked and non-tenure-track faculty do not normally teach full loads, the numbers above may be somewhat misleading: in practice, the college aims for a distribution in which 50% of courses are taught by ranked faculty.

During the spring 2007 semester, faculty approved a major revision of this system, voting to create the senior adjunct category (*Appendix 36*). Senior adjunct professors are eligible for an annual contract if they teach three or more lines per year and, as with all adjunct faculty, they are limited to teaching four lines each year. They are eligible to serve on governance committees and receive a stipend for this service. This status is intended to reward unranked faculty who demonstrate a

long-term commitment to the college. Candidates for senior adjunct will be reviewed according to the categories common to all faculty—teaching, professional activity, and service.

Each tier of the faculty classification system carries its own rights and responsibilities as described in the faculty handbook. In general, ranked faculty are expected to participate in **faculty governance** at the college-wide level, especially through membership in one or more of the three standing committees: Executive Committee (EC), Curriculum Committee (CC), and the Committee on Appointments, Promotion and Tenure (APT). Adjunct and lecturer faculty are expected to participate at the program level, and may receive compensation for wider college service. Simply stated, the commitments of individual faculty members to the institution are proportional to the commitment of the institution to them.

Several recent measures have stimulated faculty investment in key areas of the college. Beginning in spring, 2005-06, the college adopted a new system for staffing its standing faculty committees whereby the chairs of the EC, APT, and CC meet with the academic deans to appoint eligible faculty members—a variant on the “committee on committees” model in use at many institutions. This ensures that new faculty will have an opportunity to participate meaningfully in governance and that senior faculty will continue to shoulder their fair share of responsibility. Although there is no practical enforcement mechanism (and some tenured faculty routinely decline to serve), the new system is supported at the administrative level by the promise of intervention from the provost, and at the faculty level by APT, which counts college service among the criteria for advancement. While it is too early to thoroughly judge this new system, the faculty governance committees are all staffed at approximately the anticipated level, are representative of the entire faculty, and are operating efficiently—evidence that faculty are empowered “to achieve [the institution’s] educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered” (CFR 3.2).

Evidence of this active leadership and oversight can be seen in the evolving role the standing committees are now playing in maintaining CCA’s educational purposes and character. The **Executive Committee (EC)** acts as the steering committee of the faculty senate, which itself includes all teaching faculty of the college¹. The president of the senate serves as chair of the EC, and its membership includes tenured, ranked, and adjunct faculty. In recent years, the EC was preoccupied with revising the faculty handbook to foster a more equitable and participatory faculty culture. Although this is an ongoing task, the EC is now turning its attention to clarifying the role of faculty bodies in determining strategic initiatives through regular meetings with the president and provost. This is in response to a widespread sense that while the faculty is duly informed of administrative priorities, it needs to be more involved in setting them. Finally, the EC has undertaken a number of specific initiatives intended to improve instructor accountability (including replacing the existing student course evaluation form with one that reflects more accurately the objectives of an arts institution), and enhancing the overall faculty community by planning an all-faculty retreat around the centennial theme, “The Future of Culture.”

The **Committee on Appointments, Promotion and Tenure (APT)** has been particularly active in maintaining faculty excellence and the college’s educational character, expanding its mission in recent years from evaluating individual faculty dossiers to include some intensive reflection on relevant policy questions: How does CCA’s criteria for advancement compare with its peer institutions? What levels of performance can we reasonably expect of part-time faculty? Can we use the distinctive character of a creative arts institution to expand definitions of what

¹ The Senate is comprised of all Ranked and Adjunct Faculty. Lecturers and Emeritus Faculty may attend meetings and contribute their views but may not vote. At its discretion, the Executive Committee may extend voting privileges to other faculty on specific matters. (Faculty Handbook, 1.8.1)

constitutes acceptable academic practice (e.g. is creative practice a form of research)? At the same time, APT has examined CCA's criteria for promotion in a manner consistent with the faculty handbook, the differing expectations of ranked and unranked faculty, and the inherent asymmetry of scholarly and studio practice. Working with the provost, APT has successfully implemented a graduated scale tying promotions to merit-based salary increases.

While the APT has primarily focused on issues related to faculty advancement, a revitalized **Curriculum Committee (CC)** has taken effective steps towards overseeing student learning and developing a distinctive CCA curriculum with clear, cross-college standards, strong individual programs, and compelling electives. The CC, which had essentially ceased to function in fall 2005, has been reorganized such that the faculty now play a systematic and central role in shaping the college's efforts to improve student learning as called for in Goal 1 of the strategic plan. Much of this work is detailed in Chapter Two's discussion of student learning, but the committee's activity is reflected in a *partial* listing of current CC agenda items:

- Creating/implementing assessment tools for college-wide reading and writing outcomes;
- Determining the role of faculty committees in advising the administration on new program initiatives;
- Considering the effects of program consolidation proposals;
- Improving alignment of various graduate and undergraduate programs (Visual Studies and Visual Criticism; the graduate Design program and various undergraduate design majors);
- Assessing which new technologies might be applied to the art and design education.

Additionally, the committee carefully evaluated but ultimately rejected a proposal by the president that it conduct systematic reviews of new courses. It was felt that this level of oversight is more effectively conducted at the program level. More indicative of the committee's mandate is its role evaluating curriculum proposals and program changes that affect courses required college-wide, such as those in the first-year program (Core) or the newly implemented Foundations in Critical Studies requirement.

In balance, effective structures of faculty governance are not only in place, but there exists a renewed impetus for faculty to be "deeply involved in the governance of the college" as called for in the strategic plan (Goal 3). Additionally, as the college moves into the second half of the plan's timeline and these advisory committees become more central to the functioning of the college, there is increasing interest in making faculty involvement more integral to the planning stages of new institutional initiatives.

A major objective of the current generation of faculty leadership is to improve **faculty community** and communications between standing faculty committees and their constituencies. In the past, members of the EC were elected or selected by their respective academic units (the Schools of Architecture, Design, Fine Arts, and the Division of Humanities and Sciences) and were expected to report back to them. Since these schools no longer exist as such, it is more difficult to think of committee members as representatives of specific units from which they derive their mandates and to which they have the responsibility to report. In 2001 the dissolution of separate schools also resulted in a new academic structure consisting of one dean of the college and two associate deans (expanded to three associate deans in 2006). This shift was perceived by some faculty as a loss of advocacy. Thus, the college continues to explore the best means of creating and maintaining effective, two-way communications between the faculty and its leadership, and between the EC and the administration. We are also developing an Academic Affairs website to be launched in fall 2007, which will take over this function as well as distribute information/resources to faculty, such as grant proposal updates, forms, and college procedures.

A number of recent initiatives at the college make this a propitious moment to be thinking in earnest about expanding and revitalizing a culture of active faculty participation. The reduction in the definition of a full-time teaching load from six courses to five was universally welcomed by the ranked faculty, as was the extension of sabbatical pay from one to two semesters. The expansion of both faculty development grants—available to all classifications of CCA faculty—and faculty travel grants will contribute to the achievements of our instructors and their programs. Additionally, the creation of the senior adjunct rank lifts the ceiling for a significant number (approximately twenty-nine) of dedicated, long-term faculty and promises to turn a static job into a more open-ended career path.

The task ahead is to communicate to the faculty that these are unusual and very substantial measures for an institution of our capacity to have undertaken, and that they will create a more equitable balance of rewards and responsibilities in ranks and faculty classifications. This will in turn help to stimulate a more cohesive and integrated faculty community and to cultivate a new generation of faculty leadership. The balance that needs to be struck is between seizing the opportunities afforded by the extraordinary growth of the institution over the last decade and not overextending faculty at the expense of artistic and scholarly practice and general psychic well-being.

Each of these issues—faculty classification, faculty governance, and faculty community—exists against the background of a larger goal, that of safeguarding the academic quality of the institution overall and student learning in particular. The connection exists at a number of levels.

First, a consequence—and, to a significant degree, a cause—of the remarkable growth of the college over the last decade has been to enable us to make the standards for faculty recruitment and promotion progressively more rigorous. We have conducted numerous national searches in recent years (five in 2006-7 alone), and the professional qualifications of new faculty hires are demonstrably higher than they were a generation ago. A disciplined peer-review process has had the effect of raising the bar for faculty, which translates directly into higher expectations of our students.

Second, the existence of three standing committees, which meet regularly, debate vigorously, and consult frequently with one another and with members of the senior administration, ensures that a critical self-examination is taking place. Whether we are evaluating the efficacy of the student survey, the protocols for the self-review of new and existing programs, or the criteria for promotion, we are talking about how to keep the CCA faculty at the forefront of progressive arts education.

STUDENT LIFE

Over the past five years, Student Affairs (SA) has been extremely active in addressing Objective A of the strategic plan, which calls on the college to “enhance student life activities and create community-building experiences.”

In September of 2002, CCA opened Clifton Hall, a purpose-built residential facility that houses 120 students directly adjacent to the Oakland campus. In conjunction with the nearby Avenue Apartments, Clifton serves as the First Year Community (FYC), which has developed themed living communities (Artists for Community; Artists’ Retreat Community) to accommodate student needs and enhance academic support. Off campus housing at Webster Hall has seen similar evolution and now houses our Continuing Student Community and International and

Multicultural Learning themed halls, serving the needs of transfer, graduate, international, and continuing students.

Services and programs have grown extensively in the last five years. Among the priorities during this time of expansion has been to respond to student feedback by centralizing key student services. Today, the majority of our SA services are centrally located in the Irwin Student Center in Oakland and the 80 Carolina building in San Francisco. This has enhanced both our ability to serve students efficiently and our level of collaboration within Student Affairs.

CCA's more recent trend of attracting younger first-year students has increased demand for a more traditional college experience and sense of community. This represents a significant cultural change for the college. In response, over the past five years SA has added staff and programs to meet new capacity demands by

- creating/hiring a full-time area coordinator for the First-Year Community (2002);
- creating/hiring a full-time director of career services (2004);
- creating/hiring a half-time assistant director of counseling services (2005);
- expanding the Counseling Services program to the SF campus (2005);
- forming the First-Year Retention and Outreach Group (FROG) (2006);
- creating/hiring a part-time assistant coordinator for undergraduate exhibitions (2006);
- revising the associate dean of students position in San Francisco to provide a greater focus on student activities and leadership development (2006);
- creating/hiring a full-time director of international student services (2006);
- creating/hiring a full-time director of services for students with disabilities (2006);
- opening the Learning Resource Center to provide centralized tutoring services (2006); and
- creating/hiring a part-time career counselor/artist resource specialist (2006).

Student Affairs' research on retention (through FROG and conversations with students), has shown that much of the crucial community building among our students happens in the classrooms, studios, and exhibition spaces. SA's **Undergraduate Exhibitions** program (UE) coordinates seven gallery spaces in Oakland and four in San Francisco, which together sponsor approximately 160 student shows each academic year. New student shows go up in the galleries weekly and are a vital part of campus life on each campus.

Additionally, UE provides a capstone experience for graduating fine arts students by coordinating with degree programs to produce senior solo exhibitions and intensive critiques. To compliment efforts to reinforce the student community, UE has recently encouraged more collaborative group shows that provide more exhibition opportunities for students.

SA has also taken the lead in creating **greater communication and collaboration** between various programs that directly serve students, particularly by working effectively with the First Year Program to foster a strong sense of community among new students. SA have supported various first-year exhibitions, such as the 4-D Visual Dynamics Exhibition "Time Bomb," which was hosted in the Clifton Hall garage with support from the FYC Residential Council, a prime example of efforts to identify and utilize non-traditional spaces to build community. In addition, the First Year Studio (which opened in 2002 adjacent to the First Year Community) has been a popular space for student interactions while directly supporting the artistic efforts of our new students. FROG has identified additional space for studios as a high priority for the continued development of community on campus. By tying SA programming, particularly in Residential Life, with the curricular offerings of the First Year Program, we have strengthened the foundations of a strong student community.

Student Affairs also oversees a variety of informal student spaces on each campus, including campus cafes, lounge spaces, and student kitchens. These spaces are well-utilized and efforts continue to enhance their appeal by adding furniture, wireless access, and other enhancements; we are currently exploring options for creating designated student centers on each campus.

With an increased population of first-time freshmen and the launch of new majors, demand for career development programming has grown. As a result of improved communications with faculty, staff and students, CCA's **Career Services (CS)** is now more visible to the campus community and students/alumni now routinely look to CS for updated job information and resources, assistance preparing application materials, career planning, potential employment contacts, and career fairs. In 2004, the college created the director of career services position, and we have since greatly increased pre-professional opportunities, industry-related workshops, and career counseling for students/alumni. CS's online job board has also proved to be an effective networking tool for students and alumni; the number of students/alumni registered with the site doubled in 2006. Over 250 students and 44 organizations participated in this year's annual Career Expo (second annual), and last fall CS began offering an intensive, one-day career development workshop that 120 students attended.

ALUMNI

Objective B of the strategic plan calls for improved alumni participation in campus culture. In the last five years we have made important strides in improving alumni relations, involving alumni in the ongoing life of the college, and providing better career services to both students and alumni. The Alumni Association (AA) now represents a network of over 12,000 CCA graduates working in art, architecture, design, writing, and a range of related fields. In April 2005, the Alumni Relations Office (ARO) added a second full-time position (alumni relations associate), which enabled it to double programming and outreach capacity.

Since 2005, ARO has partnered with Career Services, creating career resource opportunities for students and alumni. Programming has included hosting alumni panels on career development for graduate and undergraduate groups, and mentoring events for transfer students. ARO has been instrumental in promoting and managing CCA's new on-line job board, a significant benefit for alumni and students. In 2006, the ARO distributed a career survey to all alumni, which yielded nearly 1,000 responses that are being evaluated in order to improve services.

ARO strives to keep both recent graduates and long-standing alumni connected to the college by engaging alumni volunteers and improving communications. This has been greatly aided by the growth of the CCA Alumni Council, which consists of five volunteer committees that host events and help guide the AA. Communications improvements include annual printed newsletters, bi-monthly electronic newsletters, and a significantly enhanced website (<http://www.cca.edu/alumni/>).

Since 2005, the ARO has doubled its number of alumni events, delivering local and regional gatherings targeted at a variety of alumni populations. These have enabled us to (re-)connect graduates to the AA, highlight CCA's accomplishments, and recruit new alumni volunteers. Recent events include local reunions in 2005 and 2006; events in partnership with the American Institute of Architects, SFMOMA and the Oakland Art Gallery; regional events in New York, Seattle, Los Angeles, Boston, and Miami; and alumni exhibitions both on and off campus. In fall 2007, we will host our largest ever alumni gathering, celebrating CCA's centennial with a weekend-long reunion.

Additionally, we have increased the visibility of the AA on campus through developing student programming that reinforces ties with future alumni. During fall and spring orientations, the AA's outreach to new students includes slide presentations and judging the new student exhibition. Throughout the year AA outreach efforts include hosting "welcome back to campus" taco trucks, distributing "welcome to the Alumni Association" packets, providing gifts at graduation, and hosting the CCA commencement reception.

STAFF

Improving staff community relations and communications is an ongoing goal for CCA. Although there are various venues for information sharing, from weekly senior cabinet meetings to departmental staff meetings, we have found that, especially because of our two-campus culture, communications amongst the various college departments remains challenging. In a successful effort to facilitate staff community and communications, the associate deans of undergraduate studies convened the **Academic Planning Committee (APC)** in 2004. APC now meets monthly (year round) to discuss issues of curriculum, scheduling, advising, and academic policy. These meetings are highly collaborative and foster fruitful inter-departmental conversations and problem solving. Several working groups, such as those focused on ESL and student services, have formed from such interactions in APC and now meet independently, reflective of the improved communications between areas of the college.

APC improves the flow of information from the administrative offices to the faculty governance committees; it also authorizes changes to the student handbook and makes policy recommendations to the provost. APC members include key administrators and staff from the offices of academic affairs, enrollment services, financial aid, student affairs, and student records. Members of the committee consistently remark that APC has become an essential policy and planning forum.

In addition to APC, the college has made several improvements in staff communication and community relations. These include:

- A revamped website with more resources for internal communications;
- Increased use of shared staff email for business purposes as well as social functions;
- Regular all staff meetings with the president;
- Annual staff socials, including a holiday party at the president's house and a spring lunch cruise;
- Implementing a length-of-service awards program.

COMMUNITY RELATIONS

Finally, Goal 3 of the strategic plan calls for enhancing external community relations, and one of the key ways this goal has been realized is through the **Center for Art and Public Life (the Center)**, which has succeeded in "enhancing national visibility" and in its mission to "create community partnerships based on creative practice that serve the college and the diverse population of Oakland, San Francisco, and beyond." The Center's various partnerships with peer institutions, local, state and national government and educational agencies, and community organizations also epitomize CCA's education *through* the arts approach.

The Center has helped establish a national consortium of liberal arts and art and design educational institutions to develop best practices for collaborating with partners serving community and educational needs. Additionally, together with Harvard University's Project Zero and UC Berkeley (among others), the Center pursues educational reform at the secondary/post-secondary levels through a series of programs and policy initiatives promoting the arts as a vital learning resource. Since its establishment in 1998, the center has also cultivated relationships in the community that have yielded student internships, class mentorship sites, and students/artists residencies.

Also established in 1998, the **Wattis Institute for Contemporary Arts** serves as a forum for the presentation and discussion of leading-edge local, national, and international contemporary culture. It has become one of the premiere venues for contemporary art exhibitions worldwide, producing some of the most groundbreaking exhibitions organized in the US. The local impact is equally important and the Wattis is central to the vitality of the Bay Area art scene. The Wattis Institute's exhibitions and lectures attract 20,000 local, national and international visitors annually. Its exhibitions are regularly reviewed in the art press, providing visibility for the artists. It also offers important opportunities for Bay Area artists to develop and show their work through its exhibition program as well as through the Capp Street Project. In addition, the Wattis is able to use the broader network of the college to build international connections between local artists and curators and artists visiting from abroad.

Meanwhile, for the past ten years the college has been partnering with industry on **sponsored studios**. These courses model the client/designer relationship for students within an educational environment. Participating companies pay a sponsorship fee and the course is developed as an investigative research activity, wherein students interact with industry experts. Recent examples of these partnerships include Simpson Strong-Tie's sponsorship of an on-site prefabrication studio (Architecture), Pantech's future cell phones studio (Industrial Design) and Design Within Reach's sustainable chair studio (Industrial Design, Interior Design, and Furniture). Students benefit from access and exposure to working professionals, cutting edge technology, best practices, travel and publicity for their designs, and internship opportunities. Through these sponsored studios, CCA students have presented outcomes at the Milan Furniture Fair and the International Contemporary Furniture Fair in New York, as well as on web sites and in magazine articles. Occasionally, products are manufactured from designs developed in the courses. Upcoming studios include a number of classes sponsored by the French company PPR (Gucci, Redcats, etc.).

In addition to these direct industry outreach efforts, students also have the opportunity to enter competitions that the faculty select. The most recent example of this is the British vacuum designer James Dyson's Eye for Why competition, won by CCA student Matthew Gale. Finally, the trustee-sponsored California Initiative (2007) funds academic courses, investigative studios, and public programs focusing on major challenges facing California (global warming, sustainability, etc.).

Chapter Five: Strategic Institutional Planning

In 2003, having achieved the objectives set forth in the 1994 plan, the college began a new planning process. Under the direction of President Roth, CCA looked to its forthcoming centennial as an important milestone toward which to guide this new process. In addition, WASC's 2003 action letter to the college, which highlighted the need for more integrated institutional planning, as well as the new WASC standards (especially Standard 4 and CFR 4.1) guided us in developing a new strategic plan that would not only provide the roadmap for achieving the college's goals but would institutionalize this type of integrated planning at CCA.

Throughout 2003, planning meetings were held with a variety of the college's constituencies: trustees, faculty, staff, students, and alumni. In February 2004, the board of trustees adopted the comprehensive five-year plan (*Appendix 5*). In order to ensure that the plan would remain useful and responsive, the senior cabinet routinely oversees its key components: enhancing visibility through academic excellence, maintaining a sustainable business model, and strengthening internal and external community relations. The current strategic plan concludes in spring 2009, and one of the first tasks of CCA's next president will be to consider whether to extend the timeline of our current plan and/or begin the process of developing our next five-year strategic plan.

The senior cabinet is comprised of the president and key administrative staff: the provost; chief financial officer; chief information officer; vice presidents for advancement, communication, enrollment services, and student affairs; director of the Center for Art and Public Life; director of research and planning; and the dean of the college. Additional faculty and staff are often invited when relevant to meeting agendas. The cabinet convenes weekly to share information, review decision-making, discuss curricular and extra-curricular initiatives, and address issues that impact the college as a whole.

Over the past few years the cabinet has expanded to include key administrators responsible for areas that are central to CCA's goals and strategic plan. For example, the vice president of student affairs position was created in 2007 to address the need for strategic development in student affairs. The dean of the college is also a new position, created in 2006 to better integrate Academic Affairs and focus on faculty and curriculum development and review. The director of the Center for Art and Public Life was invited to join the cabinet because of the Center's leadership in

diversity and community relations. The chief information officer was added to the president's cabinet in the summer of 2006, reflecting the relationship between institutional planning and technology. Finally, the director of research and planning is a position re-envisioned in fall 2005 that reflects CCA's physical expansion and its commitment to institutional research. This position was redeveloped in direct response to WASC's 2003 recommendation that we attend to institutional planning more directly.

Preceding the academic year, each member of the cabinet develops and reviews planning with his or her department; this covers the departments of the entire college. As directed by the strategic plan (page 8), the broad goals resulting from these departmental conversations are shared within the cabinet to maximize synergy and minimize redundancy. Each cabinet member then prepares a report for the board of trustees' fall meeting; in some cases, the departmental plan will be discussed in advance with the appropriate board subcommittee. A typical board packet, then, contains "headlines" of the specific planning processes, usually in the form of goals for the academic year. For the final meeting of the board in the spring, each cabinet member submits a review of the year's progress towards those goals. These reports from cabinet members to the board ensure that departmental goals align with strategic planning and are integral to the process of institutional oversight. An important additional outcome of this coordination has been to improve our ability to anticipate future budgeting needs and priorities.

CCA's integrated strategic planning has been used most obviously to shape the allocation of resources. In the budget process, every department develops its priorities for additional resources, and funding decisions are based on how well a specific request aligns with the major objectives of the strategic plan. (The annual board reports close the communications loop in this regard, apprising the board of how funding supported departmental goals and the strategic plan's goals simultaneously.) For example, in the first years of the plan we emphasized enhanced visibility through reputation building. We knew this would impact our sustainable business model objective through enrollment growth. Building CCA's reputation by cultivating visible academic excellence drew additional resources, and plans were developed with the full and informed support of the senior cabinet and the board.

Subsequently, we determined that it would be important to improve our college-wide curriculum and to integrate those improvements with the reputation-building and communication efforts. This process was led by the provost and the deans, with coordinated support from the other divisions of the school, and was communicated via cabinet and board meetings and reports. We then prioritized faculty support, coordinating a substantial increase in faculty compensation and sabbatical benefits while reducing the full-time teaching load. Again, the strategic plan, as discussed by cabinet members with their departments, and by the president with the trustees, was always our guide. Building our national reputation demanded a coherent curriculum embraced by an accomplished, committed faculty. Only in this way would our business model be sustained by increasing numbers of students who wanted to attend CCA.

In the past year, this flexible and integrated approach to institutional planning has allowed the college to respond to enrollment challenges. Recognizing that enrollment rates were improving at a slower pace than anticipated, the cabinet has turned its attention more fully to the strategic plan's third over-arching goal, strengthening the CCA community. After broad discussions and institutional research pointed to the need to enhance the undergraduate experience in order to improve retention, the cabinet recognized the benefits of bringing in experienced, student-centered leadership in student affairs and created the cabinet-level vice president of student affairs position. This action, indicative of a renewed emphasis on enhancing student community life in general, demonstrates both the ways strategic planning is guiding decision making at the college and the effective oversight provided by the senior cabinet.

In order to do this still more effectively, the college will benefit from better data, both quantitative and qualitative, both internal and comparative. Our new administrative computing system (Datatel) should facilitate some of this as will the continued guidance of the still relatively new director of research and planning, but a systematic approach to data collection for specific project purposes will be a primary institutional focus going forward. We are well-positioned to evolve in this direction. With the strategic plan establishing explicit guiding principles, the senior cabinet coordinating our actions towards specific objectives, and the board of trustees providing informed oversight of the process, CCA has developed a much more integrated approach to setting goals, allocating resources, and evaluating activities.

As it stands on the threshold of a new phase—both in its history and in its leadership—CCA’s capacities to deliver on its ambitious mission have never been greater. Because our strategic plan’s central goals of building academic excellence, fiscal sustainability, and strong community correspond so clearly to the standards for accreditation, we anticipate a very constructive WASC visit and look forward to sharing with our colleagues the vital creative and academic spirit we are celebrating on our centennial.