WASC Senior College and University Commission

REPORT OF THE WSCUC TEAM
For Reaffirmation of Accreditation

To: California College of the Arts

Date of Visit: October 18–21, 2016

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SECTION I – OVERVIEW AND CONTEXT

A. Description of Institution and its Accreditation History

California College of the Arts (CCA) was founded in 1907 as the School of the California Guild of Arts and Crafts, dedicated to the design values and practices of the Arts and Crafts movement. After relocating to its present Oakland campus in 1922, the college's name changed to California College of Arts and Crafts in 1936 and, eventually, to its current name in 2003 as an acknowledgement of the depth and breadth of its academic offerings. By the end of the 1990s, CCA had established a second permanent campus in San Francisco's Potrero Hill neighborhood, next to the city's design district, with recent real estate acquisitions including adjacent buildings, land, and additional student housing facilities. A comprehensive planning process was underway at the time of the Accreditation Visit to unify the college's two permanent campuses into a single site on CCA's San Francisco properties.

The college's emphasis on theory as well as practice, and its focus on civic engagement as well as art making, are articulated in its mission statement, which prompts its students to "shape culture and society through the practice and critical study of art, architecture, design, and writing." CCA's current pair of campuses offer 22 undergraduate degree programs and 13 graduate degree programs, enrolling 1,983 students in fall 2016 (1,516 undergraduates and 455 graduate students). Transfer

students account for just over a third (35%) of the undergraduate entrants for fall 2016. Nineteen percent of the undergraduates are underrepresented minorities (including African American, Hispanic, American Indian/Alaskan Native, and Hawaiian/Pacific Islander), and 18% are Asian, 23% are White, and 35% are international. Of the graduate students, 39% are international, 31% are White, and 16% are underrepresented minorities. The college enrolls 64% female and 36% male students. CCA's 550 faculty members fill both ranked (tenured/tenure track) and unranked positions, with the Service Employees International Union (SEIU) engaged in collective bargaining negotiations at the time of the visit to establish an initial contract, on behalf of adjunct faculty and lecturers.

Of the 22 undergraduate academic degree programs offered at CCA in fall 2016, the majority (13 majors) enrolled fewer than 50 students each. The four largest majors (graphic design, illustration, industrial design, and animation) when combined with the majors of the architecture division represented nearly two-thirds (65%) of the undergraduate population. The largest graduate program was the MBA in Design Strategy, which enrolled 86 students in fall 2016, followed by the MFA in Fine Arts (75 students) and the master's programs in Architecture combined (71 students). The National Association of Schools of Art and Design (NASAD) accredits programs at CCA; the National Architectural Accrediting Board (NAAB) accredits the architecture programs; and the Council for Interior Design Accreditation (CIDA) accredits the

interior design BFA. At the time of the visit, all programs under the review of these external accrediting bodies were accredited.

WSCUC granted CCA initial accreditation in 1954. The college has not participated in any substantive change processes with WSCUC since it received its last reaffirmation of accreditation (Educational Effectiveness Review, 2009). The college has neither off-campus locations nor online programs to review.

B. Description of Team's Review Process

The team received the college's institutional report and each member completed a worksheet to record and share with each other an analysis and evaluation of the institution's presentation of evidence regarding the report's components as well as CCA's compliance with the Standards. A conference call on March 30, 2016, provided the team with an opportunity to discuss the materials provided by the college. An Offsite Review was conducted by the team prior to the Accreditation Visit in Alameda, California (April 27-28, 2016), at which the team systematically reviewed and discussed the evidence it had received. The team's deliberation culminated in the lines of inquiry document (which outlines areas of focus for the Accreditation Visit), generated a list of evidence requested for the investigation of these topics, and produced a roster of individuals and groups with whom the team planned to meet during the Accreditation

Visit. At the end of the Offsite Review, the team presented its commendations and lines of inquiry to representatives from the college during a teleconference meeting.

Prior to the Accreditation Visit, the team conducted a second conference call on September 20, 2016, during which the group discussed the team's completion of an additional worksheet that focused on each team member's analysis and evaluation of materials produced by CCA in support of the lines of inquiry. The team also reviewed the schedule for the visit and formulated a final pre-visit request that CCA provide additional materials to the team, as well as add meetings to the team's schedule.

During the Accreditation Visit, the team conducted interviews with the board of trustees, administration, faculty, staff, and students of CCA. A confidential email account was available to members of the CCA community to respond to the team, who reviewed all messages received prior to and during the visit. The team reviewed materials made available during the visit and verified impressions received from the institutional report. Periodically during the visit, the team met and shared with each other evidence and observations accumulated during the meetings. The team formulated its commendations and recommendations, and presented them in an open meeting before leaving the college on the last day of the visit.

C. Institution's Reaccreditation Report and Update: Quality and Rigor of the Report and Supporting Evidence

CCA's institutional report was a well-written, logically organized, and thorough presentation of evidence to support the college's reaffirmation of accreditation, with links throughout the document providing access to primary sources that the team verified and explored in greater depth during the visit. When querying the WSCUC Steering Committee regarding the report's authorship, the team learned that sections of the document were written by various faculty and administrators, with the participation of committees and faculty leadership in the institutional report's development. Students maintain an advisory capacity on student affairs working groups; consequently, their contributions were indirectly incorporated.

When evaluating its performance regarding the Standards and Core Competencies, the college was candid in its analysis of data and evidence. The team was well informed regarding CCA's systems of quality improvement and student learning assessment strategies. During the visit, the team confirmed that the college had prepared an institutional report that cast an objective and critical eye on both where the college succeeded and where opportunities existed for improvement. The college's accreditation liaison officer provided generous and expedient responses to the team's requests for additional materials both before and during the visit, and deserves

commendation for his prompt and complete disclosure regarding all matters explored by the team. (CFR 1.8)

SECTION II – EVALUATION OF INSTITUTIONAL ESSAYS

Component 1: Response to previous Commission actions

The June 2009 action letter sent to CCA by the Commission highlighted the Educational Effectiveness Review team's recommendations and articulated several items for the continued attention of the college. After considering the evidence that was presented in the institutional report and was verified during the visit, the team confirmed that CCA addressed these issues satisfactorily.

Strategic Planning

The team reviewed the following evidence and concluded that the college addressed this issue effectively:

- The college implemented its 2010-2015 Strategic Plan, under which it operated in the years prior to this visit. At the March 2016 meeting of the board of trustees, a revised version of the strategic plan was approved and adopted. The team noted that the revision included reference to the college's academic and long-range

campus planning projects. This new version of the plan effectively incorporated

what has been gained as knowledge about student performance from long-term

assessment activities and anticipates among its goals attention to faculty

development necessary for success.

Faculty Governance

The team reviewed the following evidence and concluded that the college addressed

this issue effectively:

- The directors of the academic divisions at CCA became deans, in an effort of the

  administration to highlight the role of these leaders as gaining authority and

  autonomy in the academic organization, greater influence on the strategic

  direction of the college, and responsibility for forging external partnerships to

  benefit the college.

- The advancement of one of the deans into the provost position established a

  continuity of faculty leadership from within the administration.

- Recent revisions to the Faculty Handbook by the Faculty Senate Executive

  Committee demonstrated a healthy faculty governance process in operation,

  along with the activities of the Curriculum Committee and the Appointments,

  Promotion, and Tenure Committee.

- The effort of unranked faculty (lecturers and adjuncts) to organize for collective bargaining under the Service Employees International Union (SEIU) Local 1021 will either allow for the continuing participation of these faculty in governance, as the faculty senate already includes them as voting members and participants on governance committees, or it will allow their involvement by way of some negotiated alternative, when the contract has been finalized and ratified.

Financial Stability and Sustainability

The team reviewed the following evidence and concluded that the college addressed this issue effectively:

- Growth in the endowment, accompanied by balanced unrestricted budgets, reinforced how the presence of resources have benefited from CCA's careful stewardship to manage them.
- The hire of a new CFO, whose contributions to CCA impressed the team, underscores the college's value of strong financial leadership.
- Enrollment gains by developing new academic programs and expanding the international student population have led to higher revenue.
- Plans for unification of CCA onto a single location in San Francisco underscore the commitment to interdisciplinary and integrated learning for students while simultaneously eliminating the expense of operating two campuses.

Retention and Graduation Rates

The team reviewed the following evidence and concluded that the college addressed this issue effectively:

- Retention goals have been set and met since the 2009 educational effectiveness visit for both first-year students and students overall (undergraduate and graduate). Four-year and six-year graduation rate goals – 45% and 65% respectively – seem achievable soon.
- Resources have been and continue to be invested in the academic success of the growing international student population, with an emphasis on meeting their needs as English language learners (ELLs).

A more nuanced description of CCA's effort to analyze the graduation rates of student subpopulations will be presented by the team in response to the institutional report's Component 5.

Program Review and Program-Level Assessment of Student Learning

The team reviewed the following evidence and concluded that the college addressed this issue effectively:

- Program review has developed into an essential dimension of the college's culture of improvement. The college's Inventory of Educational Effectiveness Indicators attests to the schedule of review being maintained and the process involving the academic programs as intended. An entire cycle of program review, including all programs, has been completed.

- The director of learning assessment and accreditation and the director of institutional research have provided guidance and administrative infrastructure to support the review and analysis of student learning. By prompting the process of program review and re-engaging the faculty in assessment activities, these positions have built a solid foundation around program review as an essential contribution to institutional effectiveness. They have introduced standard reporting templates and statistical presentations that institutionalize best practices and promote the use of data in decision making.

- The team spoke to the leaders of the general education program at CCA and was impressed with how program review and the assessment of student learning have led to multiple effectiveness outcomes including: the development of new courses to support students' advancement through the curriculum; the improvement of pedagogy to respond to students' educational needs; and the creation of new learning outcomes and assessments for a more nuanced appreciation of how the general education curriculum contributes to learning in the majors.

Data Management and Institutional Research

The team reviewed the following evidence and concluded that the college addressed this issue effectively:

- By establishing a robust institutional research function, the quality assurance processes of the college are being supported with valuable reports and analyses. These reports have been used for purposes including: supporting curricular change efforts by identifying the predictors of retention and graduation; understanding more clearly CCA's diverse students' needs and experiences through survey research; and informing academic program review.
- When speaking to the team, faculty representing programs that have undergone review praised the data being made available to them in data portfolios created by the college's director of institutional research.
- The college has created central data resources to be used for strategic decision making, and the director of institutional research has collaborated with leaders from across the college to integrate this work into evidence-based decision making.
- The college invested in the persistence of this function when the first institutional research director, originally joining the campus in 2012, took a position

elsewhere, and the search for her replacement culminated in hiring another strong researcher to continue the office's decision support.

Additional Institutional Change Since the Last Visit

In recent years, the college has gained new members of its senior administrative team that include the CIO, the CFO, the vice president of operations, the associate vice president for human resources, and the vice president for marketing and communications strategy. The contribution of these individuals has been considerable in the college's effort to develop its physical plant through acquiring property and investing in a planning process to unify the two campuses on the San Francisco site. This unification process is discussed at greater length below in several sections of this report. The goals of advancing interdisciplinary opportunities as well as increasing efficiencies in the management of a single campus are commendable, particularly as the expected culmination of such an inclusive and well-considered planning effort. To instill the academic goals of the college in these efforts, the Academic Pathways plan has been developed through the reflection of faculty and administrative leaders, and serves to inform the decision-making processes as the college moves forward.

Component 2: Compliance with the Standards and Federal Requirements

The college provided the team with a thorough and thoughtful review of its compliance with the Standards, and addressed each Standard with narrative in the institutional report. The team also reviewed all materials CCA presented as evidence that it has met the federal requirements (see the appendix for details), and concluded that the college is in compliance.

The team addresses the college's compliance with each Standard as follows:

Standard 1: Defining Institutional Purposes

Institutional Purposes

By offering a clear and concise mission statement and publishing descriptions of its educational objectives, the college distinguishes itself among its peers for its emphasis on civic engagement and dialogue in the arts. Evidence that this learning is taking place comes in the form of both the public display of student work and the open forum created on campus during critique of student work. The college reported concern – in its self-review on the Standards – regarding its ability to communicate to "adjunct practitioner faculty" details of the learning objectives and other student achievement indicators; however, the team noted that the consistent publication of learning

outcomes on syllabi suggested an awareness of this information. The retention and graduation rates for the college's students are articulated clearly on the CCA website. (CFRs 1.1, 1.2, and 2.3)

Integrity and Transparency

CCA states its commitment to diversity in many ways, including how the administration emphasized to the team that being a Pacific Rim arts school, particularly one in California, obligates the college to embrace diverse students and to educate them through the teaching of diverse faculty. The attention CCA pays to its faculty recruitment processes and to its support of diverse students is described in this report below, and underscores the college's investment in diversity. (CFRs 1.4 and 3.1)

To attract and to retain faculty, the college challenges itself to communicate more effectively during recruitment and onboarding. Faculty serving on governance committees recognized when information cannot be made public, particularly if it pertains to the hiring and advancement of individual faculty members; however, the team was also told that greater transparency would be valuable about the kind of information that cannot or should not be provided due to privacy issues. (CFR 1.7)

Although the team observed that systems and policies are firmly in place – such as the academic freedom declaration in the faculty handbook and the documented student

grievance process – the college expressed concern in its self-review on the Standards that communication regarding these facets of CCA may not be effective enough; the college hypothesized that a better appreciation of these aspects of CCA culture may lead to fully informed participation in them. (CFRs 1.3 and 1.6)

The college's institutional report and all Commission action letters are posted on the CCA website, which suggests that transparency is valued. (CFR 1.8) Soliciting a wealth of opinions during the campus unification planning process, CCA has drawn participation from throughout the college, yet the college questioned whether enough information from the planning effort is being shared back to the community. (CFR 4.6)

With this recurring theme – that the college strives to improve its communication regarding critical information for its constituents, particularly as they anticipate the changes ahead – the team recommends that the college determine the effectiveness of its communication to members of its community regarding issues of importance. (CFR 1.7) During the visit, the team heard neither accounts of miscommunication nor an intention to communicate ineffectively; however, it recommends a proactive effort towards best practices in communication with the college's constituents. By assessing the information needs and priorities of its faculty, students, and staff, and by considering the data it can collect and apply to continuous improvement of communication, the college will fully serve its creative and dedicated community by reassuring all groups that they are well-informed regarding what matters most.

Conclusion

The team's finding, which is subject to Commission review, is that the institution has provided sufficient evidence to demonstrate compliance with Standard 1. Final determination of compliance rests with the Commission.

Standard 2: Achieving Educational Objectives

Teaching and Learning

The college describes a longstanding effort to establish centralized support for the practice of teaching and launched the Teaching Support Studio in fall 2014 as a step to create a full-scale center. The self-study revealed a desire to pilot peer review of teaching in selected studio and humanities and sciences courses with the possibility of future expansion. CCA is also considering how such peer review can augment the college's well-established promotions review process administered by the Appointments, Promotions, and Tenure faculty governance committee. As CCA's English language learner (ELL) population increases (current international enrollment is 36%) the college noted the need for faculty development in this area to support these students appropriately. (CFRs 2.8, 2.9, and 3.3)

CCA described the assessment of student learning as exceptionally robust at the individual student level; it occurs regularly and publicly through level reviews and the institution's culture of critique. (CFRs 2.5 and 2.6) The college noted a need to improve the transparency for students of learning outcomes, faculty expectations, and standards for graduation, as well as a need to tighten alignment between course, program, and college-wide outcomes. (CFR 2.4) They also indicated a need to document institutional and programmatic improvements more explicitly following program review and other assessment efforts. Since program review has come under the purview of the director of learning assessment and accreditation, the processes have been revised to align more closely with WSCUC best practices and to focus more on student learning outcomes and assessment processes. (CFR 2.7)

At the time of the visit, the team observed teaching and learning at CCA by visiting studios and workspaces that represented a broad array of disciplines. The faculty's close interaction with students, the insightful critique provided, and the fostering of interdisciplinarity and hybridity in the classroom all characterized, for the team, the college's success in providing a rich educational experience for its students. The team witnessed in the studios how instructors focused on the learning and artistic development of their students and how they taught with a concentration on what best enabled their students to advance to the next level of performance. (CFRs 2.5 and 2.6)

Scholarship and Creative Activity

CCA's self-review on Standard 2 emphasized the college's recognition of faculty as scholars and artists, as well as teachers who strive to achieve instructional innovation. In the faculty handbook, the team found criteria for faculty advancement that focused on professional achievement as well as teaching effectiveness. The college's sabbatical schedule demonstrated its commitment to the pursuit of faculty scholarship and creative activity. (CFRs 2.8 and 2.9)

Student Learning and Success

An in-depth discussion of this portion of Standard 2 is found in the Component 5 section below.

Conclusion

The team's finding, which is subject to Commission review, is that the institution has provided sufficient evidence to demonstrate compliance with Standard 2. Final determination of compliance rests with the Commission.

Standard 3: Developing and Applying Resources and Structures

Faculty and Staff

CCA's process for hiring ranked/tenure track faculty is like that used by other institutions. The pool of finalists is reviewed by the provost to ensure diversity, with half the hires during the last few years meeting diversity goals. Adjunct faculty hiring, performed by department heads, is perceived to have lagged in terms of diversity, compared to ranked faculty hiring; however, on the final sign-off form, the department heads are prompted to explain to the provost how the hiring of each adjunct impacts diversity, which indicates a persistent focus on the issue. (CFRs 3.1 and 3.2)

Fiscal, Physical, and Information Resources

CCA's goal of campus unification will result in significant synergies and efficiencies, and will promote greater collaboration among faculty, staff, and students. A significant amount of time and effort involving all constituencies has resulted in support for the unification of two campuses in San Francisco. The team sensed significant momentum behind the unification plan.

Completing this unification will require significant resources for which CCA has laid the groundwork. The increase in enrollment to nearly 2,000 students has enabled CCA

to increase revenues from $59.6 million in 2010 to $85 million in fiscal 2016 – a 43% increase. This has allowed CCA to increase cash to $28 million on June 30, 2016, from $11 million at the end of fiscal 2010 – a 154% increase. Furthermore, the endowment has increased from $27 million in 2010 to $36 million in 2016. Clearly, the financial strength that CCA has built up ensures financial stability and viability. In addition, the A-133 reports are unqualified, and the financial aid compliance audits show total compliance. (CFR 3.4)

To address the resource needs for the unification, CCA is anticipating funds from four sources, with minor bridge financing (if required). The project could cost up to $100 million. They are:

- Capital Campaign
- Bond financing using existing capacity without adversely impacting CCA's investment grade rating
- Cash reserves available on the balance sheet
- Monetization of existing properties

The team visited the materials library and the library at the Oakland campus, and found their holdings unique, appropriate, and well-managed. Faculty enhancing their courses with technology are well served with professional support that meets their needs while they update existing courses or develop new courses that leverage technical tools.

Information systems that serve the college are in the process of being implemented on an ambitious schedule to serve the needs of the faculty, administration, and students as they access, store, and analyze their academic and business transactions. (CFR 3.5)

Organizational Structures and Decision-Making Processes

The team heard the college's president and executive staff complimented in its meetings with faculty and staff, which echoes the trust and support of the independent board of trustees. (CFRs 3.6, 3.8, and 3.9) In conversations about diversity, faculty told the team that efforts and processes might not have identified as many diverse candidates as expected in some recent executive searches; however, the college monitors its ability to attract diverse candidates prior to reviewing finalists, and stated that increasing the diversity of the administration is among its goals.

Although the high cost of living in the Bay Area makes hiring a challenge, CCA's policy on both sabbaticals and teaching load has enabled the college to attract strong faculty. Adjuncts also participate in joint governance. Working with the provost and the deans, the faculty senate engages in effective academic leadership with responsibility for authoring the faculty handbook, which details all faculty policies and procedures. The costs of staffing the college have risen at a higher rate than expenses for faculty, in service of compliance with Title IX requirements and the provision of additional co-curricular services to students. The college described an increase in student advising

staff that has resulted in improvement of the first-year retention rate and higher graduation rates. (CFR 3.10)

The board of trustees is diverse and appeared to be well informed by the college regarding the critical drivers of CCA's success. The senior staff and trustees serve as a strong team for guiding the college through the changing education landscape. (CFR 3.6) The trustees and senior leadership both realize the need to decrease dependence on tuition revenue from undergraduates and to increase new sources of revenue, which is a critical factor in planning for unification in San Francisco. The trustees shared their perspective with the team that education is a lifelong process that does not end when students graduate. Having student living quarters on campus, noted the trustees, will enable CCA to develop short-term continuing education programs during summer when the facilities would be vacated by regular year students, thus allowing the college to utilize excess capacity during summer.

Additionally, the trustees expressed confidence that the Capital Campaign will raise the necessary funds for campus unification, and thus the project will not depend on student tuition to cover its costs. (CFR 3.4)

Conclusion

The team's finding, which is subject to Commission review, is that the institution has provided sufficient evidence to demonstrate compliance with Standard 3. Final determination of compliance rests with the Commission.

Standard 4: Creating an Organization Committed to Quality Assurance

Quality Assurance Processes

CCA has remained true to its core competencies while developing more programs at both the undergraduate and graduate level. The team observed a set of quality-assurance programs in both academic and non-academic areas, and was impressed by the degree to which there was evident collaboration among leadership including administrators, faculty members, staff, and other stakeholders in decision-making processes. The program review processes – both internal and external – demonstrated CCA's high level of engagement with continuous improvement and generated benchmarks and provocations for necessary change. Data are used for comparative analysis. Innovative efforts have kept academic computing up to date, and pilot programs in visual studies, offered online, provide insight into the implications for such developments in curricular improvement. (CFR 4.1)

After a period of the institutional research director position's vacancy, the college has gained a professional fulfilling this role who can produce a wide variety of appropriate data with a purposeful analytical focus. With evidence that the research is reviewed regularly, it was clear to the team that the effectiveness of the reports and analyses, and their uses, are paramount to the senior administration as well as the senior leadership who supports pedagogical change. (CFR 4.2)

Institutional Learning and Improvement

As noted, the team was enthusiastic about the animation of several cross-departmental committees that were committed to improvements in areas including curricular change, retention rate enhancement, student services, and teaching and learning. There is an environment of commitment and collaboration throughout the organization, and the discussions are at the highest level – informed and pragmatic – theoretical and useful. Information is most often widely shared, and decision making is knowledgeable. (CFR 4.3)

It was clear to the team that well-defined processes have been established to ensure the standards of teaching that met the college's expectations were in place, and the faculty took responsibility for student success from the production of relevant curricula to close work with individual students. (CFR 4.4) Furthermore, the team found a wide variety of stakeholders deeply involved in thinking through the assessment and alignment of

the educational programs. The team was struck, for instance, by the extent to which the board of trustees were obviously educated in many of the nuances of the college, ranging from an appreciation of CCA's faculty governance committee structure to the college's recent decision to lower the number of units required for graduation and how that might translate into increased student success. (CFR 4.5)

Perhaps resulting from the campus unification plan, there has been a tremendous amount of engagement with multiple stakeholders and communities. A very long and involved planning process commenced, and it continues to ensure that all the stakeholders as well as the many groups external to the college are intensely involved. The planning process involves all aspects of determining the needs and the desires of those invested in this transition, with a very complete process of outreach in evidence. Even more stakeholder meetings and input sessions are planned. The past and the future of the institution are being weighed thoroughly and rigorously, and the team recommends that this process continue to serve the needs of the community in this time of change and to inform the decisions being made to create a single enterprise from two such vital and separate campuses. (CFR 4.6)

The team recognized several ways in which the college had made and continues to make a concerted effort to anticipate new developments, expand its use of instructional technology, and even advance ahead of its cohort schools, within the changing creative economy. First, in light of a new and evident emphasis on design as a more

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predominant and overarching nomenclature in the culture per se, CCA has launched

relevant new programs such as interactive design as an undergraduate program and a

unique design MBA program (the first of its kind among comparator AICAD schools).

Considering the incorporation of technology as a pedagogical tool, CCA has also

prototyped an online visual studies course that has the added advantage of promoting

the success of ELL students. Finally, both the DMBA and the MFA in Comics are low-

residency programs that leverage the college facilities during downtimes such as

weekends and summer, as well as accommodate students' ongoing employment

commitments. (CFR 4.7)

The team saw much collaboration among administrators, faculty, and program

directors, all of who seemed willing to respond to developing trends and applications in

the creative environment. New initiatives will also allow for leaders within the

institution to develop either more effective methods of teaching and learning or to

apply traditional methods to new subjects. (CFR 4.4)

Conclusion

The team's finding, which is subject to Commission review, is that the institution has

provided sufficient evidence to demonstrate compliance with Standard 4. Final

determination of compliance rests with the Commission.

Inventory of Educational Effectiveness Indicators

CCA's Inventory of Educational Effective Indicators (IEEI) listed all the college's programs at the time of review, including general education and institutional (college-wide) learning outcomes. The IEEI identified the programs' learning outcomes and where they are published, what data/evidence are used for assessment of student learning, who assesses and interprets these outcomes, and how the findings are used. The year when the program was last reviewed is also indicated. Twenty-nine of the programs underwent the program review process since the last reaffirmation of accreditation in 2009. Four programs are either in the process of or are scheduled for upcoming program review.

The institutional report describes the college's challenge in linking the program review findings to planning and budgeting, which was reaffirmed during the onsite meetings with CCA's faculty and program leadership. The recently revised program review template prompts external reviewers for advice as to how existing resources can be reallocated to enhance programmatic success and for a prioritization of programmatic recommendations, thus attempting to move toward a practical continuous improvement plan derived from program review, instead of a standing request for additional resources that may not be available due to budgetary restrictions. The team recommends that CCA explore a stronger connection between program review – particularly the student learning outcomes assessment findings reviewed in that

process – and the allocation of resources for programs. When the allocation of funds focuses more closely on priorities set during the college's continuous improvement processes, the faculty associated with programs can invest more strategically as they advance towards their goals to develop their programs and thus increase the effectiveness of the college's academic offerings. (CFRs 2.7, 3.7, and 4.6)

Component 3: Degree Programs: Meaning, quality and integrity of the degrees

The team commends the college for its ability to articulate what it means for a graduate to hold a degree from CCA. The institutional report cites such meaning as stemming from self-review processes that promoted the reflection of the faculty and students on the mission of the college, the college-wide learning outcomes, and themes that distinguish the education at CCA compared to other arts colleges. These "process-oriented pedagogical approaches" are identified as critique, iteration, collaboration, problem creation (discovering and conceptualizing new problems), project-based learning, and thinking through making. (CFR 2.5) With its emphasis on general education coursework as a preparation for study in the major, the college has invested in keeping this component of a CCA education vital and relevant for undergraduates by engaging in a recent revision of its curriculum, which focused on the WSCUC core competencies, institutionalization of college-wide learning outcomes, and a small decrease in the number of units required for graduation, to enable students to pursue more reasonable course loads during each term of study. For the graduate programs,

the college states that master-level knowledge and skills for entry into professional practice characterize the degree. (CFRs 2.2, 2.2a, and 2.2b)

By engaging in specialized accreditation efforts, external and internal program review, and college-wide learning outcomes assessment, CCA ensures the meaning, integrity, and quality of its degree programs. (CFRs 2.3 and 2.7) The curricula of the college builds student learning through the mastery of skills, in staged sequential educational experiences, and the achievement of learning outcomes are assessed directly through coursework and level reviews. The general education program enriches undergraduate degree programs with a liberal arts perspective, a commitment to WSCUC's core competencies, and components of AAC&U's LEAP initiative, while in the major, faculty and industry experts can attest to the unique qualities of a CCA degree and the relationship of these qualities to extensive secondary accreditor review expectations.

Component 4: Educational Quality: Student learning, core competencies, and standards of performance at graduation

Since the 2009 reaffirmation, CCA has made significant progress in the assessment of student learning outcomes. The "culture of critique" and its studio-based education set the framework to assess student performance and to "identify opportunities for both program and individual student improvement." (Institution Report, page 36) The program learning outcomes and college-wide learning outcomes (CWLOs) are

articulated at the undergraduate and graduate degree levels. WSCUC's five core

competencies -- written communication, oral communication, quantitative reasoning,

information literacy, and critical thinking – are incorporated into the CWLOs. (CFRs 2.3

and 2.4)

CCA dedicated two positions to support the assessment of student learning and the use

of data. The director of institutional research was hired in 2012, and the director of

learning assessment and accreditation was hired in 2014. CCA invested in training staff

for assessment (WSCUC's Assessment Leadership Academy and WSCUC workshops),

and encouraged faculty and staff to participate on WSCUC review teams.   The

institutional infrastructure and support for assessment of student learning is to be

commended, and it includes the contributions of the director of learning assessment

and accreditation, faculty assessment coordinators, the director of institutional research,

deans, the curriculum committee, and the formation of the learning assessment

leadership team. This speaks strongly to a culture of assessment and shared

responsibility for the student learning outcomes and assessment processes.

For the first time, almost all programs have completed the Year-End Assessment

Reports that are created by program faculty. The Year-End Assessment Report

template prompts for action items that the program will pursue in response to findings.

By the end of 2015, all programs have revised program learning outcomes "with the

express direction that these should clearly reflect the outcomes reviewed in the all-

important level reviews." (Institutional Report, page 45) An emerging challenge from the emphasis on assessment strategies is the desire to generate actionable findings, given the pedagogy at CCA, in which students receive feedback from faculty and fellow students during critique. (CFR 2.5) While this occurs at the course level for students during their learning progression, the assessment of overall trends in the data should inform strategic direction and must be emphasized as assessment at CCA evolves.

Three of the five core competencies (oral communication, written communication, and critical thinking) were assessed in 2014-15 using rubrics adapted from the AAC&U VALUE Rubric. Information literacy and quantitative reasoning competencies are planned to be assessed in 2016 and 2017-18 respectively. In the oral communication assessment, over 300 students were assessed in junior reviews using a rubric that considers organization, language/diction, delivery, and responsiveness. In the oral communication competency, assessment evidence suggested that ELLs require additional support. It was recommended that the remedial ELL courses in the first-year "review presentation guidelines as part of increasing attention on oral communication skills development." (Institutional Report, page 41) Several initiatives to assist ELL students were underway prior to the assessment of oral communication. The Writing Skills Workshop: ESL (WRLIT-097) was revised in fall 2013 to add hours of instruction. Additionally, a commissioned external assessment of CCA capacity to support ELL students took place in 2013. From that external assessment report, two ranked TOESL-

certified instructors were hired to increase support for ELL students in oral and written communications.

Written communication was assessed with two separate efforts. The first was a formative assessment that investigated student performance in the initial writing course requirement (Writing 1), conducted by the composition coordinator, a tenure track position created and filled in 2011. Following this assessment of the course's learning outcomes, the college engaged in an examination of the course, its pedagogy, and what actions might enhance student success. Additionally, the college engaged in a college-wide assessment of written communication by assessing 186 upper division undergraduates on their performance in the following outcomes: genre and disciplinary conventions, control of syntax, and sources and evidence. Rubrics were adapted from the AAC&U Value Rubrics (combining written communication assessment and critical thinking assessment) and applied to papers collected from required general education upper-division visual studies and critical studies courses. More than three-quarters of the students received a three- or a four-point score (out of four) on the genre and disciplinary conventions outcome; however, among the other writing assessments, control of syntax was identified as an area of weakness, particularly for ELL students. The curriculum committee is formulating recommendations for action regarding this assessment.

In spring 2015, critical thinking was assessed through the upper-division critical studies and visual studies undergraduate general education requirements. Performance in source analysis and thesis/hypothesis generation were assessed among 188 students. The combined rubric developed for both written communication and critical thinking (described above) was applied by faculty to student papers, and this assessment identified these outcomes as demonstrating the lowest performance. The results suggested that lower-division coursework could provide additional instruction in source analysis as a foundation for the critical thinking required in upper division courses. Faculty of the first-year course "Foundations in Critical Studies" incorporated more source analysis into their assignment structures, in response to this critical thinking assessment. Several other improvement efforts followed, including additional critical studies assessments being conducted in 200-level general education courses, a consistency being explored among courses in their approach to critical thinking instruction, and new assessment rubrics being developed. (CFRs 2.4, 2.5, 4.3, and 4.4)

During the site visit, the team learned that the connection between the recommendations from the assessment results to the budgeting process had not yet been fully integrated. It will be beneficial for CCA to use assessment findings consistently to align allocation of resources. The six-unit reduction in the undergraduate program length, which was derived from graduation data analysis, took effect in fall 2016. The team suggests that an assessment plan to understand the

potential impact on the credit reduction with student learning outcomes would be beneficial to include in the current assessment process at CCA.

Component 5: Student Success: Student learning, retention, and graduation

As a college that educates students to shape culture and society through the practice and critical study of art, architecture, design, and writing, CCA defines student success both in terms of academic program completion and students' personal progress throughout their educational experiences from pre-arrival through transition to alumni. The institution promotes student learning and success in significant ways. First, CCA has invested expanded resources to structure a division of student affairs that delivers co-curricular support and programming to enhance student success. (CFRs 2.11, 2.12, and 2.13) Second, the college has developed a practice of utilizing data to inform their student success efforts, including academic program review. (CFR 2.7)

Since the last interaction with WSCUC, CCA has invested personnel resources in co-curricular student support such as academic advising, learning resources, career services, and international student support. (CFR 2.13) These new structures and resources bring a more holistic approach to student learning and success, which is evidenced by the partnerships between academic and student affairs via the retention committee, the president's diversity steering group, and the learning assessment leadership team. The student affairs division reported the ability to reach more

students, to engage them in their CCA experience, and to support their needs more effectively. Some examples include enhancing new student orientation and developing the Chimera student leadership group, the sophomore summit program, and the "bridge" programming designed to help first-year students connect to a major.

In meetings, the team found CCA's students to be articulate, creative, and fully engaged in their education; however, anecdotes from students both domestic and international described the difficulty of international students to integrate in disciplinary pedagogies because of language and social barriers. The leaders of the general education program provided ample evidence of supportive program development when they recounted specific learning outcomes assessment cycles that their program has undertaken. By considering data describing student learning in the language courses, the program review process enabled the conscientious effort of faculty and assessment staff to improve the curriculum for ELL students' needs. (CFRs 2.3, 2.4, 2.6, and 2.7)

These efforts to enhance the pedagogy were considerable; however, faculty, students, and staff all discussed how more development is needed on both sides of the cultural divide if CCA's international students are to succeed and if the college will continue to benefit from their presence in the community. The team recommends that the college continue its efforts to support the success of international students by elevating their English language proficiency and enhancing their ability to engage fully in their academic and social experiences. The team further recommends that the college

continue its efforts to develop the intercultural skills that students, faculty and staff need to participate in a diverse community. (CFR 2.11)

CCA currently provides mental health counseling services staffed by PhD level psychologists and doctoral level interns, which is coordinated by licensed psychologists. Students requiring medication management or medical attention are supported offsite at a local hospital or health care facility. The team recommends that the college strengthen its services for students with mental health, medication, or medical concerns by developing a dedicated center with professional staff for serving all of these student needs. To advance this idea of student well-being even further, the team recommends that the college enhance the safety of students in the area immediately surrounding the Oakland and San Francisco campuses. Anticipating how the single campus in San Francisco will accommodate a thousand or more students in residence, the college can explore creating better conditions for student learning and talent development by ensuring that students exiting the college can walk safely from the campus door to public transportation or to other nearby locations. (CFR 2.13)

CCA has established a robust institutional research and planning capacity that supports student learning and success, provides student data to academic programs to support the program review process, conducts various analyses to understand retention patterns and to identify targeted strategies for improvement, and disaggregates retention and graduation data by relevant student characteristics. (CFRs 2.7 and 4.2)

Many academic programs reported receiving student data portfolios to inform program review, while others – particularly graduate programs – indicated they had not received these data for their most recent program review cycle, following the turnover in the director of institutional research position. With the position now filled, the team is confident that the incumbent will continue CCA's focus on providing program level student data and on working with academic departments to determine the most useful information to share.

CCA's retention committee, comprised of academic and student affairs representatives, utilizes institutional research data, collects additional data, conducts analysis, and uses the results to inform and to implement strategies designed to improve student success. Some specific strategies include improving the academic advising structure, reducing the number of units to graduate from 126 to 120, implementing a cross-departmental students of concern committee, sponsoring bridge events designed to connect intended majors to their academic programs during the first year, adding summer and online course offerings, and increasing resources for the learning resource center. The retention committee has identified formative indicators to supplement the summative measures of graduation and retention rates to address changes more rapidly than summative measures can allow. Students and others discussed how current course sequencing policies sometimes impede timely degree completion; thus, the assessment of this phenomenon may be useful. The reduction in units required to graduate was an important curricular decision, and the team recognized that CCA would benefit from

identifying specific formative indicators to determine the impact of this change both at the program level and general education level. (CFRs 2.10, 2.11, and 2.12)

CCA's one-year retention rates are 82% and 86% for first-time freshmen and transfer students, respectively, for the fall 2015 cohorts. The institution's graduation rates for the fall 2010 cohorts are as follows: the four-year graduation rate is 41% (44% excluding the architecture program, which is a five-year degree) for first-time freshmen and 61% for transfer students. The six-year graduation rates are 58% for first-time freshmen and 68% for transfer students respectively. This performance indicates an upward trend since CCA's last interaction with WSCUC in 2009. Achievement of retention goals and strong progress toward graduation rate goals were set forth in their strategic plan: a first-year retention rate of 80%, an overall retention rate of 87% (undergraduate and graduate students combined), a four-year graduation rate of 45%, and a six-year graduation rate of 65%. In addition to analyzing student success data in aggregate, the college disaggregates these data by categories such as race/ethnicity, first semester GPA, major, and others. While some disparities are noted, changes in small cohorts can create large percentage fluctuations, which can be misleading. CCA has appropriately analyzed these data in terms of averages, in an effort to account for such fluctuations. (CFRs 1.2, 2.10, and 4.1)

Looking beyond graduation for outcomes, CCA is utilizing Strategic National Arts Alumni Project (SNAAP) survey data and wage data from California's Employment

Development Department (EDD) to assess alumni perspectives and employment. The

team commends the resourcefulness demonstrated by collecting these data to describe

student success outside of an academic context. (CFR 4.5)

CCA's graduation rates for full-time graduate students for the fall 2013 cohort (two-year

programs) are:

- two-year graduation rate – 88%

- three-year graduation rate – 93%

- 2.5-year graduation rate for the 2.5-year program – 100%

- four-year graduation rate – 91% (for the fall 2011 cohort)

The college also disaggregates these graduate level graduation rates by program,

race/ethnicity, and gender. (CFR 2.10)

**Component 6: Quality Assurance and Improvement: Program review, assessment,
use of data and evidence**

CCA has developed a meaningful foundation for quality assurance to ensure its

educational effectiveness. An important step was sufficient staffing, which includes the

hiring of a director of learning assessment and accreditation and a director of

institutional research.

Program review at CCA has transitioned from combining programs that shared key characteristics in a single review to engaging individual programs in the review process beginning in 2011-12. The hiring of the director of learning assessment and accreditation in 2014 supported the "general administrative oversight of the program review process, revising the documents and coordinating staff support to assist programs undergoing reviews." (Institutional Report, page 61) With this staffing enhancement in the expertise areas of assessment and institutional research, institutional progress has led to improvements in program review, assessment of student learning, and use of data and evidence. This includes a revised set of guidelines and templates for program review, new program data portfolios, and the VAULT digital archive. Program review documents include a self-assessment report, an external review report, and an external review action report. The program self-study calls for the incorporation of the Year-end Program Assessment Reports (which began in 2014-15), level review materials (junior or senior), and other assessment data. All academic programs are scheduled for review on a seven-year cycle. (CFR 2.7)

The program portfolio data contains comprehensive information about the program, such as enrollment trends, student demographic information, admissions data, first year student performance, retention rate, graduation rate, post-graduation, and other useful statistics. The VAULT digital archive stores and shares these materials – both

program portfolios and the program review self-study reports – with participants in the program review process, faculty, and staff.

In concert with the program review process at CCA, there are three specialized accreditors that conduct periodic reviews. Nineteen of CCA's 35 degrees have been accredited by the National Association of Schools of Arts and Design (NASAD) since 1950. The National Architectural Accrediting Board (NAAB) accredited the Bachelor of Architecture since 1992 and the Master of Architecture since 2008. The interior design program has been accredited since 1980 by the Council for Interior Design Accreditation (CIDA). A challenge with program review is connecting resource allocation to review findings, and this was confirmed by the team during the onsite meetings. The team is encouraged to know that "greater emphasis [with program review] is now placed on post-review follow-up with deans, the associate provost, and the director of learning assessment and accreditation, to ensure proposed actions resulting from the reviews are incorporated into program goals documents for the subsequent year." (Institutional Report, page 62)

Since the last accreditation visit in 2009, CCA has made significant improvement in both data collection and use of evidence. The development of the program portfolio data and the first Institutional Factbook for CCA are commendable strides in promoting the use of institutional data to support and to inform decision making, planning, and improvement. This effort has earned the team's praise and encouragement to continue,

with the publication of program portfolio data for all programs and a regular update of the Institutional Factbook. The team emphasizes how important it is to share student-related data campus-wide and to continue to foster the culture of "evidence-based decision making." (CFRs 4.1, 4.2, and 4.3)

Component 7: Sustainability: Financial viability, preparing for the changing higher education environment

Considering CCA's self-review on Standard 3 as well as the financial reporting provided, the team found ample evidence that the college will continue to experience financial stability. The team also found the college's expectation convincing that it will be able to secure the necessary resources for the intermediate term. (CFR 3.4)

A persuasive body of evidence regarding the campus unification effort suggested that the re-integration of the bifurcated campuses of Oakland and San Francisco will result in one united and cohesive pedagogical and social space. (CFR 3.5) Consistently and repeatedly, the team heard how this unification would advance the educational effectiveness of the college. The planning process and financial analysis necessary for this transformation of CCA into a single-campus institution impressed the team and suggested not only that the resources are being considered strategically but also that the college's values and culture are being respected and acknowledged as the fiber that will bind the two campuses into one. Program review and learning outcomes assessment

have been institutionalized as processes for ensuring educational effectiveness, with pedagogical priorities reinforcing the promise of interdisciplinary advancement. When all studios and shops can co-exist in one space, new opportunities and creative economies can be achieved. CCA's administration shared with the team how many of the real estate zoning and development issues were being addressed, how extensively the planning has involved the college and its community, and how cautiously and responsibly the effort was moving forward. (CFRs 1.7, 3.6, 3.5, and 3.10)

Component 8: Reflection and plans for improvement

During meetings with the team, the college's administration summarized findings and conclusions that resulted from creating the institutional report and engaging in the self-study. As mentioned previously and discussed more thoroughly above, the college intends to:

- Inform strategic conversations with the data and analysis that support effectiveness at all levels of the college
- Engage in college-wide learning outcomes assessment toward a greater depth of findings
- Persist in the outcomes assessment and program review cycles
- Maintain its strategic momentum in planning for the unification of the campuses on the San Francisco site

- Receive insight from the external review of WSCUC reaffirmation of accreditation.

The team supported CCA's self-identified areas for further attention and development.

SECTION III – COMMENDATIONS AND RECOMMENDATIONS

Commendations

The team commends the college's eloquent and well-organized report for its candid, thoughtful self-review. The report's thorough and insightful observations of the college's strengths and opportunities were valuable in the team's consideration of the components and Standards. Further, the individuals who represented the college in meetings with the team during the site visit were highly engaged and generous with their time and perspective.

The team commends the college on how its sustainability and financial viability have demonstrated continuous improvement since the last WSCUC review. Steady and targeted enrollment growth, particularly in technologically oriented academic areas, and rising retention and graduation rates have led to further stability. The college is also to be commended for increasing its endowment substantially since just prior to the financial crisis. To ensure such success will continue, the institution has built a

comprehensive leadership team that has taken effective action to reach the institution's goals and fulfill its purposes.

The team commends the college for engaging in data driven decision making by implementing a robust institutional research function with multiple reporting and analysis tools – such as the program portfolios and institutional fact book – in support of quality assurance activities. The disaggregation of student success data, the incorporation of national comparison and wage data, and the subsequent analyses identifying predictors of student outcomes have often been useful for institutional decision making.

The team commends the college's learning outcomes assessment and use of these data and analysis in programmatic improvement. The resources dedicated to this function embody a capacity for the college to engage in the continuous improvement of its academic programs.

The team commends the college for its enhancement of co-curricular support, the establishment of the student affairs division, and the collaboration of student affairs and academic affairs in committee work and other college-wide efforts.

The team commends the college for building on its strong foundation of studio based instruction and its culture of critique with course level learning outcomes assessment strategies aligned with program level and institutional outcomes assessment efforts.

The team commends the college for its planning process in considering campus unification. The engagement in this planning process was college-wide. The benefits of this unification of the college are being enthusiastically anticipated by the faculty, staff, administration, and students, which manifests their commendable investment in the college's continuing success.

Finally, the team commends the constructive and positive relationship of the board with the college's administration. Outstanding synergies have developed a well-informed and deeply committed group of leaders.

Recommendations

The team recommends that the college:

1. Persist in its rigorous and inclusive planning process for the unification of its Oakland and San Francisco campuses. (CFR 4.6)

2. More consistently use findings from the assessment of learning outcomes in the allocation of resources. The pursuit of continuous improvement will benefit from informing the budget process with specific findings from the investigation of student learning. (CFRs 2.7, 3.7, and 4.6)

3. Continue its efforts to support the success of international students by elevating their English language proficiency and enhancing their ability to engage fully in their academic and social experiences. The team further recommends that the college continue its efforts to develop the intercultural skills that students, faculty and staff need to participate in a diverse community. (CFR 2.11)

4. Determine the effectiveness of its communication regarding issues of importance to the campus community. (CFR 1.7)

5. Take measures to promote student safety, health, and wellness on both campuses by developing an infrastructure to support students experiencing mental health or medical concerns and by taking additional steps to ensure a secure campus environment. (CFR 2.13)

APPENDICES

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Under the federal requirements referenced below, WSCUC is required to demonstrate that it monitors the institution's credit hour policy and processes as well as the lengths of its programs.

Material Reviewed	Questions/Comments (Enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? X YES ❒ NO
	If so, where is the policy located? **This policy is located on the CCA website on the academic policies page under the section titled "Credit Hour Definition"** **https://www.cca.edu/students/handbook/academicpolicies**
	Comments: The policy is clearly stated.
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? X YES ❒ NO **Credit hour assignments are assessed annually through the curriculum review process as well as during the programs' curricular and schedule planning processes, and new course proposals.** **Scheduling and new course proposals are reviewed regularly by divisional administrators to ensure accuracy and reliability.** **https://www.cca.edu/about/administration/academic-affairs/node/99**
	If so, does the institution adhere to this procedure? X YES ❒ NO
	Comments: Evidence collected during the team's interviews verified this review takes place at CCA.
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? X YES ❒ NO **CCA's course schedule can be found here (no log in required):** **https://webadvisor.cca.edu/WebAdvisor/WebAdvisor?CONSTITUENCY=WBST&type=P&pid=ST-WESTS12A**
	Comments: An examination of the course schedule confirms that courses are meeting for the prescribed number of hours.

Sample syllabi or equivalent for online and hybrid courses *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed? 1 **Syllabi were provided for review through CCA's digital archive VAULT.**
	Type of courses reviewed: X online ❐ hybrid
	What degree level(s)? ❐ AA/AS X BA/BS ❐ MA ❐ Doctoral
	What discipline(s)? General Education (Humanities and Science)
	Are students doing the amount of work per the prescribed hours to warrant the credit awarded? X YES ❐ NO
	Comments: The course is rigorous and consistent with the expectations presented on the syllabi.
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed? N/A
	What kinds of courses?
	What degree level(s)? ❐ AA/AS ❐ BA/BS ❐ MA ❐ Doctoral
	What discipline(s)?
	Are students doing the amount of work per the prescribed hours to warrant the credit awarded? ❐ YES ❐ NO
	Comments: N/A
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? **All of CCA's academic programs is available on the CCA website's Programs of Study page:** **https://www.cca.edu/academics**
	What kinds of programs were reviewed? All levels of degree programs.
	What degree level(s)? ❐ AA/AS X BA/BS X MA ❐ Doctoral
	What discipline(s)? All
	Does this material show that the programs offered at the institution are of an acceptable length? X YES ❐ NO

2 - MARKETING AND RECRUITMENT REVIEW FORM

Under federal regulation §602.16(a)(1)(vii), WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

General information on CCA's recruiting and admissions procedures are available on the Admissions pages of the website:
https://www.cca.edu/admissions

CCA's academic programs describe their curricula, including typical length of time to degree on their curriculum pages. Examples for Industrial Design and Printmaking are here:
https://www.cca.edu/academics/industrial-design/curriculum
https://www.cca.edu/academics/printmaking/curriculum

CCA's financial aid policies and disbursement information are available on the financial aid pages on the CCA website:
https://www.cca.edu/admissions/financialaid/policies
https://www.cca.edu/admissions/financialaid/disbursement

CCA's net price calculator can be found on the CCA website here:
https://www.cca.edu/admissions/financialaid/calculator

CCA's Career Development Office provides career coaching and access to professional development opportunities as well as a jobs board:
https://www.cca.edu/students/careers
Information about CCA's graduates and their career paths are available on the Alumni Career Paths page here: https://www.cca.edu/alumni/careers
and on the Alumni Success page here: https://www.cca.edu/alumni/success

Material Reviewed	Questions and Comments: (Enter findings and recommendations in the Comments sections of this table as appropriate.)
**Federal Requirements	Does the institution follow federal requirements on recruiting students? X YES ❒ NO
	Comments: The materials follow federal requirements.
Degree completion and cost	Does the institution provide information about the typical length of time to degree? X YES ❒ NO Sample schedules show course patterns and timing of courses taken during completion the degree.
	Does the institution provide information about the overall cost of the degree? X YES ❒ NO
	Comments: Stated clearly on the website.

Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? X YES ❏ NO
	Does the institution provide information about the employment of its graduates, as applicable? X YES ❏ NO
	Comments: The institution also shows institutions at which degree-completing undergraduates attend graduate school.

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These requirements do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

3 - STUDENT COMPLAINTS REVIEW FORM

Under federal regulation*§602-16(1)(1)(ix) WSCUC is required to demonstrate that it monitors the institution's student complaints policies, procedures, and records.
(See also WSCUC Senior College and University Commission's Complaints and Third Party Comment Policy.)

Depending on the type of complaint, CCA has policies that address several areas of student life. CCA's Student Code of Conduct and other policies can be found in CCA Student Handbook:
https://www.cca.edu/students/handbook/regulations
https://www.cca.edu/students/handbook/conduct
https://www.cca.edu/students/handbook/gradingpolicies
In addition, students may lodge complaints and concerns by filling out CCA Cares Incident Form:
https://www.cca.edu/students/handbook/regulations/reporting

CCA's Conduct Hearing and Resolution process is detailed on the CCA Student Code of Conduct page: https://www.cca.edu/students/handbook/conduct

CCA Student Affairs staff record and track student complaints and issues through Salesforce (complaints entered through CCA Cares are also logged into Salesforce), the customer management system the college uses to track student engagement. Salesforce allows Student Affairs staff to track and report on complaints.

Material Reviewed	Questions/Comments (Enter findings and recommendations in the Comments sections of this table as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? X YES ❏ NO
	Is the policy or procedure easily accessible? X YES ❏ NO If so, where? Student handbook online.
	Comments:
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? XYES ❏ NO If so, please describe briefly: Complaints are accepted via the CCA Cares Incident Form online.
	If so, does the institution adhere to this procedure? X YES ❏ NO
	Comments:
Records	Does the institution maintain records of student complaints? X YES ❏ NO If so, where? In the information system that captures the complaints as they are submitted.

	Does the institution have an effective way of tracking and monitoring student complaints over time? X YES ❒ NO If so, please describe briefly: The institution produces reports describing student complaints submitted over time.
	Comments:

4 – TRANSFER CREDIT REVIEW FORM

Under federal requirements*, WSCUC is required to demonstrate that it monitors the institution's recruiting, transfer, and admissions practices accordingly.

CCA's Transfer Credit Policies and Procedures are available on the CCA website here:
https://www.cca.edu/students/handbook/transfercredit
as well as Articulation Guidelines and other resources available here:
https://www.cca.edu/admissions/transfer-second-degree/credit

Material Reviewed	Questions/Comments (Enter findings and recommendations in the Comments sections of this table as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for reviewing and receiving transfer credit? X YES ❒ NO
	If so, is the policy publicly available? X YES ❒ NO If so, where? The website.
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? X YES ❒ NO
	Comments: Policies are stated online.

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

(1) Are publicly disclosed in accordance with 668.43(a)(11); and

(2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WSCUC Senior College and University Commission's Transfer of Credit Policy.