

# California Institute of the Arts Educational Effectiveness Review



Prepared for the  
Western Association of Schools and Colleges

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## INTRODUCTION

California Institute of the Arts' (CalArts) degree and co-curricular programs favor independent artistic work, empowering students to define their personal objectives and refine their distinctive artistic voices. The CalArts educational philosophy places an emphasis on an exploration of new paths beyond conventional boundaries. During the three phases of the Western Association of Schools and Colleges (WASC) reaffirmation of accreditation process, CalArts has put considerable and conscious effort into creating, implementing, and documenting assessment systems that both gauge the Institute's educational effectiveness and that function within Institute's intensely creative and student-centered environment.

The Institute's work towards the Educational Effectiveness Review (EER) is documented in four chapters: three on CalArts' selected themes and a final, integrative chapter that highlights the major, accreditation-related accomplishments of the past four years and the next steps for sustaining these efforts in the years to come. These chapters also include the progress towards meeting and resolving the issues identified during the Capacity and Preparatory Review (CPR) phase: implementing faculty peer review, finalizing assessment systems, undertaking an analysis of governance structures and processes, and aligning planning and budgeting.

CalArts' EER report answers these three questions:

*Theme 1. By what measures do we align programmatic goals with assessment of student learning within the individual artistic métiers?*

*Theme 2. What are we doing to prepare our students to conceive and articulate their artmaking and its relationship to the world around them?*

*Theme 3. How can we better support the professional and artistic development of the faculty and staff to enhance student learning?*

## ASSESSMENT SYSTEMS

The 2010 CPR action letter encouraged CalArts to “develop and implement, by the time of the EER visit, clear structures, processes, and methods of assessment that best fit the cultural milieu of CalArts. Clear assessment rubrics and evidence of course outcomes will be expected by the time of the EER visit as well.” CalArts now measures the alignment of its goals and outcomes, and its educational effectiveness, through the following new and long-standing methods:

### *Assessment of Individual Students' Learning*

- Faculty members list student learning goals and outcomes in the Catalog and on syllabi, assign grades for courses, and provide ongoing and continuous feedback to and dialogue with students about their artistic and academic work.
- Faculty have documented their expectations for levels of student outcomes on graduation-level rubrics.
- Faculty document formative assessment of student learning via mentor reports, jury reports (for the School of Music), portfolio reviews (for the Schools of Music and Theater),



preliminary thesis reviews (for the School of Film/Video graduate students), mid-residence review reports, and graduation review reports.

#### *Assessment of Individual Faculty Members*

- Faculty are assessed through peer review and student evaluations of teaching, and both of these forms of assessment become a part of the contract renewal process.

#### *Assessment of Schools and Programs*

- The results of program review and augmented national accreditation processes reveal curricular and resource gaps or strengths related to the achievement of program goals and the CalArts mission, and the results become an active part of the planning and budgeting process.
- Program directors reflect on their program goals in the Annual Assessment Reports, and make curricular, resource, programmatic, and personnel changes based on their findings.
- Students give their perspectives on their learning experiences and achievement of goals and outcomes through annual and ad hoc student surveys.

#### *Assessment of Co-Curricular Programs*

- Co-curricular programs have adopted student learning goals related to their areas of function and degree programs' goals.
- Co-curricular programs have begun a cycle of program review.
- CalArts is reexamining how it provides career support and guidance to both current CalArts students and alumni.

#### *Assessment of Institute Educational and Operational Objectives*

- Examination of retention and graduation trends provides insight as to whether or not CalArts' systems, resources, and degree programs produce successful graduates.
- The analysis of campus climate surveys for students, staff, and faculty reveals how well community members are faring on multiple levels.
- External audits of Institute finances and offices keep CalArts functioning soundly.

The Theme One chapter discusses Assessment of Individual Students' Learning; Assessment of Schools and Programs, and Assessment of Institute Educational and Operational Objectives related to retention and graduation. Assessment of Co-Curricular Programs is covered in the Theme Two chapter. (Discussion of the School of Critical Studies, which appeared in the Theme Two chapter in the CPR report, has been moved to the Theme One chapter because Critical Studies' recent efforts have focused primarily on programmatic and student learning assessment.) Assessment of Individual Faculty Members is covered in the Theme Three chapter. Information regarding external audits will be available during the EER visit.

## THEME ONE

“BY WHAT MEASURES DO WE ALIGN PROGRAMMATIC GOALS WITH ASSESSMENT OF STUDENT LEARNING WITHIN THE INDIVIDUAL ARTISTIC MÉTIERS?”

### ASSESSMENT OF STUDENT LEARNING

CalArts houses six Schools, and the number of programs that each school has ranges from two in the Sharon Disney Lund School of Dance (BFA and MFA degree programs) to 34 programs and specializations in the Herb Alpert School of Music. Innovative, experimental art can be found in galleries and even in hallways. Music from recitals and noon concerts fills the air. Students work in studios and labs, on stages and in shops. They dance in the reception foyer, the Main Gallery, and across the sprung floors of theaters and dance studios. The Institute vibrates with aesthetic diversity, as students simultaneously discover their unique, artistic voices within CalArts’ focused degree programs. Developing a system for assessing this multifarious output has been challenging—but it is a challenge that the faculty and staff of CalArts have met. The formal systems for evaluating student learning in each program are similar throughout CalArts, but the methods and outcomes differ depending on the discipline. Faculty within each degree program have developed shared vocabulary for student learning experiences, and the results of student learning assessment are used to improve teaching and learning.

#### *Program-Level Learning Goals and Outcomes*

CalArts has been successful in implementing program learning goals and outcomes (CFRs 1.2, 2.3). At CalArts, faculty assess work all of the time. One of the great discoveries of the WASC process was that CalArts already had very active, intuitive assessment systems. Making the transition from an organic process to formally articulated goals was a relatively easy one. As was stated in the CPR report of November 2009, each program at CalArts has learning goals or learning outcomes listed in the Course Catalog and Academic Policies. These goals and outcomes encompass the core skills, knowledge, and creative practices that students develop and learn in their degree programs. The Schools with national accreditation have taken the content expectations of each agency into consideration when developing their goals and outcomes. Several programs have updated their goals in the Catalog since their first printing, and new programs created their learning goals in the program development stages. (Learning goals and outcomes listed by program are available in Appendix J.)

It was not only important for the faculty to articulate programmatic goals, but it was also important to make sure that those goals were being translated into the student learning experience. In the 2010–2011 Returning Student Survey given to all CalArts students who were registering for the Spring 2011 semester (CFRs 2.10, 4.4; see Appendix E), students were asked if they were familiar with their programs’ learning goals. Just over 80% of undergraduates reported “often” or “always” agreeing that they are familiar with their program’s learning goals. Graduate students were similar, with 77% “often” or “always” agreeing that they are familiar with the learning goals of their program. No differences across schools were observed.

Students who were scheduled to graduate in May 2010 and May 2011 were asked the same question on the Exit Survey (CFR 2.10; see Appendix F). There was no significant difference



observed between graduates from 2010 and 2011. In 2010, 78% of graduating students stated that they were often or always familiar with the learning goals of their program; in 2011, 75% of students answered often or always. Additionally, graduating students were asked if they had met the learning goals for their program. In 2010, 85% of graduating students said that they had met the learning goals of their program; likewise, the answer was 83% in 2011. These results suggest that most students are familiar with program learning goals and are aware when they have met them.

#### *Course-Level Learning Goals and Outcomes*

The momentum of shared program learning goals made the transition to formally documenting course goals relatively smooth. Students appreciate knowing the specific goals and outcomes of courses. Since 2007, all new courses are required to include course learning goals and outcomes on the New Course Proposal Form, and faculty are encouraged to include them on syllabi (CFRs 1.2, 2.3). New online syllabus tools, including a Word doc template and a Google site template, have helped clarify the Institute's expectations in this regard. Since the CPR visit, the number of courses with articulated learning goals and outcomes has increased. In Fall 2011, over 90% of CalArts syllabi have input-based teaching and learning goals listed, and over 65% listed student learning goals.

#### *Formative Assessment of Student Learning: Mentor Reports, Mid-Residence Review Reports, and Graduation Review Reports*

At CalArts, the most important assessments of student progress are not grades. It has long been a stated goal of WASC's to get faculty talking collectively about student progress. This happens regularly at CalArts. Faculty attend student concerts and productions; they visit studios; and they discuss student work with the students. These interactions form the basis of the special CalArts review processes (CFRs 2.2, 4.6, 4.7).

Each student entering the Institute is assigned a faculty mentor from the School in which the student is enrolled. Not only does the mentor monitor progress in the student's *métier* courses, s/he advises and guides the student in achieving the student's own artistic goals and the goals of the program (CFR 2.12). Students and mentors meet regularly to discuss progress. Annually in the spring semester, the mentor prepares a Mentor's Report, which becomes a part of the student's educational record.

Three sources of information speak to the success of the CalArts mentoring system: the Returning Student Questionnaire (given annually to returning students) and the Exit Survey (given annually to graduating students), and a special Mentor Survey administered in Fall 2010, which was designed to gauge both new students' expectations of mentors and returning students' experience with and expectations of mentors (CFR 2.10; see Appendix G). Results from the Returning Student Questionnaire and the Exit Survey reveal that about 80% of students are "often" or "always" able to meet with their mentors. Seventy-eight percent of graduate students reported that their mentor provided enough guidance to complete their degrees. On the same question, undergraduates reported a lower percent (66%). This difference can be explained by the added Critical Studies component required for a BFA degree. Undergraduate students have access to the Institute Academic Advisor and Critical Studies personnel to round out this aspect of guidance. The special Mentor Survey revealed higher levels of satisfaction in the mentor's ability to guide students

through their degree, with over 80% of undergraduate and graduate students agreeing that their mentors provided enough guidance. Most importantly, undergraduate and graduate students reported high levels of agreement that their mentors provided frequent (74% and 79%) and helpful (81% and 82%) feedback on their artistic work.

A faculty committee formally reviews CalArts students at least twice during their education at CalArts, at the mid-residence point and before graduation (CFR 2.4). The reviews are generally carried out by a faculty committee, which makes a detailed assessment of the student's record and work and relation to the objectives of the program, the student's goals, and the progress



towards the degree or certificate. Almost all programs have rubrics that distill faculty expectations for levels of student progress through the program, culminating in expectations for the graduating students. Each program schedules their reviews differently, depending on the nature of the discipline that the student is studying.

At the mid-residence review, faculty will generally discuss a student's artistic projects and process in the program thus far, along with plans for the final years (CFR 2.5). The student receives a mid-residence review report, which becomes a part of their permanent educational record at CalArts. If the faculty committee

determines that a student is not meeting the program objectives, they give the student the rationale for the decision and the steps required to pass the review. Students must pass their mid-residence review to persist at CalArts.

On the 2010 and 2011 Exit Survey, graduating students were asked: "How important was the feedback you received at your mid-residence review in preparing you for the path you took towards graduation?" In 2010, 67% of students reported that it was moderately to very important, compared with 80% in 2011. This rise is promising and shows the impact that formative assessment by faculty can have on students' academic and artistic progress.

At the graduation review, the main focus is usually on the final artistic project, portfolio, thesis, film, show, performance, or composition. Graduating students were asked a similar question about their graduation review: "How important was the feedback you received at your graduation review in preparing you for your next steps?" In 2010, 78% of students found it moderately to very important, and, in 2011, 74% found it moderately to very important. There was no significant difference between the two years. It is encouraging that roughly three-quarters of CalArts graduates find value in discussing their artwork and what options they have after graduating from CalArts.

The Provost's Office, Information Technology, and the Registrar's Office are in the process of moving the reporting of mid-residence and graduation reviews online by the 2012–2013 academic year, using a system similar to the one created for Mentor Reports. The students can now view the Mentor Reports as part of their online portal on the Academic Services website. Online Mentor

Reports (as opposed to paper) became mandatory in Spring 2011, and included an online system whereby the dean could approve the Mentor Report or send it back to the mentor for revision. The new system brought dramatic improvement in the completion rate of Mentor Reports. For Spring 2010, about 21% of the Mentor Reports were not turned in, compared with just 4% of Spring 2011 reports. The Institute hopes to get even closer to total completion for Spring 2012.

#### *Critical Studies Mid-Residence Review for BFA Students*

In the Institutional Proposal, CalArts stated that it would “establish Institute understanding of what constitutes conceptual literacy, visual literacy and communication competency, and establish expected outcomes for the mid-residence review,” and that CalArts would “introduce new protocols for further integrating Critical Studies (general studies) faculty into the mid-residence reviews and individual school cultures.” The School of Critical Studies has done both (CFRs 2.2a, 4.6, 4.7).

Before the 2008–2009 academic year, the School of Critical Studies faculty had traditionally participated in the BFA mid-residence reviews of the students in the other five Schools. In 2008–2009, the School of Critical Studies instituted its own mid-residence review to evaluate students’ progress relative to the goals of the Critical Studies curriculum. BFA second-year, second-semester students were given 15–20 minute appointments during the last two weeks of the spring semester with Critical Studies faculty members. They were assigned to write a short reflection on three essays that they had written for their Critical Studies courses. This process has been repeated in Spring 2009, 2010, and 2011.

The purposes of the Critical Studies mid-residence review are to help students have a meaningful conversation about their progress in Critical Studies with the member of faculty and to discuss the way forward for the final two years. Additionally, in anticipation of this review point, the Critical Studies faculty created a rubric to assess students’ progress at the mid-residence point, which reflects the learning goals that the School has for all BFA students. The Critical Studies mid-residence review was strongly encouraged, but not required. Although the attendance was relatively low in some years, these meetings marked an important means of assessing students’ progress through the general studies curriculum. The Critical Studies faculty is currently exploring additional means of assessing students’ progress through the general studies curriculum. This could include a more formal writing assessment or other direct assessment measures.

#### ASSESSMENT OF SCHOOLS AND PROGRAMS

Initially, the arts community at CalArts had some trepidation about a formalized system of assessment for programs. However, through Program Directors and Deans Retreats and other activities, an enthusiasm for sharing ideas and analyzing progress has been welcomed and embraced. Since the Institutional Proposal in 2007, Annual Assessment Reports and regular program review have become the major assessment systems for CalArts’ six schools and their many degree programs. Program directors and faculty analyze and interpret data about program effectiveness and student learning via Annual Assessment Reports, program review, and national accreditation processes (CFR 4.6).

### *Annual Assessment Reports*

The Annual Assessment Reports were first introduced in Fall 2010 at the first Program Directors and Deans Retreat. The Office of the Provost has hosted three Program Directors and Deans retreats, in Fall 2010, Spring 2011, and Fall 2011, which were primarily focused on program and student learning assessment. The institution plans to continue to host one each semester after this. These retreats have served as the assessment “feedback sessions” described in the Institutional Proposal and the CPR report. At the first retreat, program directors themselves were empowered to become the assessment leaders within the programs and Schools. Rather than using Assessment Liaisons, as had been described in the Institutional Proposal, it became more effective to educate the program directors on the institutional research data related to their degree programs (CFR 4.5). Because of budget constraints, CalArts had to make do without significant shifts in infrastructure to support assessment efforts. Now, annually, program directors receive analyzed data for their programs from the Returning Students Questionnaire, the annual Exit Survey of graduating students, graduation and retention figures (see Appendix H), and the results of ad hoc surveys and projects, such as the special Mentor Survey (CFR 4.4). They use this data as a starting point for completing their Annual Assessment Reports. Annual Assessment Reports provide an opportunity for program directors and faculty to reflect upon a degree program’s assessment efforts and curricular changes during the prior academic year (CFR 4.6).

Program directors complete the Annual Assessment Report, and then they turn those into the Dean of the School and the Assistant Provost for Academic Affairs. The proposal for Annual Assessment Reports was discussed in the CPR report, and now, at the EER stage, CalArts is undergoing its second reporting cycle. As part of the budget planning process for the next year, the reports went to the President’s Planning Group (PPG) and Deans Council (CFR 4.6). The WASC Steering Committee reviewed the outcomes as well. The general outcomes of these reports were supported by the outcomes of recent program reviews, discussed below.

The Fall 2010 Annual Assessment Reports asked program directors and faculty to consider the following questions:

#### *This Past Year (2009/2010)*

- *How well are your program’s curriculum and other learning experiences promoting your stated program goals and learning outcomes?*
- *Has there been a primary focus in your program during the past year? If so, please describe that focus.*
- *What kind of changes (curricular, personnel, etc.) were made in the program (if any), and why?*
- *When looking at your students’ results in conjunction with your rubrics, did you notice any trends? Please describe them. (Results can include mid-residence and graduation reviews, juries, thesis projects, productions, exhibitions, etc.)*

#### *Current Year (2010/2011)*

- *Are you planning on changing your learning goals, rubrics, or other assessment tools this year? If so, how will these changes better meet the needs of your students?*
- *Are you planning on making any curricular changes to your program during the current year or during the next academic year? Please describe any changes you anticipate.*

- *How would you like to see the program develop over the current year or the next year (e.g., changes in enrollment, facilities, visiting artists, etc.)?*
- *If the program has resource needs, please specify them here. What resource obstacles, if any, are blocking you from meeting your objectives? What actions have you taken to overcome these obstacles? What plans do you have to address your remaining needs?*

The Fall 2011 Annual Assessment Report asked programs to consider two questions in addition to the ones listed above:

- *How has your program addressed the changes or aspirations discussed in the Fall 2010 Annual Assessment Report?*
- *How is your program preparing for your next program review or national accreditation review? How are you using the results of your most recent program review or national accreditation review?*

In 2010–2011, forty-five out of fifty-eight programs or specializations turned in their Annual Assessment Reports (78% return rate). Qualitative analysis of these reports discussed the following major issues:

- Increased enrollment and its impact on student learning and faculty workload. Some programs remarked upon or asked for a return to previous enrollment targets.
- Curricular realignments and/or additions, primarily at the BFA level.
- An increased need and/or presence of technical and skill-based courses, such as math, science, languages, or other *métier*-specific artistic technical competencies, as well as the faculty and staff to support these courses and activities. The absence of these courses causes gaps in student learning at more advanced levels.
- The heavy financial burden on students and a need for financial aid to attract and keep students.
- Multiple issues related to studio space, student workspaces, practice rooms, labs, and shops.
- Faculty engagement with students and the quality of mentoring varies from being a positive feature of the program to something that needs to be improved.
- Consistent and positive use of guest artists to supplement teaching of core faculty and attend to new artistic and curricular directions.

The Annual Assessment Reports for Fall 2011 will be due at the end of the Fall Semester. Program directors were given data about their programs at the November 4, 2011 Program Directors and Deans Retreat. Additionally, at the Fall 2011 Retreat, the program directors and deans engaged in curricular mapping of the courses that they offer in relation to their stated program goals. The new intranet ([my.calarts.edu](http://my.calarts.edu)), reframed institutional research efforts, and ongoing assessment training from the Office of the Provost support program directors in their continued School and program assessment efforts. Faculty understand that these Annual Assessment Reports are critical for developing the data-driven basis of program review (CFR 3.2). Conversations—both among administrators, program directors, and deans, and between program directors and their faculty—have reflected a more sophisticated relationship between evidence and planning (CFR 4.3).

### *Program Review and National Accreditation*

The goals of program review at CalArts are to assess the alignment of courses with program goals; ensure high-quality student learning throughout the entire program; determine the presence of CalArts' mission within individual programs; and align resources and faculty planning to achieve the aforementioned goals (CFRs 2.1, 2.7, 3.8, 4.3, 4.4, 4.6). Four of CalArts six Schools have national arts accreditation; those Schools augment their national accreditation processes to incorporate CalArts' standards for program review, which are based on the guidelines created by WASC.

For program review at CalArts, each program completes a written self-study, following an outline created in conjunction with the Office of the Provost. Program review self-studies evaluate resources, facilities, faculty, staff, results of student surveys, and retention and graduation rates, while taking into consideration the history and mission of the program. They evaluate the impact each of these factors has on current program functioning and put forth aspirations for the program in the coming years.

The program then hosts at least two well-qualified external visitors for a site visit, asking them to focus on the program's alignment of goals and outcomes (CFR 4.8). Students participate in the program review process by meeting with visitors and sharing their perspectives on program directions and functioning. Visitors also observe classes in session and review student work.

The visitors then generate a report based on their findings. The program directors, Associate Provost, and Assistant Provost for Academic Affairs create a response to the visitors' report, including any budget requests for the Budget Committee, while outlining program plans for the years until the next program review. The President and Provost then review the entirety of the program review reports and responses. Throughout the process, the Associate Provost and Assistant Provost for Academic Affairs provide feedback to the deans, program directors, and faculty as they work on their self-studies and prepare for their program review visits.

Since the Institutional Proposal, three CalArts programs have completed program reviews; four more are undergoing program review as part of the National Association of Schools of Art and Design (NASAD) reaffirmation of accreditation, as well as one co-curricular program. (See Appendix B for a timeline of CalArts' program review and national accreditation cycles.) In the years intervening its national accreditation cycles, CalArts has had success in seeking national accreditation plan approval for several new degrees and specializations, indicating a high level curricular design quality with respect to national arts standards. At the time of the EER visit in March 2012, the 2011–2012 NASAD report will be available for review.

Since this reframed program review process began in 2008, it has had an impact on the Institution's quality improvement efforts and on academic planning and budgeting (CFR 4.2, 4.3). Historically, the needs of the programs have outpaced CalArts' ability to respond to simultaneous requests for resources. Program review, which includes the scheduled national accreditation cycles, has become the mechanism and timeline for fielding carefully considered financial requests. This allows the Institute to have a fair and transparent system for responding to documented capacity challenges and to plan for growth or programmatic enhancement.

The School of Critical Studies completed its most recent comprehensive program review of its general studies curriculum in 2008–2009. The general studies curriculum in the School of Critical Studies encourages students to recognize the complexity of political, social, and aesthetic questions and respond to them with informed, independent judgment. The challenge for Critical Studies is to tailor a curriculum to students who define themselves primarily as artists, which at



the same time enables them to acquire conceptual, analytical, and communication skills relevant to their artmaking and to their larger roles as artists in contemporary society. BFA students in CalArts' five other Schools are required to complete at least 46 semester units (or about 40% of their total required units) in Critical Studies credit-bearing courses. In the first or second semester of the first BFA year, all students must take Writing Arts—a course that introduces students to key concepts underpinning the relation between art and society. Only students who come to CalArts with AP English credit or Freshman Composition units from a college or university are exempted from the Writing Arts requirement. First-year students must also take a one-semester Foundation Course, chosen from a variety of subjects ranging from literature to contemporary politics to the biological sciences. Both Writing Arts and the Foundation Course have an intensive critical writing workshop component.

The Critical Studies–BFA General Studies Program Review revealed that further strengthening of the first-year writing education for undergraduate students was needed. A new faculty line was added, and a new composition specialist began in January 2011 after a national search. This faculty member took over the responsibility for teaching Writing Arts, has trained writing section teaching assistants, has provided training to the Teaching and Learning Center writing tutors, and is working closely with the Professional Preparation Task Force on how CalArts can better prepare students for work and life. This hire is an example of both a better alignment of planning and budgeting, and how using the results of program review can improve CalArts' educational effectiveness (CFR 4.2, 4.3).

Last summer, CalArts initiated its first-ever summer school, which consisted of eight three-unit Critical Studies accredited courses. The new composition faculty member taught a version of Writing Arts that could count towards Writing Arts credit for BFA students. The summer school venture was successful on several levels: it helped many students to get off of Critical Studies Warning or to get ahead in their Critical Studies classes; and it provided an opportunity for students to focus on their intellectual development, without the pressures of core métier coursework. This faculty-initiated endeavor further supports the goals of this productive curricular area.

In 2010–2011, two programs in the School of Film/Video completed program reviews: Film Directing (MFA) and Experimental Animation (BFA and MFA). Additional budget requests are being considered for the 2012–2013 academic year and beyond to support the outcome of these reviews. (See Appendices C and D for the full program reviews.) One initial outcome of the Program Review for Experimental Animation was the reassignment of a much-needed classroom to the program. The CalArts community welcomes this alignment of planning and resource allotment (CFR 4.2).

## ASSESSMENT OF INSTITUTE EDUCATIONAL AND OPERATIONAL OBJECTIVES

### *Institutional Research*

As CalArts mentioned at its CPR Commission Meeting in June 2010, it has grown its capacity to perform Institutional Research (IR). In 2011, that function was split from the Teaching and Learning Center. Academic IR is now a part of the Office of the Provost, with distributed functions also in the Office of Enrollment Management and the Office of the Registrar. Although institutional resources have not allowed CalArts to have one full-time dedicated IR Director, CalArts still has met WASC standards with its IR Group model, and IR has grown since the CPR report (CFR 4.5).

First of all, a more strategic approach was adopted for IR. Described in both the Institutional Proposal and the CPR report, CalArts had hoped to work on a longitudinal study of student art making, more informally known as the “cohort” study. It became clear that, given CalArts’ capacity, other Institutional Research took precedence, such as creating data packets per program for the Program Directors and Deans Retreats and data to support program review (CFRs 4.3, 4.4). New surveys explored new and returning students’ expectations of mentoring, staff satisfaction, and orientation, among others. It has been more efficacious to look at student retention data and the results of surveys, rather than working on a very large and comprehensive research project, which would not have allowed other, more-focused research projects. On the whole, CalArts made the right decision, since data from the new surveys and new ways of looking at retention and graduation rates have been used to affect many different decisions across the Institute. Additionally, changes were made and implemented to the Institute Stats Book, which has been renamed the Fact Book, to be more in line with IR practices elsewhere, and to communicate that the book is not only just about data and figures, but also about telling the story of students’ progression through the institute via discernible patterns. The Fact Book is posted online on CalArts’ intranet, my.calarts.edu.

#### *Student Graduation and Retention Rates*

Recent IR efforts have focused on how data can best inform retention and graduation efforts (see Appendix H). Graduation and retention rates have been analyzed to determine if patterns exist across time and demographic groups. For six-year graduation rates, logistic regression models indicate that no statistically significant increases or decreases have been observed starting with 2001–2002 and ending with the 2005–2006 academic years. This pattern holds for first-time freshmen, transfer students, and graduate students. Because of this consistent pattern, six-year graduation rates can be predicted. Estimated (lower and upper 95% confidence intervals), predicted, six-year graduation rates are: 58.9% (55.2% to 62.6%), 73.6 (70.1% to 76.8%), and 86.8% (84.6% to 88.8%) for first-time freshmen, transfer and graduate students respectively. Gender, ethnicity, and international/domestic status did consistently alter the model’s ability to predict graduation rate. International transfer students had a slightly higher six-year graduation rate (85.2%) compared to domestic transfer students (72.4%). When international students are excluded, graduate students of color had lower six-year graduation rate (83.5%) compared to white graduate students (88.2%). These results indicate that the slight variations in graduation rates between 2001–2002 and 2005–2006 cannot be distinguished from random variation within a type of degree-seeking student.

To investigate if recent efforts have potentially improved graduation rates, retention rates from Fall 2002 (students returning in Fall 2002 from Spring 2002) through Spring 2011 (students returning in Spring 2011 from Fall 2010) were analyzed. Analyses are at the Institute level. It was important to take into account students returning or not returning from leaves of absence, and that data is not presently available. Logistic regression models were estimated separately for fall to spring retention and spring to fall retention, as it is expected that retention over the winter break is likely to be higher than over the summer break. While retention rates did not change significantly over time across winter break (96.8%), retention did significantly increase from 91.1% to 93% over years for fall retention (across summer break) from the spring. This trend supports the hypothesis that six-year graduation rates may have increased in recent years. This trend will be closely monitored.

## CONCLUSION

The CPR Report discussed the constructive, but frequently arduous task, of articulating priorities and committing to standardized, yet flexible, models of assessment. At the time of the EER Review, CalArts has met its goal of implementing its new assessment tools and will continue to work on refining them in the coming years. Now used on an ongoing basis, these tools have provoked conversations about what the programs value, whether or not the curricula are designed to meet those particular goals, and whether the degree programs at CalArts have the proper, aligned resources to meet those goals. Furthermore, CalArts has grown its capacity and subsequently its effectiveness in institutional research, which is used to further the articulated aspirations of the degree programs and faculty.

## THEME TWO

“WHAT ARE WE DOING TO PREPARE STUDENTS TO CONCEIVE AND ARTICULATE THEIR ARTMAKING AND ITS RELATIONSHIP TO THE WORLD AROUND THEM?”

The connectedness between students’ artmaking and the world is defined within the CalArts mission statement (CFR 1.1):

*California Institute of the Arts educates artists in a learning environment founded on artmaking excellence, creative experimentation, critical reflection and the diversity of voices. To advance the exploration of new forms and expressions, CalArts urges collaboration and reciprocity among artists, artistic disciplines and cultural traditions—both on campus and in ongoing engagement with communities near and far.*

But the thematic question above is about how CalArts prepares students to conceive and articulate that relationship. How does CalArts urge collaboration and reciprocity among artists, artistic disciplines, and cultural traditions? How far does CalArts’ reach go in the world? If students engage with communities that are “near and far,” are they able to discuss why their artmaking is excellent? Can they not only experiment creatively, but can they document the results of their creative experimentation in a portfolio or on a résumé? Do they have the social intelligence and critical reflection needed to engage in a conversation with diverse voices?

Students learn from faculty who are active artists and scholars, already connected with the world beyond CalArts. Since each student studies within a particular métier program at CalArts, the degree programs are where they learn artistic skills and develop a particular practice. The learning goals and outcomes of the degree programs describe the particular ways that the academic curricula prepare students to conceive and articulate their artmaking and its relationship to the world around them. Additionally, out-of-the classroom learning via complementary or co-curricular learning plays a large role in teaching students to relate their artmaking and educational progress to the world around them.

### CO-CURRICULAR PROGRAMS

While students are at CalArts, broad and varied co-curricular activities connect students more deeply to the education offered in their Schools and help them branch out beyond the Institute. The complementary learning experiences offered through the co-curricular areas of the Institute include the Community Arts Partnership (CAP), the Division of Library and Information Resources, Student Affairs, the Teaching and Learning Center, Academic Advisement, the Center for Integrated Media, the CalArts Center for New Performance, International Relations, REDCAT (Roy and Edna Disney/CalArts Theater), and Equity and Diversity programs offered through the Office of the Provost. In different ways, these co-curricular areas connect students to a larger reality beyond themselves and can aid students’ growth as artist-citizens. And, finally, these offices and areas can help set students on well-connected and well-paved paths for life and work after graduation. Much of the work done within CalArts’ co-curricular areas falls under WASC’s standards related to “Support for Student Learning and Success.”

CalArts has made important steps since the CPR in assessing the effectiveness of its many and varied complementary learning experiences (CFR 2.11). Assessment of the effectiveness

of complementary learning experiences continues to develop at different rates for each area since these many offices, initiatives, and programs are unique and still growing. Some are putting the finishing touches on student learning outcomes, while others are engaged in self-studies, and direct and indirect assessment of programming. CalArts is committed to growing these assessment functions while increasing their capacity and effectiveness, especially as the needs of CalArts' students change.

### *Community Arts Partnership (CAP)*

The CalArts Community Arts Partnership (CAP) supports the ability of CalArts students to conceive and articulate their artmaking both in and to the world around them, in alignment with the Institute's mission of encouraging collaboration and reciprocity among communities near and far. CAP achieves this goal by linking the students of CalArts to a vast network of 45 public schools, community-based arts and youth organizations, and social service agencies, which spreads over a 1,000 square mile radius across Los Angeles County. At these educational partner sites, CalArts students teach their art form in collaboration with CalArts faculty and alumni to under-served youth, ranging in age from 6 to 18. These field experiences help CalArts students master the fundamentals of their art form by teaching it to those who are younger in both years and experience across various age groups, populations, cultures, classroom environments, and communities. Through CAP, CalArts students learn how to plan, design, and implement curriculum and instruction; manage the classroom learning environment; interact with diverse students using a variety of teaching methodologies; evaluate participant's creative abilities and skills; apply teaching and learning theories in practical situations; and develop a meaningful connection among their artistic practice, their academic interests, and the community.

Every year, CAP provides approximately 250 CalArts students with a total of 28,785 hours of classroom instruction through its year-long programs and approximately 75 CalArts students with a total of 1,252 hours of instruction through its short-term programs.

Since the CPR, CAP has begun piloting new program delivery models to enhance the educational effectiveness of its programs and to further connect CAP to the learning goals for each School at CalArts. This includes the creation of curricular integration courses, which combine a course in pedagogy specific to the student's *métier* with hands-on teaching experience at one of CAP's educational partner sites, and the development of immersion programs, which immerse the CalArts students in the full activities of CAP's partner schools. The purpose of these models is to enhance the training CalArts students receive through their participation in CAP. CAP launched its first curricular integration program with the School of Art in Fall 2010. This new program joined the previously developed curricular integration programs with the CalArts School of Theater: the Arroyo Seco Junior High School Theater Improvisation Program and the Franklin High School Playwriting Program. Participation in these programs have become requirements for MFA students in the School of Theater.

The new curricular integration program with the School of Art combines a visual arts pedagogy course at CalArts with hands-on teaching experience at Newhall Elementary School in Newhall. CalArts students receive training in pedagogical methods, building visual literacy, and creative techniques for working in the classroom in the course, and then apply their training each week as they gain experience at the primary level by teaching 40 first through third graders at Newhall Elementary School. Student instructors collaboratively teach observational drawing, 3D

sculpture using recycled materials, drawing using wet and dry media, painting techniques, and the beginnings of color theory and composition.

CAP is also in the process of developing a new curricular integration course with the School of Critical Studies that will combine a course in creative writing and second language acquisition pedagogy with hands-on instruction in an advanced English Language Learner class at William S. Hart High School in Newhall, California. This course will begin in Spring 2012. CAP also began piloting an immersion program through the Herb Alpert School of Music at CalArts in Fall 2010. This program places advanced music students at West Creek Academy, a new public elementary school in Saugus, California, where each CalArts music student leads their own music class. This program works with the principal and classroom teachers at the school to create a music-infused curriculum, in which 412 primary students receive twice-weekly instruction in piano or violin, African drumming and dance, and vocal training throughout the school year. During 2010–2011, CAP student instructors were on site teaching two full days per week. This year, CAP's presence on the campus has increased to four days per week.

CAP has also conducted a workload analysis and staff skills assessment survey as part of a comprehensive organizational structure and staffing plan to assess the program's general capabilities, to identify resources needed to maintain and enhance its current programs, and to determine critical future needs that take staff development opportunities and funding sources into account. This analysis has resulted in the restructuring of the CAP program to include the addition of another full-time program coordinator, bringing the total number of program coordinators to three. These program coordinators are responsible for direct managerial and day-to-day oversight of each of the 55 distinct CAP programs; reviewing instructor curricula, syllabi, and lesson plans for each assigned program; working with CalArts faculty or alumni lead instructors to recruit, train, and support CAP student instructors for each assigned program; advising CAP instructors, as needed, on lesson-plan content and structure; supervising CAP instructors in collaboration with CalArts faculty or alumni lead instructors; and organizing training sessions for CAP instructors. This restructuring provides the personnel to collect educational effectiveness data on the program and enhances CAP's ability to provide one-on-one support for CalArts students teaching in CAP programs. This one-on-one support for CalArts students includes pedagogical coaching as well as assistance with résumés, interviews, grant proposals, scholarship proposals, and letters of recommendation, among other assistance provided.

CAP is now in the midst of undertaking the Institute's first co-curricular program review. The focus of this review is on the CalArts student teaching experience in the CAP program. As part of this process, CAP is developing a systematic plan to collect and analyze CalArts student data in order to track their needs, perspectives, experiences, and achievements through participating in CAP. The plan will focus on gathering evidence of CAP's impact in helping CalArts students deepen their understanding of their métier, their ability to apply knowledge to practice, development of a sense of social responsibility as artist-citizens, their understanding of human difference and commonality, their ability to work collaboratively, and their preparation for work and civic participation after graduation. The results of CAP's Co-Curricular Program Review will be available at the end of the Spring 2012 semester.



### *Division of Library and Information Resources*

The faculty and staff of the Division of Library and Information value creating a well-structured and comprehensive library program intended to enhance the educational experience for students (CFRs 2.13, 3.6). They achieve this through instructional efforts, by offering effective information discovery tools, and by developing partnerships with classroom faculty. Through the Division's instructional efforts, the librarians teach students the skills necessary for lifelong learning, creative exploration, and critical reflection—major aspects of CalArts' mission statement. Librarians instruct by four means: individual research consultations, course integrated instruction, for-credit courses, and student independent studies. Librarians are now embedded in several courses in which they have multiple interactions with students throughout the semester. Additionally, the Division recently started offering workshops in collaboration with Student Council and programming in collaboration with the Teaching and Learning Center (TLC). In addition, Library and Information Resources began hosting a variety of events designed to engage students, such as a small press publisher's panel discussion and a poetry reading to welcome MFA Writing Program students' book projects into the Library's collection.

Individual consultations are assessed informally through immediate feedback and through regularly scheduled meetings of the librarians to share experiences and discuss process and techniques. Course-integrated instruction is based on the student learning goals as represented in the CalArts Library Information Literacy Rubric; these are assessed formally through in-class assignments and informally through follow-up conversations with the course instructor and discussing lesson plans among the librarians. For-credit courses and independent studies are assessed formally through student assignments and students' course evaluations. Starting this year, a faculty peer review process will be initiated, utilizing classroom observation, evaluation of teaching materials, and review of student assessment tools.

The focus of the Division's educational effectiveness assessments is aimed towards improving individual pedagogy. The Division does conduct ad hoc surveys, interviews, and other means of collecting student and faculty input. Those data are analyzed and acted upon. Library and Information Resources plan to participate this year during second semester in a pilot assessment project (LibQUAL+ Triad) sponsored by the Association of Research Libraries designed not only to identify areas of user satisfaction/dissatisfaction and user expectations, but also to pinpoint which specific issues are the most important to the community. The Division also has annual statistics that measure its outputs. On the Spring 2011 Returning Student Questionnaire, 90% of students reported that they were "very satisfied" or "somewhat satisfied" with the Library, with just 2.9% of students reporting that they did not use the Library. For the first time, Library and Information Resources is currently engaged in writing Annual Assessment Reports. Collectively, the faculty librarians are considering how well the Division's activities promote the library's stated goals, their responses to institutional changes, what they need to accomplish over the next three years, and the resources required to realize these accomplishments. The Division will undergo Co-Curricular Program Review in 2016–2017.

Since the CPR, a major focus of the Division has been on enhancing access to the Institute Archives, a collection dedicated to the rich history of CalArts. Access, retention, and copyright policies were created and made available on the Library's website. The Division also updated the website to include links to various digital archives created in schools and departments throughout CalArts. New outreach efforts to the community were launched, including hosting the Music

Library Association - Southern California Chapter's annual conference, providing a tour of the library for the Southern California Special Libraries Association, and an art show featuring the works of area high school students. Regarding the facilities, an investment was made to significantly expand the film vault to create climate-controlled housing for more of the moving image collection, including replacing and upgrading the dedicated air conditioning system. This improvement coincides with efforts to preserve and increase access to this collection. Most significantly, this year the Division will be migrating to a new cloud-based integrated library system (OCLC's Web-scale Management Services) in order to provide enhanced information discovery tools to users. This change will allow more powerful content retrieval for students and faculty—an important way to stay connected to the world.

### *Teaching and Learning Center*

Over the past year, the Teaching and Learning Center (TLC) has undergone an evolution from the way that it was initially described in the CPR report. As a joint project of the Offices of the Provost, Student Affairs, and the Division of Library and Information Resources, the TLC was originally conceived to be a center for student academic support via tutoring, advising and workshops; faculty professional development; and institutional research and assessment training. The CPR visiting team noted discrepancies between the resources required and the large scope of the activities of the TLC, and the Institute agreed. So, after the CPR visit, additional monies were allocated to the institutional research, faculty professional development, and academic advising areas, and these functions were separated from the TLC, their purposes clarified, and programming strengthened. As a result, Institutional Research is better planned, supported with the proper statistical programs and equipment, and poised for additional, necessary growth (CFR 2.13). There is a better understanding institutionally of the ways that data can serve decision-making, and program directors and deans regularly use the results of student surveys, retention rates, and graduation rates in their assessment and planning (CFR 4.3). Focused faculty professional development activities are described more detail in Essay Three, and the enhanced Academic Advisement activities are described below. Over the 2010–2011 academic year, Academic Advising moved out of the physical Teaching and Learning Center, and now primarily takes place in the Registrar's Office and in Tatum Lounge (a café and lounge for the CalArts community).

In Fall 2011, the physical Teaching and Learning Center (located within the Library) has become primarily focused on student academic support via tutoring, as described below, and computing services for students with disabilities. Both of these activities are coordinated through the Office of Student Affairs. There is also a Group Study Room available to students, which is scheduled through the Library. The Teaching and Learning Center occasionally holds workshops for faculty and students in the Group Study Room as well. During Summer and Fall 2011, the Coordinator for Academic Affairs developed two comprehensive Teaching and Learning Center websites, one for students and one for faculty, which detail the programming and resources of the TLC for their respective audience as well as provide a myriad of online resources related to teaching and learning. CalArts is still committed to assessing and modifying the TLC, which will undergo Co-Curricular Program Review in 2014–2015.

## *Student Affairs*

Student Affairs is the home of many of CalArts' complementary learning experiences, and this busy office also handles disciplinary cases, provides counseling by two licensed Marriage and Family Therapists, coordinates services for students with disabilities, and organizes orientation and graduation, among many other student-centered activities. According to results from the 2011 Returning Student Questionnaire, 74% of students made use of services in the Student Affairs office. Satisfaction was good among those who used the office, with 92% stating they were very or somewhat satisfied. During the Fall 2011 semester, the Office of Student Affairs engaged in a process of goal setting related to student learning via the office's many programs and services, and it will be undergoing Co-Curricular Program Review in 2014–2015. The activities described below—only a portion of what Student Affairs provides students—relate to WASC's expectations for student support and CalArts' commitment to learning and improvement.

**TUTORING:** Four types of tutoring are offered through Student Affairs: writing assistance on a drop-in basis in the Teaching and Learning Center; one-on-one peer tutoring for students for whom English is a second language; individual tutoring for students with disabilities; and one-on-one tutoring in the subjects of music skills and music theory. Results from the 2011 Returning Student Questionnaire show that 29% of responding students made use of peer tutoring, and 88% rated their experience as very or somewhat satisfying. As a direct result of this assessment, during the Fall 2011 semester, the new Critical Studies faculty member and coordinator of Writing Arts—hired as a result of Critical Studies' program review—assisted in the training of writing tutors.

**FIRST YEAR EXPERIENCE:** Student Affairs has made several programmatic changes to the First Year Experience that was originally described in the CPR, but the main features remain the same. The First Year experience is concurrent with the Orientation and Class-Sign up week of the fall semester. A series of activities and workshops introduce new BFA students and their families to student life, artistry, and academics at CalArts. CalArts would still like to explore ways of extending the First Year Experience further into the first six weeks of the semester—a critical period for retaining new students. Faculty discussions (at the Fall 2011 Program Directors and Deans Retreat) and student discussions (at the November 2011 Student Council Town Hall Meeting) have included ideas for a yearlong first year experience course and/or program.

**ACTIVITIES AND ORGANIZATIONS:** The Activities Coordinator in Student Affairs facilitates student organizations and activities, which include arts-focused clubs, social clubs, and recreational clubs. Student Affairs also sponsors a large slate of student activities that range from free tickets to REDCAT, to field trips, the Transgender Awareness Week, and Student Council Town Halls. Students have access to a number of recreational facilities and equipment on campus. Recreational activities include a small fitness center in the dormitory, tennis, basketball and soccer facilities, and camping equipment loaned to students at no charge.

**CAREER PREPARATION:** Students' career preparedness continues to be an area of growth for the Institute (CFR 2.13). Presently, the Career and Internship Advisor within Student Affairs offers career preparation services and workshops for all CalArts students, meeting individually with students throughout the academic year and during the summer. Meetings can include résumé, CV and cover letter writing; internship searches and contract completion; job search skills; and interview techniques. Additionally, the Advisor administers the internship process for students, including the Academy Internship program sponsored by the Academy of Motion Picture Arts and Sciences. The Advisor updates and maintains a web-based listing of jobs and internships for

students and alumni, which listed 108 active job openings in October of 2011, as well as 35 internship opportunities. In Fall 2011, CalArts received a two-year grant from the Surdna Foundation, which allows the Institute to hire a career professional to work individually on career planning with third and fourth year BFA students and recent graduates of CalArts. This will provide an important supplement to a one-person office.

A new Professional Practices Task Force is looking at additional curricular and personnel support for CalArts' students' careers and professional practices. Presently, on the curricular side, each of the Schools offers at least one course specifically oriented towards career preparation. Some are required; some are not. The Advisor attends career classes periodically, covering résumé writing, cover letters, job searches, and interview preparation. During Fall 2009 and Fall 2010, the Career and Internship Advisor took the lead role in an independent career class for students interested in one-on-one mentoring including career specific and alumni workshops to assist with more individually focused goals. During the January 2011 interim, the Career and Internship Advisor collaborated with a Music faculty member to arrange various career workshops, which could be taken individually, not for credit, or as a whole for credit.

The Professional Preparation Task Force has been considering the results of three career-related questions on the 2009, 2010, and 2011 Exit Surveys. Students' reported outcomes of the effectiveness of career/professional preparation courses vary by school. Undergraduate students indicated that they had participated in Professional Preparation courses or workshops at a rate of 36%. This ranged from 50% in Art to 20% in Music. At the graduate student level, 32% had indicated that they had participated. This ranged from 13% in Art to 49% in Music. The fact that there were differences among schools and across the graduate/undergraduate level is noteworthy. Students may have different perspectives on what constitutes a Professional Preparation Course. One agenda item of the Task Force is to more clearly communicate and publicize which courses are specifically geared towards preparing students for work and their professions after CalArts.

This highlights the need for additional curricular offerings. To ensure that all CalArts graduates are prepared for the world, this group is exploring a requirement of a career preparation course for all BFA students. The intent of this new course is not to duplicate the schools' offerings but to complement them. A proposal for this required course and a strategy for funding it should be developed by the end of the Spring 2012 semester.

The Task Force is also looking at the services and structures of career centers and career preparation courses at Association of Independent Colleges of Art and Design (AICAD) schools and those of comparable size and/or mission, with an eye on how best to serve the particular needs of CalArts' students. The Exit Surveys revealed that 78% percent of undergraduate students and 69% of graduate students indicated that they had an employment or internship plan after graduation, with 50% of students indicating that they would be starting a new freelance job after graduation. Those who indicated that they would continue a pre-existing employment also mostly indicated that they would be self-employed. However, the vast majority of those looking for work were looking for full-time employment, with only 16 to 17% specifically indicating that they were looking for self-employment options. With such a large portion of students freelancing—by choice or not—more growth and support for freelancers is a priority.

Demand for career assistance has come from alumni as well, and their needs are being considered as CalArts explores its next steps for career offerings. CalArts is participating in the Strategic National Arts Alumni Project (SNAAP), an annual online survey, data management, and

institutional improvement system designed to enhance the impact of arts-school education. SNAAP, a project of the Indiana University Center for Postsecondary Research in collaboration with the Vanderbilt University Curb Center for Art, Enterprise, and Public Policy, partners with degree-granting institutions to administer the survey to their arts graduates. The 2011 survey is underway, and CalArts will carefully consider the results of SNAAP as it evaluates and grows its professional preparation options (CFR 4.8).

#### *Academic Advisement for BFA Students*

Over the past three years, the Academic Advisement program has made advancements in the services offered to CalArts' undergraduate student population, and the educational effectiveness of the advisement efforts has improved (CFRs 2.12, 2.13). Academic advising has formalized into a program that consists of one professional Institute Academic Advisor who is available forty-hours a week, four peer academic advisors who are available twenty-hours a week, and an Advisement Committee that consists of seven people from across the Institute. Academic Advisement will undergo Co-Curricular Program Review in 2014–2015.

The Peer Academic Advisement Program employs four undergraduate students who have been trained in the informational, conceptual, and relational components of academic advising. As a common practice, the peer academic advisors focus on the needs of CalArts students, involve them in the process of academic advising and learning, and guide them, rather than simply directing. In the development of the Peer Academic Advisement Program, the Institute Academic Advisor created a Peer Academic Advisement Handbook and curriculum for training purposes. Peer academic advising is available five days a week. Each peer advisor works five hours per week, for a total of 20 hours of peer academic advisement.

In an effort to further assist transfer students, Academic Advisement and Student Affairs have developed and implemented a Transfer Student Orientation, which takes place during the fall orientation week. This orientation is tailored to meet the educational and transitional needs of the transfer student population. Additionally, the Office of the Provost has compiled a website geared specifically towards new and returning transfer students. (CFR 2.14)

Since the CPR, the Institute Academic Advisor, in conjunction with the Office of Admissions, created the first articulation agreements between CalArts and neighboring community colleges. There are many complexities to counseling transfer students, so the creation of these course-to-course equivalencies for CalArts' general education has been a useful tool for academic counselors, current and prospective students alike (CFR 2.14). Currently, CalArts has completed two articulation agreements and has two in progress. In an effort to reach additional students, the Institute plans to extend articulation relationships to more community colleges in California.

Starting in Fall 2009, the Director of Admissions has identified students "at-risk," based on their previous academic history. These students are required to seek academic advising twice a semester for the first two years of enrollment. During these advising sessions, the Institute Academic Advisor works with a student to address behaviors that may be contributing to that student's lack of progress, and they work together to identify strategies for being a successful student at CalArts. In Fall 2009, CalArts admitted twenty-six at-risk students, and thirteen remain enrolled during Fall 2011. In an effort to improve the retention rate of this population, the Institute Academic Advisor enhanced strategic efforts by increasing contact with students to multiple times during the semester. In addition to frequent check-ins, the Advisor also took a concerted effort to

work more closely with the mentors of these students. By involving the mentors in the process of advising, CalArts is able to holistically address many student concerns. Of the Fall 2010 cohort, 94% have been retained. The most recent cohort—the Fall 2011 class—consists of 19 students. In an effort to provide additional support services, the Institute Academic Advisor developed and implemented a student success workshop for these students in conjunction with the Teaching and Learning Center. The Advisor addressed pertinent issues, such as time management, procrastination, and study skills.

Each semester the Academic Advisement Committee hosts several “Open-Advising Nights” for new and current undergraduate students. During these events, the committee offers students numerous advising services. Open-advising events began in Spring 2009. For each spring event, the committee sees approximately 100 students, and about 150 students attended the Fall 2009 and Fall 2010 events. This semester, Fall 2011, attendance at “Open Advising Nights” jumped to 250 students. (This data does not include “walk-ins” during regular business hours.) The Institute Academic Advisor also provides training and development for faculty and staff on matters such as FERPA (Family Education Rights and Privacy Act) and advising presentations.

The numbers of students seeking advising services has grown. Not only are the Institute Academic Advisor, the Advisement Committee, and the Peer Advisors advising current undergraduate students on a one-on-one basis, but they are also advising students’ via e-mail and through phone conversations, as well as working with prospective transfer students and their parents. Over a 36-month period, the Advisors have had over 1,700 appointments with students, not including drop-ins or referrals from the everyday traffic of the Registrar’s Office. The advisement community anticipates this number to increase as more students and faculty become aware of the advising services on campus.

As more and more students utilize advisement services, the Advisement Committee is hopeful that the program will continue to span its reach within the community and beyond. In an effort to pinpoint some areas of potential growth, two members of the Advisement Committee attended the National Academic Advising Association’s (NACADA) 2011 Summer Institute. At the Institute, they consulted with several experts in the field of academic advising. During this time, they developed an action plan for a comprehensive first-year advising program. The plan included presenting advising information during first-year required courses; developing an advising web page (launched in November 2011); creating staff and faculty training; creating an intake form; developing an early academic alert system (including guidelines and worksheets); developing student success workshops; and planning academic success follow-ups at strategic times during the first two semesters. Although this plan is extensive, the Advisement Committee has already made progress with many of these initiatives. They hope to continue to maintain progress towards these goals and increase the utilization of advising services throughout the institute.

### *Equity and Diversity*

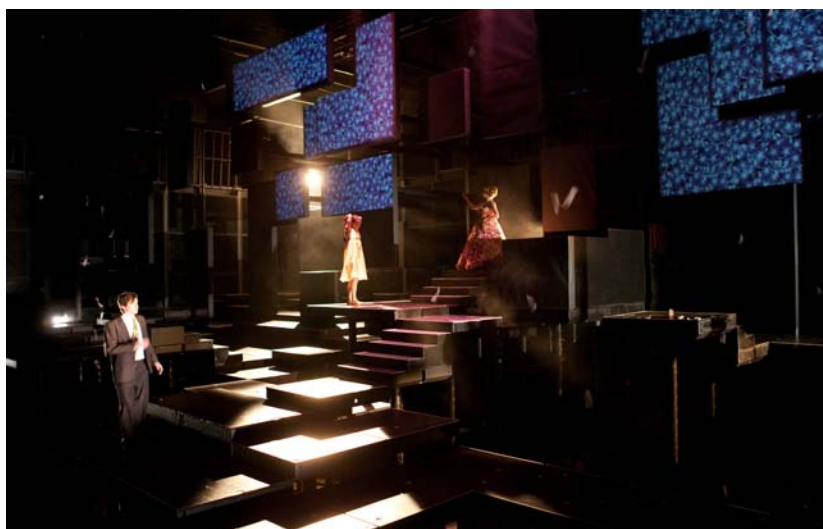
In the Visiting Team’s CPR Report, the Team praised CalArts for its appointment of an Assistant Provost for Equity and Diversity. In addition to meeting with students, staff, and faculty, the Assistant Provost has coordinated key activities which echo and support CalArts’ mission and the WASC Statement on Diversity (CFR 1.5). Sponsored by the Office of the Provost and the Diversity Committee at CalArts, Art, Justice & Global Aesthetics: The Equity and Diversity Lecture Series began in Fall 2010 and brings renowned artists and speakers to campus to address issues of equity



and diversity and their intersections with aesthetics and art making practices. The Assistant Provost also chairs the long-standing Diversity Committee, which fosters an open dialogue among CalArts students, faculty and staff and to address issues relating to diversity at the Institute and beyond. The Intercultural Arts Partnership (ICAP) for faculty and students and the Diversity Grants for students further support the same aims.

### *Center for Integrated Media*

The Center for Integrated Media (CIM) is a supplemental concentration offered by many MFA programs at CalArts. CIM is designed specifically for advanced students whose creative use of technology—in particular digital media—goes beyond their primary métiers in art, dance, film/video, music, theater, and writing. The Center for Integrated Media supports all IM students across CalArts, enabling them to apply new technologies and integrate multiple media and disciplines into



new forms of expression. It offers specialized IM classes, workshops, and seminars, and supports a wide range of projects involving performative and environmental installations, video, sound, music, robotics, gaming, programming, interactivity, computer graphics, and the Internet.

The Center for Integrated Media is conceived as an interdisciplinary laboratory where students can combine art, science and technology. In 2011, CIM moved to an expanded space with the MFA Program in Art and Technology—a move which arose from the Experimental Animation Program

Review. (Experimental Animation took over the old CIM space, which adjoins the Experimental Animation studios.) CIM has articulated learning goals and outcomes for the students who formally participate in this concentration, as well as specific learning goals for each of the courses that it offers—several of which are open to the Institute. Each semester, the director reviews course evaluations for trends and areas of improvement. During each spring semester, the director conducts three focus groups with students regarding the CIM curriculum. The faculty use the results of course evaluations and the focus groups to make changes to the curriculum. CIM will also undergo program review in 2013–2014.

### *CalArts Center for New Performance*

Established in 1999 as a forum for the creation of ground-breaking theatrical performance, the CalArts Center for New Performance (CNP) culminates the learning and training objectives of the performance-based Schools at CalArts by bringing students into a rigorous professional context with CalArts faculty and guest artists. CNP helps extend the artistic work of CalArts into dialogue with artist professionals and the broader local, national, and international community, thereby supporting CalArts' mission. Through CNP productions, students not only learn, but also collaborate

with professionals to generate new knowledge and new practices. CNP's productions not only add to the résumés and portfolios of CalArts students and alumni, but students can gain valuable professional connections for later work. It will be important to directly and indirectly evaluate the effect that participation in CNP can have on students' lives beyond CalArts. CNP has set student-learning goals during the Fall 2011 semester, and a Co-Curricular Program Review is planned for 2016–2017, which coincides with the School of Theater's National Association of Schools of Theater (NAST) accreditation review.

### *REDCAT*

REDCAT, the Roy and Edna Disney/CalArts Theater in downtown Los Angeles, is an interdisciplinary contemporary arts center for innovative visual, performing and media arts located inside the Walt Disney Concert Hall complex. As a high-profile arts presentation venue, REDCAT not only showcases amazing national and international artists, but it can provide important professional and artistic connections for students and alumni: as consumers of the arts presented; as volunteers or paid employees, technicians, or performers; or as student participants in the workshops that REDCAT artists present at CalArts. REDCAT has recently set learning goals related to the CalArts students' experience, and it will undergo program review related to these goals in 2017–2018: By the time students graduate from CalArts, they will have attended performances and gallery exhibitions at REDCAT for free or low cost and experienced arts offerings in downtown Los Angeles; have interacted with the guest artists and curators from REDCAT that come to teach at CalArts, giving students exposure to cross-disciplinary aesthetics and artmaking; have had opportunities to work or volunteer for REDCAT's theater, lounge, and gallery, enhancing students' preparation for life after CalArts. Selected students will have had opportunities to work with professional artists and to perform at REDCAT.

### *International Relations*

Some of the best ways for students to better connect with the world are to travel and to welcome international students and faculty to CalArts. In the Visiting Team's CPR Report, they took issue with the scope of CalArts' international goals versus the reality of its current programming. Consequently, in 2010, the Office of International Relations was created and charged with managing and growing CalArts' international programs and presence around the world. This new office is a resource for international activities involving the CalArts community and is responsible for visa eligibility documents and work permits for students, faculty, and scholars (See Appendix I for description of activities). Under the auspices of the Office of International Relations, the International Student and Programs Advisor counsels international students on visa and immigration matters, credentials evaluation, cultural acclimation, off-campus housing, and offers assistance in obtaining English language support and U.S. tax information. At various times throughout the year, the office holds immigration and tax workshops and hosts entertainment and cultural celebrations for international students and the CalArts community. The International Students and Programs Advisor also manages the institute's international exchange programs with partner institutions located throughout the world. The Office of International Relations is setting its expectations for student learning in Fall 2011 and will undergo program review in 2013–2014.

## CONCLUSION

The answer to the question, “What are we doing to prepare our students to conceive and articulate their artmaking and its relationship to the world around them?” is “quite a lot.” From training in the métiers to tutoring, learning from librarians, or taking the stage with a CNP production, there are many means by which CalArts prepares its students to imagine, enact, and evaluate their artmaking now and their arts practices and careers after they graduate. The next critical steps for CalArts are to continue to grow in areas of need, while assessing the prolific efforts of its co-curricular areas. CalArts has both the will and the plans to do so.

## THEME THREE

“HOW CAN WE BETTER SUPPORT THE PROFESSIONAL AND ARTISTIC DEVELOPMENT OF THE FACULTY AND STAFF TO ENHANCE STUDENT LEARNING?”

The hard work of CalArts staff and faculty created the educational and co-curricular outcomes described in the previous two thematic chapters. This next theme joins together many of the WASC Criteria for Review from Standard 3: Faculty and Staff; Fiscal, Physical and Information Resources; and Organizational Structures and Decision-making Processes. Since the CPR, CalArts has continued to grow its capacity in areas that support both faculty and staff in their professional and artistic work, while new assessment methods gauge the effectiveness—educational and otherwise—of faculty, staff, and the work that they do.

### INFRASTRUCTURE TO SUPPORT FACULTY AND STAFF

Because of the changed fiscal landscape of the years since the Institutional Proposal, it has become even more critical for CalArts to make resource choices that support its mission to educate artists and the work of its staff and faculty. Even with limited resources, CalArts has created a more inclusionary atmosphere for faculty and staff, as requested by the WASC Commission. Measures have been implemented to clarify governance structures, existing policies, and policy-making procedures. These include the development of new electronic information resources, channels of communication between the faculty and administration, the broadening of decision-making deliberations, and review of Institute policies.

#### *New Intranet*

In October 2011, CalArts Public Affairs, Provost’s Office, and IT launched [my.calarts.edu](http://my.calarts.edu), an internal website (i.e., intranet) specifically created for CalArts faculty and staff. This site provides news, information, and resources that can help faculty and staff perform their jobs more easily and efficiently. The site serves as a repository for current policies, handbooks, and forms.

[My.calarts.edu](http://my.calarts.edu) has a basic structure, which is flexible enough to grow with the needs of intended audiences. Its sections include: Human Resources; Information Technology; Safety/Facilities; Faculty/Staff Resources; Forms; Policies; and Planning, Assessment and Research. Important news and notes are posted on the “Announcements” section of the homepage. Included as well are a list of Institute councils and meeting schedules, strategic workplans for the Institute, program assessment tools, and statistical data regarding the CalArts’ faculty, staff, and student populations.

Among the other documents available on [my.calarts.edu](http://my.calarts.edu) is an archived version of a new, regular letter from the President to CalArts’ faculty and staff, indicating institutional changes, challenges, priorities, and opportunities. This new channel of communication, coming directly from the President, already appears to have secured a very broad readership and to have provided faculty and staff with important, timely information regarding personnel searches and appointments, institutional initiatives and directions, growth and challenges with respect to facilities, and national trends in education affecting CalArts. In the future, it is expected to constitute an important and reliable means of communication within the Institute.

## *Policies*

The intranet also hosts a library of administrative and academic policies that can be keyword-searched or filtered by type, with special sections devoted to new policies and policies under review. In developing this area of the site, the Provost's Office staff created a policy numbering system; the first number of a policy denotes the office of the responsible official who governs the policy. This systems helps users better understand whom to contact when making decisions.

This resource affords straightforward round-the-clock access to current information regarding policy initiatives, as well as descriptions of decision-making and policy-formation



procedures. For instance, CalArts' "Formation of Academic Policy" document supplies a definition of Academic Policy and a description of the procedures by which it is formed (including the roles therein of CalArts Dean's Council, Academic Council and the Provost) (CFR 3.11). The "Bylaws of the Faculty Senate" describe the constitution, duties and functioning of the Senate and its executive sub-body, Academic Council. While such documents have been previously available to faculty and staff and have been circulated at council meetings and elsewhere, CalArts' intranet now provides a centralized repository for such policy documentation that is more easily accessible, searchable, and widely known. Via meetings, emails and

letters, its launch has been publicized to the faculty and staff, who have been invited to consider whether any policies represented there should be discussed or updated. The Office of the Provost has recently added School, division, and departmental policies to the site.

Preparing for the launch of this website has furnished an opportunity for CalArts to review and collate its policy documents. Where warranted, instances of duplication between documents have been reduced and clarifications to policy texts have been made. For example, as the Provost's Office staff created the policies section and worked to review the Faculty Handbook in conjunction with the Academic Council, they discovered redundant policy areas and policies that need to be updated. As requested by the Commission, the Faculty Handbook was updated in time for the 2010–2011 academic year with accurate information. Likewise, the Staff Handbook was revised over 2010–2011 and was distributed in November 2011.

CalArts' Academic Policy Formation Policy has been in place since 1990, though administrative policy formation has been conducted mainly by the President, Vice Presidents, and individual offices. Over the Spring 2011 semester, the WASC Steering Committee reviewed policy creation and evaluation systems at other institutions and began work on a draft process for administrative policy formation and policy review at CalArts. Based on that work, the Assistant Provost for Academic Affairs and the recently appointed Vice President—Operations and CIO are drafting a system for proposing, testing, and implementing administrative policies. There has previously been confusion about what is an 'administrative' versus an 'academic' policy, and having a system that delineates both kinds will make decision-making processes throughout CalArts more efficient and clear.

### *Decision-Making Processes*

In a part-time, project-based capacity, Acting Dean of Faculty/Vice Provost (a temporary position for 2011–2012) has been serving as a new liaison between the faculty and administration, sitting on both Deans Council and Academic Council. This one-year position provides a conduit for information flow between the faculty and administration while CalArts searches for a permanent Provost. The Acting Dean of Faculty/Vice Provost’s associated functions include the clarification of policy, the sharing of information between various councils and administrative offices, fact-finding related to Institute business at faculty request, and participating in grievance procedures. This position also serves in an ongoing capacity to observe and assess governance and communication processes at the Institute and to make recommendations for possible improvements (CFR 3.8).

Consultation between faculty and administration with respect to Institute budget deliberations has been significantly enhanced. This fall, both Academic Council and Deans Council been interactively exploring possible budget scenarios in meetings with the President and CalArts’ financial officers (CFR 3.11). These discussions serve to solicit valuable input regarding faculty priorities, to demonstrate practical budgetary possibilities and limitations to a broader audience, to improve the transparency of this major decision-making process, and to foster an atmosphere of inclusiveness and “shared stake” in decision-making. Such initiatives appear to have already enhanced cooperation in general between the administration and the faculty at council meetings. During the Spring 2012 semester, the Acting Dean of Faculty/Vice Provost will be creating a report with recommendations about the functioning of CalArts’ decision-making processes. More information will be shared with the visiting team during the EER visit.

Permanent changes to decision-making structures and governance bodies will wait until both a new Provost and a new Vice President—CFO are appointed; both positions will likely begin in July 2012. But CalArts will nevertheless continue its review of its decision-making processes during this academic year.

### *Student Information System*

In the CPR Visiting Team report, the team stated that staff had expressed “serious concerns about the limitations of the current student information system.” CalArts has long acknowledged that it has needed to upgrade its outdated AS400 system to a contemporary Enterprise Resource Platform (ERP) and agrees with the team’s recommendation that “priority be given to baseline administrative systems.” In June 2010, a consultant from the American Association of Collegiate Registrars and Admissions Officers (AACRAO) conducted an audit of the Registrar’s Office, with an eye on ways to enhance the current system and prepare for a conversion. The AACRAO consultant’s report stated that “the existing SIS system was also described by almost everyone interviewed as basically the Achilles heel of the institute in terms of being able to provide effective service to students and internal constituents.” The Vice President—Operations and CIO is seeking a resolution from the Board of Trustees at the December 2011 meeting to approve an SIS conversion (CFR 3.9). CalArts has brought several SIS vendors to campus for demonstrations. An SIS conversion requires considerable financial and human resources, however, and so CalArts leadership is proceeding while keeping the fiscal capacity of the Institute in mind.

Meanwhile, CalArts has continued to make necessary changes to its current SIS and student support systems to serve the needs of faculty, staff, and students before a conversion

takes place (CFRs 3.6, 3.7). The AACRAO consultant's report stated that, "It was reported by several of those interviewed that there has been a great deal of enhancement to the web component of the SIS system recently and that those enhancements have helped both staff and students to some degree." The Office of Financial Aid will be switching to PowerFAIDS during the Spring 2012 to model and manage financial aid strategically (CFR 2.13). The Office of the Registrar recently began the conversion of its paper files to an electronic file imaging system. Other systems changes described in the Theme One essay enhance CalArts' active student assessment practices.

## SUPPORT FOR FACULTY

### *Professional Development*

Professional artists, educators, and scholars make up the CalArts faculty, and having a viable practice in an artistic or scholarly field is a central value of the Institute's faculty (CFR 3.1). The considerable artistic and research diversity among the faculty allows students to pursue a variety of interests. In turn, CalArts has a commitment to support the education and artistic professional development of faculty to enhance student learning (CFR 3.4). CalArts is working on assessment methods to see how faculty's creative work can be more directly tied to curricular opportunities for students.

One of the primary means of financial support for faculty professional development comes in the form of creative leaves, or sabbaticals (CFRs 2.8, 2.9). Regular faculty are eligible for a creative leave every seven years. The 2011–2012 fiscal year marks the last year of a ten-year gift that had supported these leaves. The Budget Committee, president, provost, and the Academic Council are currently discussing the Institute budget for the next academic year and determining the most fiscally responsible yet supportive level for creative leaves (CFRs 3.10, 3.11). Anecdotally and in principle, these leaves are an important source of creative renewal and can bring innovative changes to the Institute's curriculum. Faculty have recently used this time to write books, pursue advanced degrees, develop curricula, write and produce original music, travel abroad to conduct research, and participate in artists' residencies. In the future, CalArts expects to conduct assessment of the impact of creative leaves, focusing specifically on outcomes that enhance student learning. The assessment process of leaves became a priority for the Academic and Campus Affairs Committee of the Board of Trustees in Spring 2011 (CFR 3.9).

Faculty can find ongoing support in the form of faculty development monies from both the Faculty Senate and the individual Schools and Library. The Faculty Development Fund is administered through the Academic Council of the Faculty Senate, and there are two calls for proposals each year. Deans of the Schools and the Library have funding available to distribute for faculty development opportunities as well.

CalArts also provides on-campus training and workshops for faculty to enhance their teaching and assessment practices. During the 2009–2010 and 2010–2011 academic years, professional development and assessment workshops were organized in the Teaching and Learning Center, as was described in CalArts' Institutional Proposal and CPR. However, professional development workshops and presentations conducted during the 2010–2011 and 2011–2012 academic years at already scheduled faculty meetings proved to be much more effective. Workshops given at faculty meetings have included topics such as the AAR (the online academic services website/student information system), FERPA and communicating with parents, assessment, and



working with college students with disabilities. The new Teaching and Learning Center website lists the workshops that are available to be conducted at faculty meetings and gatherings. The change in scheduling proved to be a better way to support the ongoing development of faculty.

#### *Assessment of Faculty – Peer Review*

Students assess faculty through course evaluations, and deans assess faculty through the contract renewal process (CFR 3.3). Traditionally, faculty at CalArts have worked closely together and collaborated on artistic and scholarly projects, from organizing symposia together, to performing each other's original work and providing informal feedback on teaching. And, in addition to those important activities, faculty assess one another through peer review. All of these assessment methods serve primarily as quality assurance for effectiveness of teaching, but each method takes on a slightly different form in each of the Institute's six Schools and the Library. This form of peer review differs from a traditional tenure system since CalArts does not have faculty rank.

After the ongoing requests from the WASC commission that CalArts begin faculty peer review, the Academic Council and Deans Council, along with work from faculty in the Schools and the Library, adopted an Institute policy for peer review on May 12, 2011 (CFR 3.3, 3.11). This is an "umbrella policy," which encompasses the peer review procedures developed by each of the Schools and the Library. WASC had encouraged CalArts to "design a system of peer review that will be of value to the institution" and that is "consistent with the institute's structure." By allowing for cultural and aesthetic difference within the constellation of disciplines that makes up CalArts, value has been assured.

The policy states that the major outcome of adopting this peer review policy is "to provide faculty with information that fosters pedagogical practice within their classrooms, their programs, their schools, and thus the Institute." (CalArts Policy 3.2.8.11) The Library and the Schools' models range from an emphasis on teaching performance to a consideration of individual teaching within the broader context of program and curricular goals. Regardless of the format, each faculty member reviewed receives a report from his or her reviewer(s). The report becomes a part of a faculty member's personnel file in the Office of the Provost and is considered as a criterion of "effective teaching" during the contract renewal process. Participation as a peer reviewer can be considered as an element of "service to the Institute" during contract renewal as well. The policy also includes a process of remedy if there are areas that require improvement found during the peer review process.

CalArts arrived at this model of peer review through the hard work of many stakeholders. In the years since the Institutional Proposal, there had been both movement and considerable effort made towards determining what peer review system might work best for CalArts. However, in Fall 2010, a visit from an external consultant served to spur faculty and administrators towards committing to a model. Using the two peer review proposals previously developed in 2008 as their starting point, a subcommittee made up of two members each from Deans Council and Academic Council began work on a new proposal. Meanwhile, representatives from the Office of the Provost visited faculty meetings throughout the Institute to discuss WASC's expectations for peer review and share general information about the EER. The proposal from the subcommittee took on several evolutionary steps in the Fall 2010 and Spring 2011 semesters before its final form in May. Several faculty members participated in peer reviews during Spring 2011. (Please see Appendix K for the Schools and Library's peer review models.)

## SUPPORT FOR STAFF

As described in its Institutional Proposal, CalArts hoped to explore opportunities for staff development, as it creates a more professionalized learning environment that supports artmaking. The institute has continued to grow capacity in this area and has better assessed staff satisfaction levels and professional development needs of staff.

### *Staff Handbook*

The Commission had urged CalArts to revise its Staff Handbook, which had last been formally updated several years ago. The Director of Human Resources, in consultation with a small group of staff and Institute legal counsel, updated the Staff Handbook during 2010–2011, and she presented a final version to the community in November 2011. The new Staff Handbook includes a whistleblower policy for all employees.

### *Staff Development*

Beginning in Fall 2009, a Staff Development Committee formed as a subcommittee of Staff Council and began to develop additional professional and personal enhancement opportunities for this essential and important CalArts population (CFR 3.4). The activities initiated through this include group wellness and fitness classes, a Tuition/Professional Certification Reimbursement Program, and staff communication forums (lunches with administrators and round-tables about common work issues), as well as “perks,” such as preferred parking and free coffee. The Staff Development fund for 2010–2011 was subsequently increased to \$10,000, and programs have been expanded to include reimbursement for workshops and conferences, and Staff Council has taken on the “perks” initiated by this committee, so that the committee could focus more closely on its mission: “The CalArts Staff Development Committee serves to empower staff by increasing communication, creating opportunities for professional development, and inspiring health and wellness.” The staff development offerings still need to be expanded in the coming years in order to meet the ongoing professional growth, advancement, and work-life balance needs of CalArts’ diverse staff.

### *Staff Satisfaction Survey*

CalArts staff participated in a Staff Satisfaction Survey between 5/31/11 to 6/22/11. The goal of the survey was to get a picture of how the staff view a range of topics that includes: values and goals, workload and compensation, staff development and training, perspectives on CalArts leadership, equity and diversity and overall job satisfaction. The survey was housed on SurveyMonkey.com where staff could voluntarily and anonymously post responses.

More than 75 percent of respondents reported some level of pride at working at CalArts. Notably, over 80% feel that they contribute to student learning. This is supported by the open-ended responses to the answer, “What are the best things about working at CalArts?” The most frequently cited “best things” were “the students” and “time off.” (CalArts has a four-day per week summer schedule and generous paid time off during the winter holidays.) According to the survey, CalArts has room to improve on providing opportunities for advancement for staff, matching compensation to responsibilities, and helping employees manage their workload.

Seven types of staff development/perks were included on the survey, and there was a generally positive response to the value of these staff development options by those who participated. Survey participants were asked to indicate which development opportunities (13 options in total) they thought would be of value for the 2011–2012 fiscal year. They were also asked about specific software training (eight options in total). Staff could indicate as many opportunities as they wanted and write in opportunities not included in the list provided. A full accounting of these results can be found in the full report, which will be available during the EER visit; technology and software training were highest on the list in terms of perceived value.

Overall 65% of responding staff members agree that their direct supervisor keeps them informed about what is going on at CalArts, but there was a lower level of satisfaction about CalArts leadership communicating its decisions. Senior administration has been making a concerted effort during Fall 2011 to create more budget transparency and communicate more via email, the intranet, and in person (CFR 1.3). The final item asked about the general satisfaction with CalArts as a place to work. Almost 68% indicated that they were satisfied (35% reported being very satisfied).

Clearly, CalArts has progress to make in improving staff satisfaction with the Institute. The Institute needs to build on the new programs that it has begun over the past few years and further address the development and communication needs of staff. The staff at large were given a copy of the full results of the Staff Satisfaction Survey, and the President, Provost, administrators, Staff Council, and the Staff Development Committee are working on addressing the issues that have been revealed (CFR 3.10). For example, as software and technology training topped the list of recommended staff development opportunities, IT re-announced to the staff community that it has a subscription to Lynda.com, which offers over 57,000 tutorials for Macs and PCs. The intranet at my.calarts.edu should help staff stay better informed about Institute decisions and directions. CalArts is also committed to providing more managerial and supervisory training, which will be implemented in the coming months.

## CONCLUSION

CalArts is committed to supporting staff and faculty in the myriad ways that their work supports student learning. Since the CPR, CalArts has reviewed its structures and added key communications tools to keep everyone up-to-date, and, furthermore, CalArts has engaged in both quantitative and qualitative assessment of the staff's satisfaction with the infrastructure to support them in their important work. Most importantly, faculty have implemented a formal system of peer review, which is documented and used as part of the faculty contract renewal process. This accomplishment reflects a significant amount of work and compromise on the part of faculty and administrators.

In the future, CalArts will continue to refine its policies and decision-making structures to best suit the Institute's unique learning and working environment, and will continue to seek ways to add effective systems that support the ongoing growth and development of faculty and staff, even within today's economic climate.

## CONCLUSION

Since the conclusion of the CPR, CalArts has not only made significant progress in addressing and implementing solutions to the issues identified by the Commission, it has furthered its educational effectiveness by enhancing existing assessment systems. “Systems thinking” was the primary theme that emerged during the years between the Institutional Proposal and the Educational Effectiveness Review. The Institute’s systems provide measures to gauge how well CalArts is “doing what it says it is doing.” Results from these systems—which are now embedded into regular institutional functioning—have been documented and used to inform planning and budgeting (CFR 4.3). The critical next steps for CalArts are to ensure the new processes are supported and that they remain both relevant and flexible. One of the main discoveries that arose from the reaffirmation of accreditation process is that it is possible to articulate and assess outcomes within the arts, and then to subsequently use the results to improve and better support artistic and academic instruction.

CalArts has achieved the vast majority of the goals that it set forth in the Institutional Proposal and the Capacity and Preparatory Review Report. Chiefly, the Institute has:

- adopted student learning goals and outcomes at the course, degree, and Institutional levels;
- created graduation-level rubrics and expectations;
- implemented both degree program review and co-curricular review;
- used the results of program review to make changes to curricular directions, personnel, and facilities;
- started a process of faculty peer review, with the results being used as part of contract renewal;
- added staff development programs and evaluated the campus climate for staff;
- grown its institutional research function, shared data and analysis to aid in decision-making, and published Institutional data online;
- and started a review of its policies and decision-making processes, and has engaged in efforts to make both more transparent.

In the coming years, CalArts will follow several initiatives related to accreditation and to institutional priorities that will continue and enhance the efforts described above:

- With the leadership of a new provost and a new CFO who will start in 2012, CalArts will continue its strategic planning processes with even more emphasis on tying planning to resources, carrying the Institute beyond its current five-year strategic plan (CFR 4.1).
- At the conclusion of this academic year, CalArts will have completed a review of its governance systems and will have recommendations for changes to processes and communications protocol.
- Now that CalArts has posted and cataloging its policies, it will continue to invite feedback from all constituents so that it can continue to refine them.
- CalArts faculty will continue to document the outcomes of the new faculty peer review policy.

- The Institute will continue to expand upon students' exposure to and experience with professional practices and skills that can sustain them as they are establishing their artistic careers.
- To support CalArts' healthy functioning, CalArts is seeking alternative revenue streams and looking for efficiencies within existing spending to help the Institution achieve its goal of being less tuition dependent.
- CalArts is committed to supporting its core functions and the future needs arising from curricular and co-curricular review, using the results of program review to inform planning.

The act of writing this report and documenting CalArts' progress provided yet another opportunity for assessment: The CalArts EER self-study has shown to the campus community just how far the Institute has come in the years since the Institutional Proposal. It has been a heartening process to reflect upon the systems that the staff and faculty have created and the evidence gathered that shows these systems are effective. Furthermore, the reaffirmation of accreditation process has served to illuminate the path for where the Institute can go in the years to come.





## APPENDICES

*Appendices available electronically:*

Appendix A.	Required WASC Exhibits
Appendix B.	CalArts Program Review Schedule
Appendix C.	Film Directing Program Review
Appendix D.	Experimental Animation Program Review
Appendix E.	Returning Student Questionnaire Study
Appendix F.	Exit Survey Study
Appendix G.	Mentor Survey Study
Appendix H.	Graduation and Retention Rate Study
Appendix I.	International Relations Activities
Appendix J.	Learning Goals and Outcomes by Program
Appendix K.	Peer Review Policy & Procedures
Appendix L.	Guide to WASC Standards in CalArts' EER Review
Appendix M.	Materials Available in the Team Room