REPORT OF THE WSCUC TEAM

For Reaffirmation of Accreditation

Otis College of Art and Design, Los Angeles, CA

April 17 – 20, 2018

Fred Fehlau, Chair, Retired Provost, ArtCenter College of Design

Karen Dunn-Haley, Assistant Chair, Retired Director of Assessment, UC Davis

Kay McElrath, Retired CFO, High Tech High Graduate School of Education

Hector Sambolin, Jr., Associate Dean of Students for Academic Success and Assessment, Pomona College

Mitsue Yokota, Director, Curricular Initiatives, UCLA

Lori Williams, WSCUC Visit Staff Liaison

The team evaluated the institution under the 2013 Standards of Accreditation and prepared this report containing its collective evaluation for consideration and action by the institution and by the WASC Senior College and University Commission (WSCUC). The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. This report and the Commission letter are made available to the public by publication on the WSCUC website.

TABLE OF CONTENTS

SECTION I – OVERVIEW AND CONTEXT

SECTION II – EVALUATION OF INSTITUTIONAL ESSAYS

SECTION III – FINDINGS, COMMENDATIONS, AND RECOMMENDATIONS

APPENDICES

SECTION I – OVERVIEW AND CONTEXT

A. Description of the Institution and its Accreditation History

Otis College of Art and Design (Otis) was founded in 1918 as the Otis Art Institute as part of a bequest of the original MacArthur Park property to the City of Los Angeles from General Harrison Gray Otis, publisher of the Los Angeles Times. The first private school of art and design in Los Angeles (CalArts and ArtCenter College of Art and Design are the other two private schools in the region), it was first accredited by the Western Association of Schools and Colleges (WASC[*]) in 1956. It received initial accreditation from the National Association of Schools of Art and Design (NASAD) in 1966. (NASAD is a specialized accreditor for public and private schools and departments of art and design). Otis last received NASAD reaccreditation in 2008 and will undergo a reaccreditation review in 2019. Otis is also a member of the Association of Independent Colleges of Art and Design (AICAD), a consortium of 42 independent stand-alone art colleges.

In 1978, Otis became affiliated with Parsons School of Art and Design from New York, and was renamed Otis Art Institute of Parsons School of Design. That affiliation continued until 1993 when Otis reestablished its independence and was renamed Otis College of Art and Design. Otis was placed on probation by WASC in 1993 as the result of enrollment and financial challenges. In 1996, probationary status was removed and in 2000, the WASC Commission acted to remove the college's Deferral of Reaffirmation. In 1997, Otis moved from its original MacArthur Park facility to a new campus located in Westchester, just north of the Los Angeles International

---

[*] In this report, the acronym WASC is used for pre-2013 references. For post-2013 references, the current acronym, WSCUC, is applied.

Airport. In 2008, Otis underwent a WASC reaccreditation review and was granted a ten-year extension. In 2013, the college also completed an interim report.

Otis has many distinguished faculty and alumni who are internationally recognized in their respective fields of art and design. Otis follows a practice of a hiring working professionals as educators, and it is within this "mentor" pedagogical model that its students learn their practices. Otis currently offers seven undergraduate and three graduate degrees: Bachelor of Fine Arts (BFA) in Architectural/Landscape/Interiors; Communication Arts; Digital Media; Fashion Design; Product Design, Fine Arts; and Toy Design; the Master of Fine Arts (MFA) is awarded in Fine Arts, Graphic Design and Writing (although there are a few initial PhD programs in art and design practice, the master is considered a terminal degree in the field). All Otis undergraduate students also take first-year courses in the Foundation program and general studies courses in the Department of Liberal Arts and Sciences. An interdisciplinary set of three courses entitled "Creative Action: Integrated Learning" (CA:IL), coursework in public service projects, is required of all students. Otis also offers a broad College Extension program with certificates and other non-degree curricular offerings to the public. (See component 3, pages 27-28, for a more complete analysis of the extension program.)

In Fall 2017, Otis had total enrollment of 1,115 students, of which 53 were pursuing their MFAs. Over the last couple of decades, Otis has made student diversity a main component of it mission and today is ranked in the top 1% for diversity nationwide. (Note: this ranking is for four-year, private, not-for-profit institutions.) Demographic gaps are apparent between student and faculty, and student and staff percentages. (See component 5 in this team report, page 41.) Reflecting the

diversity of the Los Angeles region, it also has students from 38 different states and 34 countries; over 55% are students of color (Hispanic: 12%; African American: 4%; Asian: 39%); 26% are international; and 81% receive financial aid (41% Pell Grants). The college's first-year retention rate is approximately 80%; and its first-time full-time graduation rate is 62% (all students including transfer students is 60%).

PHYSICAL INFRASTRUCTURE

Otis's current campus is located on a five-acre property featuring a repurposed six-story office building in Westchester, on the west side of Los Angeles; its graduate fine arts program resides in nearby Culver City. The BFA fashion design program moved from downtown LA to the main campus in 2016. Adjacent to this original building is a facility designed by Los Angeles architect Fred Fisher, housing upper-term classroom and studios. It has recently opened a student health and wellness center, added new computing and making labs and additional fabrication spaces, as well as a new 230-bed student housing building (student housing was previously accomplished by master leasing various apartment buildings in the area).

MISSION (CFRs 1.1–1.2)

> *"Otis prepares diverse students of art and design to enrich our world through their creativity, their skill, and their vision."*

In its Mission Statement, Otis recognizes both a responsibility to the community (diversity) and to the profession(s) of art and design as agents of change. In this they differ from other university pedagogical models that may focus more specifically on research to one based upon what may be called "practitioner/scholar," in which learning is project-based and interactive. This is not to

diminish the rigor of a studio-based education; research is integral to this methodology. (Many institutions are recognizing the value of team-based, hands-on learning as opposed to traditional lecture classrooms; Stanford's "d.school" is one example.) Otis has also integrated its mission statement into a mapping of institutional learning outcomes (ILOs) and program learning outcomes (PLOs) to establish tangible and achievable student learning outcomes (SLOs), which are found on the Otis website and embedded in various program review practices, including classroom presentation and critique. During the visit it became clear to the evaluation team that these ILOs and PLOs were well understood by faculty and staff and were used to communicate with students through syllabi and for assessment purposes. (CFRs 1.1–1.2; 2.3)

LEADERSHIP, ORGANIZATIONAL STRUCTURES, GOVERNANCE, AND DECISION MAKING (CFRs 3.6–3.10; 4.6)

Otis has recently undergone changes in executive leadership. Samuel Hoi, who was president for 14 years from 2000 to 2014, successfully led the institute in the dissolution of the Otis and Parsons partnership and the move to the Westchester campus. When Hoi left Otis to become president of MICA, after an open search process engaging trustees, administration, faculty, students, and alumni, Bruce W. Ferguson joined as president in May 2015. President Ferguson's previous academic positions include the dean of Columbia University's School of the Arts, founding director of Arizona State University's Future Arts Research program (FAR) and dean of Humanities and Social Science at the American University in Cairo, Egypt.

Dr. Kerry Walk, who became provost in 2011, left the institution to take on the presidency at another institution. Randall Lavender, professor and vice provost under Dr. Walk, was appointed

provost in 2015. Provost Lavender joined Otis as a faculty member in 1983, and later became the associate chair of the Foundation program.

Board governance at Otis appears to be effective. There exists a traditional board of trustees that meets regularly and has a committee structure; there is also a larger board of governors involved in fundraising and special events. Senior staff members work with committees of the board of trustees. In the evaluation team's meeting with board members, including the chair of the board, it was clear that the board is well informed and fully engaged with the college and its major fundraising and governance activities. (CFR 3.9)

The president has a senior staff made up of division leaders: the provost, operations, finance, communications and marketing, institutional advancement, student success, and human resources. Communications and marketing was a recent addition to the senior staff since the 2008 WASC visit. Also added to staff (not senior staff) since the 2008 WASC visit were a director of institutional research, an associate dean of students, a director of advising, an associate provost for academic administration, an associate provost for assessment and accreditation, and a director of educational technology (among others; full list on page 5 of the institutional report). (CFR 4.6)

In January 2017, a collective bargaining agreement was reached with the Service Employees International Union (SEIU) and a newly formed part-time faculty union. This was the first union for the college. As part of the ensuing discussions a faculty compensation study was conducted, and various average adjustments for all levels of faculty were initiated (part-time over three

years: 23%; adjunct across all ranks: 19%; continuing education: 10%; and full-time across all ranks: 13%). Health care was also made available to adjunct (a category of) part-time faculty.

An Academic Assembly (faculty) and Town Hall (staff) make recommendations to senior staff from their regularly held meetings. (CFR 4.6) The Academic Assembly is the shared governance body of the college; full-time and adjunct faculty, chairs and deans are represented in the Assembly as per guidelines found in the Faculty Handbook (the collective bargaining agreement with SEIU precludes part-time faculty from shared governance at Otis). (CFR 3.10) The Faculty Senate is a sub-committee of the Academic Assembly and is the main committee focused on faculty-related (non-union) issues.

There are other committees focused on assessment, curriculum, student leadership, e-learning, data standards, budget, faculty development, campus expansion and aesthetics, and diversity. Together, these committees afford the institution various venues and opportunities for discussion and crosschecking recommendations and decisions. The evaluation team found that members of the community, especially the faculty and chairs, utilized these committees in an effective manner.

MARKETING AND RECRUITMENT REVIEW (CFRs 1.6–1.7)

Public print and digital marketing materials appear to be clear and comprehensive, with defined requirements and program/degree descriptions. Promotional materials represent the profession in contemporary terms, with no apparent misrepresentations of the majors(s) or stated promises of immediate employment. The Office of Marketing and Communications, now reporting directly

to the president, has recently redesigned the website and is focusing communication strategies on the recruitment of new students.

INSTITUTIONAL CHANGES SINCE THE 2008 VISIT AND COMMISSION ACTION LETTER (CFR 1.8)

In addition to those items mentioned elsewhere and above as responses to previous Commission actions, the following institutional changes have occurred:

1. New MFA in Graphic Design (2008)

2. E-portfolio component and online/blended learning courses implemented (2010)

3. Center for Teaching and Learning created (2010)

4. Total BFA credits to degree reduced from 130 to 120 units (2014)

5. Office of Institutional Research and Effectiveness created and director hired (2014)

6. Position of associate provost for assessment and accreditation created and filled (2015)

7. New Student Health and Wellness Center opened (2016)

B. Description of Team's Review Process

During the Offsite Review, the team identified eight lines of inquiry for the Accreditation Visit (see appendix 1 for full details):

1. Assessment (CFRs 2.2, 2.3, 2.4, 2.11, 4.1, 4.2, 4.3, 4.4, 4.5)

2. Program review and budget (CFRs 2.3, 2.4, 2.7, 4.2, 4.3)

3. Student success and advising (CFRs 1.2, 1.4, 2.12, 2.13, 2.14, 4.1, 4.2)

4. Governance (CFRs 3.6–3.10)

5. Strategic planning/financial sustainability (CFRs 3.4–3.5; 4.6, 4.7)

6.   Diversity and inclusion (CFRs 1.4, 3.1)

7.   Graduate programs (CFR 2.2.b)

8.   Extension education (CFR 4.7)

The team was presented with additional documentation addressing these lines of inquiry before and during its onsite visit. The team chose to structure its onsite meetings with institutional representatives around these eight topics (rather than only meeting with groups determined by function). In addition to these specific topical meetings, the team met with various members of the institution, including board members; staff, faculty, and students in open meetings; and the team toured the facility, viewing student work and classes in session.

Many of the team's questions were answered and/or addressed. Some recommendations have been carried forward as per other sections of this team report and spelled out in Section III, mainly those surrounding:

1. Student advising, counseling and mentoring resources, including faculty assignments and communication strategies (CFRs 1.7, 3.7)

2. Assessment and program review practices, procedures and schedules (CFRs 2.3, 2.4, 2.5, 2.7)

3. Faculty and staff who best reflect the diversity of the student body (CFRs 1.4, 3.2, 3.3)

4. Full/adjunct/part-time faculty resources (CFRs 1.4, 3.1, 3.2, 3.3)

5. Staff professional development, resources, and responsibilities (CFRs 3.1, 3.3)

6. Proper policies and procedures for attendance, plagiarism, faculty and student conduct, and Title IX (CFRs 1.6, 1.7)

7. Student health and wellness (CFRs 2.2a, 2.3)

8. Equitable access to the learning experience (CFRs 2.8, 2.12)

9. Shared institutional research capacity and procedures (CFR 1.7, 3.5)

10. Extension offerings (Continuing Education) (CFRs 1.2, 3.10)

11. Strategic planning, with a focus on multi-year, institutional planning (CFRs 2.1, 3.1–3.10; 4.6, 4.7)

12. Capital campaign and board of trustees engagement with an attention to major gifts, alumni engagement and foundation support (CFRs 3.4, 4.6, 4.7)

C. Institution's Reaccreditation Report and Update: Quality and Rigor of the Report and Supporting Evidence (CFR 1.8)

The institutional report was thorough and displayed an understanding of the accreditation process. The team had adequate time in the team room and was provided all of the documentation needed to complete this report. The team believes the report and the accompanying materials presented an accurate representation of the institution.

SECTION II – EVALUATION OF INSTITUTIONAL ESSAYS

A. Component 1: Response to Previous Commission Actions

The Commission action letter of June 25, 2008 outlined six areas for the institution to address at the time of its next review (excerpted from the letter):

1. Immediate attention on collaboratively creating a set of learning outcomes for all students.

2. The development of assessment practices that document progress toward learning outcomes for all students.

3. Focus faculty development practices on three areas: institution-wide learning outcomes, institution-wide assessment practices, and strategic initiatives in technology and other pedagogical and learning strategies.

4. Review the Integrated Learning curriculum in order that student learning outcomes are of sufficient breadth and depth in areas of study and in liberal arts.

5. Engage in intentional discussion and integration of support for student learning within the academic and studio programs and particularly across the campus as student learning outcomes and assessment practices are established for all students.

6. Study the impact of space limitations (facilities) on educational effectiveness.

The Recommendation of the 2013 Interim Report further highlighted the need for:

1. Institutional research capacity with attention to the capacity for central processing of assessment results and closing the loop for program and institutional improvement.

Following are the team's findings as to the institution's response to previous Commission actions:

1. Immediate attention on collaboratively creating a set of learning outcomes for all students: College-wide institutional learning outcomes (ILOs) were developed over a multi-year, community-integrated process (later included in the Strategic Bridge Plan for FY2011–FY2013). Finalized in 2010, those ILOs were: Creativity and Innovation; Skill and Technique; Visual Literacy; Social Responsibility; and Collaboration. In 2012–13, the college integrated into its ILOs WSCUC's core competencies (Written/Oral Communication; Critical Thinking, Information Literacy; Quantitative Reasoning). This was achieved with community and core faculty and chair input, adopted by the Academic Assembly at February 2013 and presented to the Educational Planning Committee of the board of trustees and to the full board in spring 2013. In the 2013–14 academic year, the Assessment Committee created rubrics for all ILOs and core competencies with one change of "Visual Literacy" to Visual Literacy and Fluency." (See institutional report, pages 6–7, and institutional appendix B. (For a more complete description and analysis of assessment practices and outcomes, see component 4 of this team report, pages 31–35.)

2. The development of assessment practices that document progress toward learning outcomes for all students: A campus-wide assessment plan was implemented in 2013, with integrated assessment practices via rubrics and other data-driven tools, in part through dashboards supplied by the director of institutional research. (See institutional report, pages 7-8, and institutional appendix C. See also component 4 in this team report, pages 31–35.)

3. Focus its faculty development practices on three areas: institution-wide learning outcomes, institution-wide assessment practices, and strategic initiatives in technology and other pedagogical and learning strategies: Various faculty development grants were created and awarded for teaching enquiry and excellence, pedagogy, and integration of technology into the classroom, available to adjunct and full-time faculty tied to service and rank (made available to part-time faculty as a component of the aforementioned collective bargaining agreement in 2017). Additional grants, named Otis assessment, research, and scholarship (OARS) grants, specifically for faculty development in technology and pedagogy, and pedagogy and learning strategies to support student success were initiated in 2015. Assessment practices are embedded in other institutional and departmental activities such as the annual all-faculty "Convocation", and department-specific faculty meetings and workshops, with a focus on course learning outcome (CLO) integration and educational technology (hybrid and flipped classes). (See institutional report, pages 8–11.) (CFRs 2.3, 2.8, 2.9, 3.3, 3.5)

4. Review the Integrated Learning curriculum that student learning outcomes are of sufficient breadth and depth in areas of study and in liberal arts: In 2008, a new director of Integrated Learning was hired and consequently created a series of courses entitled Creative Action: Integrated Learning. These courses, one each in a student's freshmen, sophomore and junior years, seek to connect students' learning with the public sphere. This Integrated Learning initiative evolved into a CLO/PLO set of alignments including research, collaboration (including outside partners), trans-disciplinary skills, critical and contextual problem solving, and social engagement/responsibility. (See institutional report, pages 12–14.)

5. Engage in intentional discussion and integration of support for student learning within the academic and studio programs and particularly across the campus as student learning outcomes and assessment practices are established for all students: (See component 5 in the institution report, pages 59–70, and in this team report, pages 35–43.)

6. Study the impact of space limitations (facilities) have on educational effectiveness: In addition to the aforementioned growth in facilities and move of its graduate fine arts program to Culver City, the college initiated a Campus Expansion Plan in 2012 with engagement of all stakeholders and outside consultant (Ehrlich Architects and Fred Fisher and Partners, both AIA). The resulting Campus Improvement Plan added +96,200 GSF of new facilities, including residential, academic, shop space; and landscaping.

THE 2013 INTERIM REPORT RECOMMENDATION

1. IR capacity with attention to the capacity for central processing of assessment results and closing the loop for program and institutional improvement: A new director of institutional research was hired in 2014 (and recently refilled). In 2015, the director of assessment position was changed to the associate provost of assessment and accreditation with responsibility as Accreditation Liaison Officer (ALO), and was filled with an internal candidate. (See component 4 in the institution report, pages 46–58, and in this team report, pages 31–35.)

B. Component 2: Compliance: Adequacy of Institution's Self-reflection and Analysis

REVIEW UNDER THE STANDARDS

The Otis College of Art and Design completed the Review under WSCUC Standards Compliance with Federal Requirements Worksheet. In their self-analysis, they rated the vast majority of CFRs as an area of strength with a self-review rating of 1.0 (we do this well; areas of strength). There were a few areas that they gave a self-review rating higher than 1.0, but they deemed most of these areas as a medium or lower priority to address at this time. (The exceptions were CFR 2.6, 2.10, 3.1, 3.2, 3.3, 4.1, and 4.3). In these seven areas, Otis gave a self-review rating of 1.5 (with 2.0 equating to "aspects of this need our attention") but rated the importance an "A" (High Priority). What follows is a synopsis of the four Standards. Although the self-study is more descriptive than evaluative, the evaluation team found Otis's self-assessment to be accurate. As the institution's institutional research department matures, it would be helpful to broaden the use of data in all departments.

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives

Institutional Purposes. (CFRs 1.1, 1.2, 1.5,)

The team noted that Otis defines its mission, institutional purposes, and educational objectives in a clear and transparent manner. The mission statement very directly recognizes both a responsibility to the community (diversity) and to the profession(s) of art and design as agents of change. The mission statement is published on the website and addresses primarily its educational mission with a secondary focus on the contribution to a global public. With regard to educational objectives, the PLOs are available online for undergraduate and graduate programs, as well as in the catalogue, The Hoot. The ILOs also are available online. Information on

retention and graduation is provided on the Otis website. Notably, National Survey of Student Engagement (NSSE) result information is also cited. In addition, evidence of student learning is made public via critiques, guest reviewers, and student exhibitions.

Integrity and Transparency. (CFRs 1.3–1.8) There is evidence on the website and in the catalog on the programs offered, credits required, and costs. Policies articulating grievances and complaint procedures, including Title IX, are accessible. It may be necessary to find additional means of communicating these policies to students (current and potential) in the future as digital platforms for recruitment and ongoing college transactions are deployed. Otis publishes its statement of academic freedom in its student catalogue and faculty handbook. Due process procedures are also covered in these documents. The institution has a non-discrimination policy that is published in the catalog and online.

An effort to increase diversity, equity, and inclusion have been a focus for the campus in recent years, especially with regard to staff and faculty diversity. Staffing has been added for Title IX concerns, and Otis recognized a need to increase faculty and staff diversity, and tasked Human Resource with redacting resumes and curriculum vitae in order to remove indications of elements that might lead to bias. In addition, search committees have been required to complete bias training. (CFR 1.4)

The institution does not have a history of adverse findings against it. It also has stated policies on grading and attendance. Otis has an engaged and independent board of trustees and board of governors that has worked closely with campus leadership to provide appropriate oversight and

to further improve the institution. The institution's prior interactions with WSCUC indicate a commitment to integrity. (CFR 1.8)

Standard 2. Achieving Educational Objectives Through Core Functions

Advising. (CFRs 1.5, 2.12, 2.13, 2.14, 3.7) Since the last accreditation visit, Otis has taken the recommendations seriously and used accreditation as a means to generate ongoing discussions and improvement planning. The college has given attention to advising and implemented four types of advising models (see component 5). Otis is the early stages of developing a formalized structure for advisor/advisee and mentor/mentee pairings as well as an assessment and evaluation plan of these initiatives that extends beyond the indirect measures of student satisfaction.

Orientations. (CFRs 2.11, 3.1.3.3**)** As a result of the ongoing transition to a residential campus community, the college has significantly strengthened orientation programs for faculty, in-coming domestic and international students, as well as transfers, with the understanding that these programs should be continuously evaluated and modified accordingly. Student health and wellness continues to be a priority for the Otis community (see component 5). Residential Life professional staff has created programs for students' academic success and personal wellness; they are in the initial/developmental stages of evaluating student engagement, program effectiveness and efficiency.

Institutional Research. (CFRs 2.2a, 2.3, 2.8, 2.10, 2.12.) The Office of Institutional Research has studied retention, persistence and graduation issues for international and transfer students, and it is important to note that this research is ongoing. The college recognizes the importance of

communication and collaboration with all data initiatives for all students. The team urges the college to continue its data collection efforts and use results to make decisions that are data-informed and not entirely data-driven.

Academic policies. (CFRs 1.6, 1.7, 2.1-2.9) As components 4 and 6 of this report detail, Otis has developed and applied procedures and policies for defining expectations for student learning -- SLOs, PLOs, and ILOs. These policies and procedures also cover the assessment of learning through annual assessment and regular program review that involve collective faculty responsibility. As already discussed, Otis has many distinguished faculty who are internationally recognized in their fields of art and design; the creative production of faculty and students is supported and valued and often linked to public service and professional engagement. Policies (the attendance policy and transfer policy) are defined and found throughout many of the college platforms (e.g. faculty, staff and student handbooks, website, and syllabi). Co-curricular policies (e.g. faculty and student conduct, Title IX) are defined across the same platforms, but little information is provided detailing the processes, procedures, and support resources (for students in particular) in regard to these policies. Specifically, faculty and students expressed deep concern over the attendance policy (see component 5) and are actively seeking support for revision. In addition, students expressed serious and significant concerns over the lack of transparency and communication regarding student and faculty misconduct. Although proper information concerning student and faculty misconduct, including Title IX, is published in the student handbook, it would be good to provide alternative means of communicating these policies to all students.

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability

Faculty and Staff. (CFR 3.1, 3.2, 3.3) Otis faculty and staff have a strong commitment to the mission of the institution and take pride in their recent accomplishments. With relatively stable enrollment, the allocations of faculty across the various departments appear sufficient to deliver the academic program (see component 3). Staff available to support the work of faculty and attend to student co-curricular needs also appear to be sufficient (see component 5). With the addition of on-campus housing, the institution has expanded its student services, including onsite health professionals and a One Stop advising center. In recent years, Otis has entered into a collective bargaining agreement with its part-time faculty and has taken steps to improve market comparability for full-time and adjunct faculty (see component 7).

Faculty employed by Otis have a strong personal connection and commitment to professional practice. This close connection to the career space that students seek to enter is key to the school's success. The institution continues to emphasize its commitment to diversity in its faculty, staff, and student body. While there is more work to be done, particularly in faculty recruiting, Otis is to be commended for keeping these goals front and center (see component 3).

Human resources policies and practices appear to be aligned with educational objectives and the mission of the school.

Fiscal, Physical, and Information Resources. (CFR 3.4, 3.5, 3.6) Otis is financially stable and has received unqualified, independent financial audits. The institution has sufficient unrestricted

cash reserves to be confident of its financial position. The budgeting process is well managed and aligned with institutional priorities. Enrollment management is increasingly sophisticated. Diversification of income sources is cited by senior leaders as a priority. While Otis remains heavily dependent upon tuition revenue, recent progress has been made to develop new revenue streams with more initiatives to follow (see component 7). As an example, the school is generating new revenues from its housing program and is capitalizing upon the residence hall facilities to generate off-season income as well. Over the past decade, Otis has made significant strides in aligning resource allocation to program review action plans. By maintaining focus on the plan priorities, there is continuity between academic planning and the annual budget process (see component 7). (CFR 3.4)

The institution is improving its technology resources to better serve the academic program. Working closely with senior leadership and faculty, new software is being deployed in vital operations and further upgrading of systems is in development. Leadership in this area is strong. While rapid change in technology is challenging for all institutions, Otis is dedicated to minimizing gaps and finding solutions where current systems appear in need of replacement (see component 5). (CFR 3.5)

In the 2008 WASC review, a recommendation was made with respect to an inadequacy of classroom and studio space. Since that time, Otis has accomplished an ambitious campus expansion plan that allowed for consolidation of its BFA programs onto a single site, significantly expanded studio space, termination of costly leases in downtown Los Angeles, and

for the first time, on-campus student housing. In FY 2018, the school is on track to net over $1.2 million on its residential program (see component 7).

Leadership. (CFRs 3.4–3.10) Under the direction of the president, the institution's senior leadership team was recently revamped and expanded. Most of the team is relatively new to their current roles although several had extended tenure with Otis in other leadership roles before their recent promotions to the senior leadership level. The team appears well prepared, focused, and serving the Otis community well. (CFR 3.6, 3.7) The institution employs a full-time president (chief executive officer) and a full-time vice president for financial services (chief financial officer) whose full-time commitments are to the institution. Together with the senior leadership team and other key staff, there are sufficient talented administrators to provide effective management of the institution. (CFR 3.8)

The board of trustees has been instrumental to the success of the institution and is well poised to continue meeting its legal and fiduciary responsibilities. The board successfully led a major capital campaign in association with the campus expansion. The board recently completed its evaluation of the president at which time a three-year contract extension was offered and accepted. (CFR 3.9)

Faculty at Otis are actively engaged in shared governance. The Academic Assembly includes full- and adjunct (a category of part-time) faculty representation. The Faculty Senate includes all full- and part-time faculty and makes recommendations to the Academic Assembly. Faculty from each department also serve on standing committees of the Academic Assembly, including

Personnel, Rank & Promotion, Assessment, and Curriculum. In addition, faculty are represented on the board by an ex officio, not voting member; on the board's Finance & Investment Committee; and on search committees in each department for recruitment of new faculty. (CFR 3.10)

Standard 4. Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

Quality assurance processes. (CFRs 4.1, 4.2) The team saw evidence in the institutional report that its quality-assurance processes are developed and show promise of continually improving. Since its last review, the campus has established a clear academic program review process (including external review). Annual assessment has been enhanced and strategic planning processes are evident. Student affairs units and Otis College Extension (Continuing Education and K-12 and Pre-College) also have participated in assessment and a program review process that includes external review. For academic areas, the campus has an assessment infrastructure in place that includes the active involvement of key stakeholders such as the associate provost for assessment and accreditation, director of institutional research and effectiveness, associate dean of students, director of the library and learning center and library staff, Assessment Committee of the Academic Assembly, and Curriculum Committee of the Academic Assembly. Improvements in evidence-based curricular decision-making have emerged in part from greater centralization of assessment data through an e-portfolio system and dashboard reports provided by the Office of Institutional Research and Effectiveness. The team heard several faculty point to improvements that resulted from assessment and program review and therefore has reason to believe that current quality-assurance processes are sustainable and likely to be enhanced in the future.

For non-academic areas, the Office of Institutional Research and Effectiveness also provides reports to support enrollment management, financial aid, human resources, and marketing and communication. Reports have resulted in changes in policy, the most significant being a change in the number of credits required to graduate. Other changes have involved the training of advisors, resource allocations, and facility planning. During the visit, the team heard various campus representatives discuss plans to adopt a new data warehouse that would integrate data from various areas of campus.

The Office of Institutional Research and Effectiveness was evaluated by an external auditor in 2016. The SWOT analysis showed, as a strength, the office had unrestricted access to data and a strong understanding of the data and its idiosyncrasies. The review, however, noted that the office lacked assessment processes for institutional research and a firm data reporting process; in addition, it only documented large projects. There were also concerns of weak technology support and delays in reporting. The office at that time was staffed with one full-time staff member and an intern working 15 hours per week. Since that external review, Otis has hired a new director who, although not a member of the senior team, reports directly to the president. The new director and leadership discussed their frequent communication and collaboration, and campus leadership, including the board of trustees appeared to share a hunger for using data with a purpose. The institutional report and campus interviews provided evidence of a commitment to data-driven decision making.

Institutional learning and improvement. (CFRs 4.3–4.7) Otis has structures in place to engage multiple constituencies including faculty, staff, students, alumni, and trustees. An overall sense

of pride and community was evident throughout the campus. The 2015–19 Working Strategic

Plan is a prime example of how the campus collected data to establish priorities and improve

quality and effectiveness. The plan guided Otis through several key goals. As an example, one

goal was to make educational quality visible, both internally and externally; the leveraging of the

e-portfolio system and dashboard indicators helped fulfill this goal. As another example, the

establishment of the One Stop for student services fulfilled an objective relating to the overall

goal of effectively supporting student and alumni success.

Otis is now working to finalize a 2019–24 Strategic Plan that focuses on four areas — the

mission statement and core values; the expansion of volunteer leadership; campus diversity; and

sustainable revenue streams. Otis continues to engage its community to collect data in this new

strategic planning process. An initial survey has been sent to all members of the campus

community. Through its robust system of shared governance, Otis has utilized the Academic

Assembly to obtain faculty input; it has employed a town hall format to collect staff feedback.

Student leaders and trustees also are engaging actively in the Strategic Planning Steering

Committee. In several discussions, campus leadership acknowledged that Otis would, however,

benefit from more engagement with alumni and other stakeholders as it proceeds.

INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

Otis completed an Inventory of Educational Effectiveness Indicators (IEEI) that provided all of

the required components of the form. (CFR 2.2, 2.2a, 2.2b, 2.3, 2.7) This included a brief

narrative for each degree program, and an overview of the assessment process for the liberal arts

and sciences program; Artists, Community and Teaching (ACT) /Minors program; creative

action program; college extension; and foundation program. Otis's inventory answered whether programs have learning outcomes, where the outcomes are published, what evidence is assessed, who interpreted the evidence, how those findings are used, and the date program was last reviewed. Furthermore, the information in the IEEI categories of institutional and degree program outcomes are consistent (with a few exceptions that were clarified at the visit) with the details in the institutional report and evidence provided.

Conclusion

The team's finding, which is subject to Commission review, is that the institution has provided sufficient evidence to demonstrate compliance with all four of the WSCUC Standards of Accreditation. Final determination of compliance with the Standards rests with the Commission.

C. Component 3: Degree Programs: Meaning, Quality and Integrity of Degrees (CFRs 2.1–2.2b; 2.3, 2.4, 2.9, 2.10, 4.2, 4.3)

Otis offers seven undergraduate and three graduate programs with the following areas of emphasis: BFA programs in architecture/landscape/interiors; communication arts with emphases in graphic design and illustration; digital media with emphases in animation, game and entertainment design, and motion design; fashion design with an emphasis in costume design; product design; fine arts with emphases in painting, photography, and sculpture/new genres; and toy design; MFA programs in fine arts, graphic design, and writing. The undergraduate programs are supplemented by the foundation (first year) and liberal arts and sciences (i.e., general education) programs. It is important to note that these areas of emphasis are practice-based degrees; animation, costume design and toy design, for example, all exist as defined professions.

The BFA and MFA in fine arts, while more traditional from an academic perspective, are less specific in terms of professional application, as is the art world(s) itself.

Otis seeks to provide students with intellectual rigor through the layering of critical thinking, written and oral communication, and applied and collaborative learning over instruction in specific competencies in their respective fields; an animation student will need to articulate and deploy multiple narrative formats, while a toy design student will need to understand child development. This learning-through-making experience, with applicable research components, is integral to the curriculum and pedagogy.

For some years, Otis has produced and published the "Otis Report on the Creative Economy." This document, in collaboration with the City of Los Angeles, seeks to quantify (and qualify) the effect of creative industries in the area on the region's economic health. Sectors such as the film and television industry, fashion, branding and advertising, light manufacturing of toys, household goods and furniture, depend upon Otis graduates' professional accomplishments. To support that transition, as part of the 2015–19 Working Strategic Plan (see institutional report, appendix T), Otis has created a curricular and co-curricular program called Your Creative Future which provides instruction and resources on best business practices, professional preparation, internships, an entrepreneurial studies minor, and career support.

College Extension: Otis has an extension program designed for K-12, pre-college, and adult learners (post- and non-degree), offered primarily to the Los Angeles community. Various classes in art and design are available for students who wish to prepare a portfolio, attain

professional skills, or simply seek personal enjoyment. Last year, a Summer Residency program was added, allowing national and international degree-holding individuals an opportunity to live and work in Los Angeles for a summer semester. These programs are administered by the Office of Campus Life (student affairs) rather than the provost's office, in part to connect these students more directly with Admissions (also reporting to the Office of Campus Life). These programs, designed with the mission of the institution, do intersect with the degree programs in terms of course content and certain part-time faculty. The evaluation team recommends that these extension programs continue to work with the provost — and education in general (degree faculty and staff) — in order to maintain appropriate curricular, pedagogical and resource oversight over these offerings.

The BFA Credit Reduction: In 2012, also as part of the strategic plan, the vice provost led a Student Workload Task Force to investigate the interrelated issues of curricular requirements, credit/hour ratios, and graduation rates. Through input from students, faculty, program leaders and chairs, as well as reviews of retention and graduation data and industry best practices, the task force recommended a reduction from 130 to 120 units (the minimum for an accredited BFA degree). The first student cohort to graduate with this program of study will do so in spring 2018, at which time the institution will assess the impact of the reduction on student success rates.

Integrated Assessment: Assessment and the use of data are more fully reviewed in components 4, 5 and 6 in this team report. There are curricular, pedagogical and classroom programs and practices that are specific to Otis, and to art and design education in general: the Creative Learning: Integrated Learning program (CA:IL), an Otis-specific social responsibility series of

three courses aligned with the college's mission; industry professional reviews, often leading to valuable connections to future career opportunities and networking; portfolios and e-portfolios; exhibitions and senior shows (capstone projects); sponsored projects; charrettes; classroom critique; and high impact practices (HIP), which take the form of common core courses in foundation and general studies, learning communities, writing intensives, undergraduate research (library), collaborative projects and assignments, community-based learning (CA:IL), and internships. (While the institution reported survey results indicating 67% of graduating seniors had participated in internships with a high satisfaction rate, it also recognized a need to develop more internship opportunities.) For a full discussion of these practices, see component 3 in the institutional report, pages 36–43.

Although qualitative rather than quantifiable for purposes of data-driven assessment, many of these learning methodologies have been part of art and design education for decades. Importantly, many of these practices involve critiques by external reviewers, who provide valuable feedback to students and to faculty. Some practices, such as portfolios and capstone projects (senior shows), have been integrated into general higher education best practices. While outcomes assessment is usually understood to function institutionally at the program level, opportunities for individual student assessment of their own learning, often facilitated by faculty, is integral to an art and design educational experience.

Program Review and the College Assessment Plan (CAP): As part of the Strategic Plan, a College Assessment Plan (CAP) was implemented in 2013 and is largely in place. In addition to embedding ILOs and the WSCUC core competencies into institutional culture, Otis also initiated the aforementioned Otis assessment, research, and scholarship grants (OARS) providing faculty

development opportunities to create institution-specific assessment practices and opportunities for shared learning and collaboration. (CFRs 2.2a, 2.9, 4.3) Each program, including non-degree programs such as liberal arts and sciences, CA:IL, student affairs, and college extension, undergo external program review every six years, utilizing the Otis Program Review Guide (see institutional report, appendix V). At the conclusion of the self- and reviewers' reports, an action plan is produced and reviewed by the originating program and the provost's office, and presented to the Assessment Committee for final review (see institutional report, appendix W). It was clear from meetings with chairs and faculty that program review is an integrated and participatory process, with clear outcomes and department planning.

In addition to a six-year, cyclical program review, each program also submits an annual assessment plan (see institutional report, appendix X and p. 32 of institutional report) in which the program reviews two to three PLOs. This is accomplished by selecting e-portfolio evidence of student learning relating to the relevant CLOs in syllabi (CFR 2.4); annual assessment also includes review with the director of Institutional Research of program dashboards that provide data regarding demographics, graduation rates, and retention, among other student success information. Program faculty are asked for analysis and proposed improvements. Annual assessment data may result in immediate changes; the accumulated assessment data also is used at the time of program review.

The team also learned during the visit that the small size of the campus allows chairs to meet with regularity with the provost; throughout both processes they inform and consult with the provost's office, which determines capacity and program resources. Examples of budget and institutional decisions determined by these annual and cyclical program assessments include a

fabrication yard for Product Design, new faculty lines and staff positions in various departments, library resources, and various additions of technology (equipment and online resources). (CFRs 2.3, 2.10, 4.3, 4.1,4.2, 4.3)

D. Component 4: Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation (CFRs 2.2–2.7; 4.1–4.4)

Following WASC's 2008 report recommendations to "focus immediate attention on collaboratively creating a set of learning outcomes for all students" and "develop assessment practices that document progress toward learning outcomes for all students," Otis has made significant progress in instituting assessment practices. Utilizing the campus-wide assessment plan that was developed in 2013, a cohesive plan was implemented to develop ILOs, assess student learning, and coordinate existing assessment practices.

Through a consultative process that included leadership from academic and student affairs, a set of five ILOs were developed in 2010: creativity and innovation; skill and technique; visual literacy and fluency; collaboration; and social responsibility. Through further conversations with the campus community, the Academic Assembly adopted in 2013 a revised set of ILOs that incorporated WSCUC's core competencies. (CFRs 2.4, 4.3) In addition to the adoption of the ILOs and competencies, an impressive Institutional Learning Outcomes/Program Learning Outcomes Matrix was developed that outlines each of the educational programs and how their department/program aligns with the ILOs and core competencies. (CFR 2.3) The matrix includes outcomes from each of the seven BFA programs, the three core programs, one minor program, and six departments in the division of student affairs. (CFR 2.2a) While PLOs for the three MFA

programs are listed in the campus catalogue, The Hoot, alignment of graduate PLOs to the ILO's has not yet been incorporated in the matrix. (CFR 2.2b)

The increase in transparency and clarity of ILOs are evident throughout the campus. On the wall of the One Stop office (the central location where students receive information on academic advising, financial aid, registration and student accounting), the ILOs are prominently displayed across the wall for all students, staff, and faculty to view. In both the open meetings with staff and faculty, as well as smaller meetings with the senior team and department chairs, it was evident that the institution has developed assessment practices that were genuine to the culture of an art and design school. One example is the ongoing conversation to help studio faculty view learning outcomes through the language of art. To facilitate this, one suggested change has been to reconstitute the Assessment Committee as the Educational Effectiveness and Quality Committee to capture the focus on teaching excellence rather than assessment itself. Other efforts include supporting faculty research, especially in the area of arts pedagogy and assessment through the Otis Assessment, Research, and Scholarship (OARS) grants. During the 2015–17 years, stipends of $1,000 were given to faculty members from various programs throughout campus to create and test rubrics for a variety of ILOs. The results were documented and shared with the members of the academic community to improve practices campus-wide. While these efforts to support faculty development are laudable, the institution may want to consider evaluating the needs of professional staff to determine if additional resources may be helpful to support these campus-wide assessment efforts.

The assessment of the ILOs and core competencies takes place in multiple ways. For their initial assessment, students are asked to evaluate their mastery of ILOs by analyzing which of the learning outcomes are strengths and which outcomes might pose challenges. This information is collected during the first-year composition course, Writing in the Digital Age, as part of their first writing assignment. Another opportunity for students to reflect on their mastery of ILOs is the Senior Educational Reflection that students complete as a requirement for their Capstone course. Students were asked to review their entire portfolios, including work from their liberal arts and sciences and studio courses, and reflect on their education while considering the ILOs and PLOs.

While students' perspectives on their mastery of learning outcomes are an important component of assessing achievements, direct evidence of student learning is also critical. In this area, Otis has demonstrated that student work is closely examined and actions that are taken when achievement gaps are identified. (CFR 4.4) Faculty spoke of efforts they make to revise courses in terms of ILOs and PLOs. For the liberal arts and sciences curriculum, this includes the annual examination of course syllabi, exit reflections of students, and other course material to refine the curriculum to make certain that their goals for student learning match the students' products. Faculty shared details about the iterative process of refining rubrics and assignments to align with the changing needs of courses and students. They also spoke of utilizing the rubrics as a teaching tool to break down the many layers of given projects into manageable chunks; they noted that this scaffolding had improved their teaching and critiques with students. One specific project highlighted in the institutional report was a multi-year process that led to the majority of faculty from across the college concurring that improvements could be made in the instruction of

information literacy. Using the credit-reduction effort as an opportunity, activities were incorporated into the liberal arts and sciences curriculum to improve information literacy. Furthermore, the faculty partnered with the library to provide additional workshops on information literacy and created a complete information literacy course on Lynda.com.

Otis also has developed an annual assessment process to assess student learning and achievement. Annual assessment became a requirement for undergraduate and graduate programs in 2015–16. Each year, programs are asked to submit a document that articulates what their students are learning and how well they are learning those concepts. The document must also reflect on their program dashboards and propose changes to their program. As part of the process, departments review syllabi to ensure that CLOs align with PLOs. Furthermore, faculty members are also asked to reflect on their program's strengths and areas for improvement based on their assessment of students' mastery of the PLOs and ILOs they selected. The critical culture characteristic to an art and design environment has long been present at Otis; prior to 2015, there was an informal process in which a rich variety of classroom experiences of critique, presentation, and exhibition were used to assess student learning and achievement. These experiences included charrettes, studio notebooks/journals, juried shows, senior shows, capstone projects, and senior thesis. In meetings with the team, faculty noted that the formal assessment process instituted in 2015 has made assessment more robust and has allowed them to document efforts that were already taking place. The new approach is genuine to the culture of an art and design school and has added value to the process. The team encourages these continued efforts towards refining assessment and program review processes.

In addition to evaluating the degree-granting programs, the core programs, student affairs, college extension, and minor programs are also evaluated by an external review team. Each program submits a self-study that provides an analysis of evidence about program quality and viability, summary reflections, and future goals for planning and improvement. Otis has successfully used this process to generate discussions on how best to prepare their graduates for the professional fields that they will enter. (CFRs 2.7, 2.11, 4.1)

As noted above, Otis makes efforts to evaluate their co-curricular efforts. In addition to participating in the formal program review process, staff meets regularly to discuss assessment efforts in campus life. Specifically, directors in student affairs meet on a monthly basis to review attendance reports, survey responses, and other data that measure desired results. Based on their discussion and findings, they have been able to make programmatic changes to close the loop and pursue best practices to benefit their students. They are looking to expand the collection of engagement data by adopting other third-party programs that are commercially available. While the team applauds these efforts to measure co-curricular outcomes, especially given the recent changes to become a residential campus, we encourage the campus to carefully monitor data security, compliance, and student privacy rights.

E. Component 5: Student Success: Student Learning, Retention, and Graduation
OVERVIEW
Otis College defines student success as, "successful entry, retention, persistence, and completion of degree in a setting of academic excellent and rigor" (institutional report, pg. 59). In alignment with this definition, Otis has undergone significant restructuring within the Office of Student

Affairs since 2008. With the elimination of the vice president for enrollment management position, the Office of Student Affairs and Enrollment Management were combined to create the Division of Student Success with direct reporting lines to the vice president for student success/dean of student affairs (VPSS/DSA) and from the VPSS/DSA directly to the president. To address the nuance (expected and unexpected) that accompanies such restructuring initiatives, the college prioritized intentional collaboration and support among divisions by participation of key administrators across the college (e.g. senior leadership in academic affairs, student affairs, enrollment management and data stewards) in weekly student learning and success (SLS) and behavioral intervention meetings. These weekly meetings are charged with ensuring minimal disruption of the student academic experience while concomitantly evaluating the efficiency and effectiveness of student-facing administrative systems and support services.

The Division of Student Success underwent its first external program review in spring 2016. (CFR 2.7) The resulting report provided the division with opportunities to align assessment initiatives with the campus-learning environment and culture. The development of student affairs PLOs and specific measureable SLOs has the potential for the development of longitudinal datasets within a healthy feedback loop, provided that the evidence being examined is consistently collected and analyzed. The college recently implemented a new student engagement platform in January 2018 called Presence, which tracks student attendance for college-wide events with the overall goal of improving student involvement on campus. (This was a recommendation from the external review mentioned above.) Student awareness of both PLOs and SLOs is not yet strongly evidenced but for programs where specific learning outcomes are created, this software is capable of generating surveys designed to capture the student

experience associated with that program. As the college continues to advance its assessment efforts through different technological platforms, it is important that the college carefully monitor data security, compliance and student privacy rights. Most importantly, students should be made aware of these different platforms, what data is being collected and how that data is/will be used. Students should also be given the option to opt out of data collection when appropriate. (CFRs 1.7, 3.5)

PROMOTING STUDENT SUCCESS

Integrating Technology for Access in Real-Time. The institutional report outlines the transition from hard-copy paper processes to electronic as a key change in support for student success. Programs such as the Banner Document Management System (BDM), Maxient Student Conduct System and partnerships with National Student Clearinghouse, provide students and alumni with instant access to important documents, forms, and/or requests though it is unclear what impact this has on staff response rates as well as how effective these different programs interface with each other across the college. Although staff and students emphasized that these tools did increase access, both groups also acknowledged that access to several in-person services (e.g. career counseling, advising) is limited and only available until 5:00pm Monday-Friday. It is recommended that the college continue to evaluate resources and responsibilities with particular attention to the needs of a new residential student population. (CFRs 3.1, 3.3).

Student Portal. Otis launched a new portal platform for faculty, staff, and students in August 2017. Doing so allows for a student to access curricular and co-curricular information 24/7.

Through the leadership among the foundation and liberal arts and sciences departments and student affairs, the institution has continued initiatives to strengthen student persistence and retention with the goal of decreasing the 5-year melt average from 20% to 10%. Currently in the second year of implementation, a rolling admissions model coupled with integrative technology allows students to virtually take the Writing Placement Exam (WPA), view account balances, and participate in online advising before arriving.

One Stop. Founded by the vice president for student success in August 2016, the One Stop is space staffed by three service generalists with limited training in financial aid, registration, student accounts and academic advising support. The One Stop manager supervises staff, acts as a liaison to/for the three areas outlined above and is the only person who communicates with students via e-mail or text messages thus ensuring clear and consistent messaging.

Since its inception, the One Stop office experienced an increase in the total number of students registering during open enrollment from 83% in fall 2016 to 87% in fall 2017; a decrease of students withdrawing or taking a leave (52 students in fall 2016 and 32 students in fall 2017); as well as an increase in compliance with the fall 2017 payment deadline as demonstrated by 75% of the students opting to enroll in some form of a payment plan for fall 2017 by the June 15th deadline (see institutional report, page 61). (CFR 2.11)

Advising, Counseling, and Mentoring. Otis has four main areas where formal advising occurs. Two generalist academic advisors are located at the One Stop and function in a transactional capacity and focus primarily on liberal studies advising. Department academic advisors

(department faculty, staff, chairs/assistant chairs) focus on major advising. Minor advisors advise both minors and/or the ACT program. Academic mentors (not to be confused with academic advisors) function in a transitional capacity, coaching students regarding their creative and professional goals. The mentors participate in training and are given a list of developmental questions and best practices in student success research topics to engage with their mentees when they meet once a semester. The academic mentors can meet with up to 80 students per semester and scheduling time with students has been difficult. Those that are academic mentors expressed a desire for a more robust training program and more intentional communication with academic advising, student affairs, and counseling. Students also expressed confusion over these decentralized systems.

The team recommends that the college further refine its advising, counseling, and mentoring resources, faculty resources, and communication strategies to colleagues as well as students. Metrics for evaluation of the quality of the student experience and overall efficiency and effectiveness within these systems of advising should be developed and assessed annually. (CFRs 1.7, 3.7)

Student Health and Wellness. Otis opened a Student Health and Wellness Center in fall 2016 with four dedicated staff positions. The institutional report (appendix GG) indicates that the services provided are evaluated and assessed using confirmed visits and student satisfaction with services as metrics. Faculty and students articulated concerns over student workload in light of a student culture that normalizes unhealthy work/life balance practices (such as minimal sleep). Students expressed several concerns for mental health support and resources. The residential

clinic, with one FTE medical doctor and other staff has seen an increase of use by 10% in comparison in the spring semester and is often overbooked. Furthermore, the students expressed a desire for more self-care activities (i.e. yoga, meditation, stress-reduction workshops).

Attendance Policy. Faculty and students expressed major concern over the attendance policy. The policy states that after three absences, in a course that meets once per week and five absences in a course that meets twice per week, a student will fail their class. Students are issued warning letters through email that use red-lettering and punitive language. Students wishing to appeal an absence must present their case before a faculty review board and are often uncomfortable sharing their struggles with mental health, financial constraints, physical health ailments, and family issues. Both faculty and students understand the need for an attendance policy, but both acknowledge that limiting absences to only three may lead to undue hardship for students. It is also worth noting that the attendance policy is not being uniformly enforced. Over 400 students have already signed a petition requesting an increase from three to five absences. (CFRs 1.4, 1.6)

Title IX. Students specifically identified a lack of transparency and support resources for Title IX. Students understood that outcomes from Title IX investigations are shared with specific parties to ensure student privacy, but expressed concerns over a lack of support and resources for those going through the investigative process and after the process has concluded. The students shared that they often share classes with students connected to their Title IX case and have no viable options for alternative class accommodations given the rigidity of their academic curriculum. (CFRs 1.6, 1.7, 3.6)

The team strongly encourages the college to reevaluate and ensure that proper policies and procedures are in place for attendance, academic integrity, faculty and student conduct, and Title IX to ensure equity and student safety. All policies and procedures should be communicated to the college community frequently and effectively, with a special commitment to students for fairness and transparency. (CFRs 1.6, 1.7) Furthermore, the college should carefully consider student health and wellness while making decisions about or maintaining curricular and co-curricular structures and expectations. Issues of scheduling, workload, workspaces, technology, transportation, and work/life balance are important factors of student success.

Diversity and Inclusion. The team commends Otis for its continued commitment to diversity and inclusion as well as significant investment in facilities (student housing, studio/labs) and institutional personnel (especially in the area of student health and wellness). As the college continues to grow and further expand its efforts for diversification, it must allow for equitable access to the learning experience; one avenue is to explore how assignments can be made efficiently and affordably while maintaining quality. (CFRs 2.8, 2.12) Students cited limited access to work spaces (accessible after classes end at 10:00 pm) and program software as barriers to their success and major contributors to the normalized unhealthy behaviors mentioned in the student health and wellness section above.

RETENTION, PERSISTENCE AND GRADUATION

Otis engages in annual reporting for retention, persistence, and graduation rates with a particular emphasis on first-to-second year retention rate where attrition is highest. Over five years, the first-to second year retention rate hovers around 81%. It is worth noting that the fall 2014 cohort

nearly doubled (n = 238) as a result of integrating the fashion program into the residential

campus space from downtown Los Angeles. As the result of many recent and significant changes

outlined throughout this report, the institution is now at a point in the identification, collection,

and analysis of data to establish longitudinal benchmarks and metrics for student success that

expand beyond demographics and incorporates data from peer institutions. Recognizing this, the

institution's retention and completion data is available to WSCUC from the National Student

Clearinghouse. The Graduation Dashboard represents considerable progress and a noteworthy

pocket of activity towards transparency, communication, and collaboration at Otis. The

institution cites that the absolute graduation rate is considerably higher than the IPEDS 6-year

graduation rate — 76% and 56% respectively. Further analysis revealed unexpected results, such

as a significant number of 5th year students leaving Otis without completing all liberal arts and

sciences requirements. This analysis resulted in significant changes to course transfer policies

and student advising, as well as an academic warning system, for faculty to identify students of

concern. In addition, the campus employed academic mentoring programs that utilize a

developmental advising approach and strategic outreach with support for students seeking

readmission. It is unclear at this time, how well resourced these initiatives are. Similarly, the

institutional report does not offer specific assessment methodologies for these initiatives nor a

long-term strategic plan to improve retention and graduation rates.

SUMMARY

At the time of the institutional report, only limited elements of Otis's new student success

initiatives had been piloted. Because these initiatives were developed fairly recently, this level of

development is understandable. However, building and sustaining the emerging culture of

institutional and co-curricular assessment will require careful attention to these initiatives in the face of competing priorities. It will be important to incorporate assessment into the campus' future initiatives and provide trained support, which involves continuing investment in knowledgeable staff. The team heard frequent mention of the need and planned development of a centralized data warehouse, which indicates that the college appears to be moving in this direction. A centralized data warehouse will allow for consistency and controlled access to data inputs to generate reports for internal departments and external constituents that are both reliable and valid.

F. Component 6: Quality Assurance and Improvement: Program Review; Assessment, Use of Data and Evidence

PROGRAM REVIEW (CFRs 2.4, 2.6, 2.7, 2.8, 3.3, 4.1, 4.3, 4.4, 4.5)

Otis instituted a formal process of external program review in 1998, and in 2013, a newly established e-portfolio system enhanced the process. From 2009–11, as a result of leadership changes, program reviews were halted temporarily; however, the Inventory of Educational Effectiveness Indicators (IEEI) provides evidence of impressive attempts to rectify the previous delay. All seven undergraduate and two graduate programs have been reviewed in the past three years, as well as the foundation and creative action elements of the undergraduate curriculum. In addition, college extension was reviewed in 2015. The graduate writing program is in the process of review this year, according to the institution's schedule, and although the institution's IEEI does not indicate a recent review, the MFA in graphic design, begun in 2008, was reviewed in 2014. The MFA in public practice, the fourth graduate program, has undergone formal internal

and external processes to close the program and to create an emphasis in social practice in the fine arts graduate program.

In spring 2016, Otis revised its program review guide that outlined a process involving a self-study, external review, and a program response and action plan. This relatively new process demands evidence of student learning, along with the traditional components of program review, such as faculty qualifications, student graduation and placement information, and the adequacy of facilities. The process also includes a format for the external review that asks the reviewers to rate the program's learning outcomes and specifically comment on areas such as student experience, faculty development, and pedagogy. The external review for the BFA in product design (April 2016) that utilized the new approach stood out for its thorough coverage. Even without following the form, other recent external reviews have sections dealing with learning outcomes and assessment. In 2014, for example, reviewers for the BFA program in fine art noted:

> "It is readily apparent from the self-study materials that the [program] has committed itself to the language of assessment and Learning Outcomes. Each syllabus (with one particular exception) has clearly stated and measurable Learning Outcomes, and rubrics for assessing each student within the parameters of the Course Learning Outcomes. Documents such as the Curriculum Alignment Matrix also make clear the relationship between the Course Learning Outcomes, the program's goals, and the College's. (And, indeed, WASC Core Competencies.)"

The evaluation team heard from administrators and faculty of several examples of program review and annual assessment practices connecting with budget decisions and resource allocation. As an example, the toy design program review recommended more adjunct faculty lines, and these were funded. That review also recommended more options for students to learn business

practices, and a minor in entrepreneurism. When the program review for product design cited a lack of fabrication space, a fabrication yard was added at significant expense. As a result of co-curricular program reviews, similar allocations have resulted; for example, a coordinator of Title IX staff position was added, and promotions and the reorganization of the student success division of campus life occurred.

ASSESSMENT (CFRs 2.4, 2.6, 2.7, 2.8, 3.3, 4.1, 4.3, 4.4, 4.5)

Otis's assessment practices are discussed in greater detail in component 4 of this report. As of 2015–16, Otis required all undergraduate programs to complete an annual assessment report utilizing direct evidence from senior exhibitions, capstones, critiques from industry professionals and indirect evidence, including student and employer feedback. The team heard from faculty that they saw a value in assessment, but they also expressed frustration with "the language of assessment," which perhaps did not take into account their own language of critique. As the campus refines and embeds annual assessment into its culture, there is an expectation that faculty might use their own language and more confidently apply to the process the "critique culture" so clearly a part of art and design schools. For example, the team on the campus tour was witness to how quantitative reasoning (and indeed scientific literacy) appears in different forms in an art and design school than it might in a more traditional liberal arts setting. Otis faculty and administrators indicated that they anticipate further alignment of ILOs and PLOs, and they also recognized that they can go further to articulate where core competencies appear in the curriculum. Faculty ownership of assessment (and the language applied to it) is being fostered by Otis's participation in a consortium of colleges of art and design that meets to discuss assessment approaches. Administrators and faculty noted that this group meets regularly and has identified

ten learning outcomes across the schools. The group has set goals to identify common terminology and to identify best practices in assessment in art schools. In addition, the group is also working as a community of practice with WSCUC and a Lumina grant. The team was impressed with the progress that Otis has made with regard to meaningful assessment and program review and recommends that the progress be continued with further refinement of processes accompanied by increasing faculty ownership and engagement.

DATA COLLECTION AND ANALYSIS (CFRs 1.2, 2.10, 4.1)

Otis's significant progress in institutional research and data collection is also discussed in other sections of this report (see component 5, page 36). The Office of Institutional Research and Effectiveness, established in 2014, has completed a significant number of analyses on a wide-range of issues, including TOEFL, credits to walk, fifth-year seniors, financial aid, faculty/staff diversity, marketing and communications, and maximum enrollment. The office also has created a dashboard system to provide key data points to diverse stakeholders. The creation of this office with its own director marks an important step towards gathering data and providing analysis to the benefit of the entire campus.

The team met with the new director of the office, and the goals expressed focused on data management and the potential for a centralized data warehouse in the near future. A systematic sharing of data holds promise for enriching both the academic and co-curricular sides of the campus. For example, the team heard of career services surveys that ask students about the impact of their minor on their capstone experiences. These data reports could inform program review in both majors and minors. For now, the office provides institutional dashboards that

reflect broad indicators, such as demographics headcount, intake scores, and GPA. The information includes historical profiles that can be disaggregated by academic department and used in program review. Also collected are co-curricular data, such as career services appointments, tutoring service utilization, and alumni survey results. The data reports are not shared universally; the director meets with department chairs to discuss dashboard information and provides institutional reports to the senior team. The team commends the extent to which Otis has embraced the collection of data and expanded its institutional research capabilities since its last review. Clearly, new data can inform improvements in student success and learning, but as campus data collection expands, it also will be necessary to give constant attention to issues of security and ethical use. (CFRs 1.7, 3.5)

Component 7: Sustainability: Financial Viability; Preparing for the Changing Higher Education Environment

In recent years, Otis has undertaken significant initiatives with respect to facilities and faculty compensation that have relevance to the question of sustainability of the institution. With sufficient cash reserves available to weather financial challenges over the coming decade, it can be said confidently that the institution has shown that it has appropriate resources for the immediate term. (CFR 3.4) Questions posed in this section are intended to highlight those areas where additional attention should be paid to ensure long-term financial health of the institution.

LEADERSHIP (CFRs 3.6–3.10)

Otis employs a full-time president (chief executive office) and a vice president of financial services (chief financial officer). (CFR 3.8) Otis has clear organizational structures in support of

effective decision-making and shared governance, including the Academic Assembly (including all committees) and Faculty Senate structures. (CFRs 3.7, 3.10) The leadership team has been restructured following the hiring of the current president and is periodically revised to improve decision-making and communications. The board of trustees provides strong support to the institution, both in terms of fund-raising (individual support and campaign leadership) and through the work of standing committees. The discussion with board members was distinguished by a commendable level of understanding of and engagement with the institution. Also noteworthy was the intentional approach taken by the members towards the recruitment of highly qualified and diverse board candidates. This ongoing effort ensures that the board of trustees will remain strong in the future. (CFR 3.9)

STRATEGIC PLANNING/MULTI-YEAR BUDGET (CFRs 3.4, 4.1, 4.6)

Otis included specific objectives in its 2015–19 strategic plan to support high quality financial management of the institution. With more than a year remaining before the current plan sunsets, Otis has made considerable progress implementing the 92 strategies laid out in the plan, including many that directly address the sustainability of the institution.

The development of the FY 2019–FY 2024 strategic plan began in January 2018. Otis has already begun involving a broad cross section of stakeholders in the initial steps of conceptualizing the new plan. (CFRs 4.1, 4.6) An extensive survey instrument has been distributed to faculty, students and other stakeholders in preparation for creating the new strategic plan. The team urges continued progress with the current and upcoming strategic plans, with a focus on multi-year institutional planning.

Otis senior leaders and department chairs prioritize academic program needs identified through the program review process and through annual requests made by department heads and division directors when making budget decisions. (CFR 3.4)

FACULTY COMPENSATION AND BENEFITS (CFR 3.4)

In 2014, the institution's part-time faculty selected SEIU as its collective bargaining agent. After 19 months of negotiations, an agreement was reached with the union that resulted in an increase to course rates of 23% over three years. The collective bargaining agreement was implemented January 1, 2017. Additionally, the board and administration have reviewed the compensation of the full-time and adjunct faculty members and have recently increased the full-time faculty salaries by 9.2%, followed by an additional 3.8% (13% across all ranks in total) and have granted the adjunct faculty 20% increases and health care benefits. These actions have improved the positioning of the Otis faculty relative to other similarly situated professionals. (CFR 3.4)

Through the current fiscal year, savings from staff position vacancies are expected to mitigate all but 2% annual growth in institution-wide salary cost. Looking forward, the institution anticipates an annual growth rate averaging 5% annually. Close attention must be paid to FY 2019 salary growth as the offsets from vacancies may be sharply reduced as staffing of the senior leadership team is completed. (CFR 3.4)

ENROLLMENT FORECASTING

With roughly 88% of budgeted income coming directly from tuition and fees, accurate enrollment forecasting is of great importance to the institution's financial performance.

According to the assumptions attached to Otis's multi-year budget, there is an expectation of "steady and increasing enrollment with average headcount of 1,124." In reviewing the actual headcounts reported from fall 2013 through spring 2017, the expectation of an average of 1,124 does not appear to be unreasonable as it closely approximates the average from that period. With that said, enrollment in the fall of 2017 fell short of budgeted enrollment (1,090 actual versus 1,124 budgeted). There is reasonable likelihood of continued enrollment below 1,100 into the 2018–19 academic year due to the graduation in May 2018 of an unusually large senior class. There is no reason to presume that the immediate shortfall indicates a broader trend, but given the importance of tuition revenue, recruitment and retention is essential to carefully monitor.

Otis has evaluated the enrollment capacity of its current academic facilities and has concluded that under optimal circumstances, an enrollment of 1,355 could be possible. The dean of enrollment management outlined a number of initiatives, including utilizing the Common Application and targeted marketing strategies, that are either in place or well underway, that he expects will improve recruitment results. There is no expectation or need to immediately grow enrollment, although increased enrollment would translate to more resources. (CFRs 2.10, 3.4)

While the admissions efforts are important, more can and should be done to improve retention. This is not only a financial priority, but a compact between college and student to maximize the value of the student's investment into their education. Opportunities for Otis to provide relatively modest emergency aid, as well as a review of current student policies that affect persistence, could be the difference between completing a degree or dropping from the program, and a big difference in realized income for the college.

TUITION REVENUE

From FY 2016 to FY 2017, actual tuition realized (net of financial aid) decreased by 3.7%. From FY 2017 to FY 2019, Otis projects effectively no change in the net tuition income (reduction of 0.4%). In FY 2020, Otis is projecting growth of 6%, followed by 4%+ growth in each of the following two years. The information provided by the institution does not seem to support the higher tuition income beyond the 2.4% that may be explained by annual tuition rate changes that Otis presented as a budget assumption. This is significant because of the reliance upon tuition income to fund Otis's operating costs.

CAMPUS FACILITIES (CFR 3.4)

Campus facilities were the subject of the 2008 WASC Report Recommendation #6:

> "Space limitations have an impact on educational effectiveness. The college needs to consider the formation of a space allocation task force with a diverse membership that considers needs for classrooms, private spaces to interact with students, and a variety of studio types. The space issue is paramount in the minds of many faculty members on the Otis campus who wish to do excellent teaching and support student learning especially as the college adds new programs and degrees."

Otis has taken significant steps, and involved a diverse group of stakeholders in planning, adding and repurposing campus space in the years following the 2008 report. The effort has been extensive and commendable, capped by the addition of 96,200 gross square feet in permanent facilities on the primary campus.

To undertake the projects, including a 230-bed residence hall, auditorium, library/commons, and additional instructional space, Otis entered into a $35 million bond-financed loan in 2015. In

addition to the funding of the capital projects, the new loan was used to pay off $2.25 million of 1999 debt. By purchasing and improving the new Lincoln Boulevard facilities (residence hall/library/ auditorium/studio space), Otis has reduced its annual lease expense by $2.3 million and is no longer required to ensure payment of student rents to a third-party landlord. With a fixed rate loan in place, Otis has locked in its amortization at $2.22 million per year including principal reduction. The acquisition/remodeling of the building under these terms not only provides Otis with enhanced facilities but also reduces annual costs of operating the facilities. Between June 2015 and June 2017, plant assets grew by $46 million. Approximately $17 million was raised through a capital campaign that partially funded the project and seeded a new sinking fund that sets aside donations for the retirement of outstanding debt on the project at the end of 17 years. (CFR 3.4)

COLLEGE EXTENSION AND PRE-COLLEGE PROGRAMS

With over 350 art/design course offerings, numerous workshops, and residencies, these non-degree-granting programs increase Otis's visibility in the Los Angeles metro market and generate a modest amount of net income (approximately $305,000 in FY 2018).

AUXILIARY ENTERPRISES (CFR 3.4)

A significant change to the Otis budgets in coming years is forecast growth in auxiliary enterprise net income. As recently as FY 2016, auxiliary enterprises actually failed to break even. The following year, Otis reported a positive $246,990 net. This contrasts with forecasts of $2.23 million in FY 2019, increasing to over $2.5 million by FY 2022. (CFR 3.4)

In addition, the president's office initiated a summer residency program for working artists that is designed to generate further revenue from campus facilities, including the new residence hall, which would otherwise be under-utilized outside the academic year. (CFR 3.4)

FUND-RAISING AND INSTITUTIONAL DEVELOPMENT (CFRs 3.4, 3.8, 3.9)

Otis has identified fund-raising as an area where a portion of the 2014–19 strategic plan has yet to be realized. The position of vice president for institutional advancement was vacant for two years, and the current incumbent is an acting status. The institutional advancement team did not become fully staffed until January 2017. (CFR 3.8) While the capital campaign and scholarship fund-raising phases of the development goal were largely successful, the effort to develop a sufficient endowment to provide a level of annual unrestricted investment earnings has only recently begun. A special fund-raising effort in coordination with Otis's centennial celebration in FY 2019 is underway. The board and the Institutional Advancement Office are also working together to develop more complete records of Otis alumni, highlight alumni achievements, and to plan programs to reconnect alumni to the school and encourage their support. The team strongly recommends building upon the success of the recent capital campaign with an attention to major gifts, alumni engagement, and foundation support. (CFRs 3.4, 3.9)

Component 8: N/A

Component 9: Reflections and Plans for Improvement

The institutional report's sections on planning were written at a time of transition from one president to another, and at the end of one strategic plan — the "Working Strategic Plan" — and prior to the beginning of a new one. This transition, and the expectations of a new president,

contributed to the provisional nature of the self-study and the resulting evaluation team's lines of inquiry on the subject.

The work on Otis's next Strategic Plan (2019–23) was initiated in the third year of the current five-year Working Strategic Plan. The Working Strategic Plan's Progress Summary indicated that Otis accomplished most of the plan's five SMART Goals (Simple, Manageable, Achievable, Realistic, Timely), hence the desire, along with the arrival of a new president, to look forward to a new plan.

The work on the next Strategic Plan is in progress. The selection of a task force has been completed, and Student Forum, Academic Assembly, and Town Hall meetings have taken place. The new plan will have a revised mission statement and list of "themes and priorities." During the visit, the team spoke with various individuals who have been involved in this new strategic planning process, and it appears to be developing with a healthy degree of community involvement. (CFRs 3.7 and 4.6)

SECTION III – FINDINGS, COMMENDATIONS, AND RECOMMENDATIONS

Findings: The evaluation team has no Standards findings.

The evaluation team has these further commendations and recommendations for improvement:

The evaluation team commends Otis College of Art and Design for:

1. Attention to past WSCUC recommendations, especially that of the progress made on assessment and program review. It is clear that the institution has developed assessment practices, in use by staff, faculty and students alike, that are genuine to its unique culture and pedagogy.

2. Commitment to diversity and inclusion with a continued focus on the recruitment of a diverse student body.

3. Initial attention to faculty development, including investment in faculty salaries and benefits at all levels.

4. Significant investment in facilities (student housing, studios, labs and making spaces), as well as institutional personnel, specifically in the area of student services and wellness.

5. Specific progress on institutional research.

6. The board of trustees' deep commitment to the college, and its continued support of capital projects and other fundraising activities.

7. An overall sense of pride and community amongst the faculty, staff and student body.

The evaluation team recommends the following:

1. Further refine the college's student advising, counseling and mentoring resources, including faculty assignments and communication strategies, to ensure the quality of the student experience and effectiveness of the process. (CFRs 1.7, 3.7)

2. Sustain and further refine assessment and program review practices, procedures and schedules, with an attention to maintaining a culture of ongoing assessment across all divisions of the college. (CFRs 2.3, 2.4, 2.5, 2.7)

3. Recruit highly qualified faculty and staff who best reflect the diversity of the student body. (CFRs 1.4, 3.2, 3.3)

4. Continually evaluate full/adjunct/part-time faculty resources and support in light of a larger and more diverse student population. (CFRs 1.4, 3.1, 3.2, 3.3)

5. Continually evaluate staff professional development, resources, and responsibilities, with particular attention to the needs of a new residential student population. (CFRs 3.1, 3.3)

6. Work to ensure that proper policies and procedures are in place for attendance, plagiarism, faculty and student conduct, and Title IX to guarantee equity and student safety, and to communicate these policies and procedures effectively to all members of the college, with a special commitment to students for fairness and transparency. (CFRs 1.6, 1.7)

7. Carefully consider student health and wellness while making decisions about or maintaining curricular and co-curricular structures and expectations. Issues of scheduling, workload, workspaces, accommodations, technology, transportation, and work/life balance are important factors of student success. (CFRs 2.2a, 2.3)

8. Allow for equitable access to the learning experience, explore how course assignments and projects can be realized efficiently and affordably. (CFRs 2.8, 2.12)

9. As Otis creates more integrated and shared institutional research capacity and procedures, carefully monitor data security, compliance, and student privacy rights. (CFRs 1.7, 3.5)

10. As Otis considers expanding its extension offerings (Continuing Education), ensure that these programs are designed with the mission of the institution in mind and appropriate curricular, pedagogical and resource oversight. (CFRs 1.2, 3.10)

11. Continue the progress of the current and upcoming strategic plans, with a focus on multi-year, institutional planning. (CFRs 2.1,3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 4.6, 4.7)

12. Build upon the success of the recent capital campaign and board engagement with an attention to major gifts, alumni engagement and foundation support. (CFRs 3.4, 3,5)

APPENDIX 1 – OFFSITE REVIEW LINES OF INQUIRY

The team has identified the following lines of inquiry for the Accreditation Visit:

1. Assessment: (CFRs 2.2, 2.3, 2.4, 2.11, 4.1, 4.2, 4.3, 4.4, 4.5)
- How are institutional learning outcomes and core competencies connected to the Creative Action curriculum and most importantly, to specific program learning outcomes?
- How is Institutional Research connected to assessment and data-informed decision making; for example, how does indirect evidence such as employer surveys, student surveys, and alumni surveys factor into institutional and program assessment?

2. Program Review and Budget: (CFRs 2.3, 2.4, 2.7, 4.2, 4.3)
- How has your program review process evolved since the last WSCUC comprehensive review?
- How are program review outcomes and annual assessment practices connected to budget decisions?
- How does reallocation of resources take place?

3. Student Success and Advising: (CFRs 1.2, 1.4, 2.12, 2.13, 2.14, 4.1, 4.2)
- Have you observed any trends in placement data or internships?
- How do you use Returning/Leave data?
- How do faculty and student affairs collaborate in forwarding student success?
- How is the quality and effectiveness of advising measured? What data do you collect? Do you disaggregate EL domestic and international students?
- How do you see international student advising and mentoring evolving?
- How does Otis address the need for staff and faculty development in support of international students?

4. Governance: (CFRs 3.6–3.10)
- How will the community be included in your upcoming strategic planning process, including any changes to the mission statement?
- With new leadership on board, how is Otis aligning its strategic priorities between the existing strategic plan, board priorities, and other institutional stakeholders?

5. Strategic Planning/Financial Sustainability: (CFRs 3.4, 3.5; 4.6. 4.7)
- What types of initiatives are being undertaken to achieve your enrollment growth goals?
- How are facilities, IT infrastructure, and salaries/benefits factored into long-term planning in light of growth in enrollment?
- How does IR and specifically, retention/leave/return data, factor into short- and long-term planning?

6. Diversity/Inclusion: (CFRs 1.4, 3.1)
- How do you plan to improve the alignment of faculty and staff with current and future student profiles?
- How does curricular and co-curricular content align with goals for greater inclusion?

7. Graduate Programs: (CFR 2.2.b)
- What are the expectations about the new graduate dean's role and the future of the graduate programs?
- What are your current in-process assessment practices for graduate students, e.g. first-year review/assessment and capstone? How do those practices inform program review?

8. Extension Education: (CFR 4.7)
- What portion of your extension education program qualifies for federal student aid?
- Given that you grant transfer credit for extension education courses towards degrees, how are assessment practices for these programs aligned with program and institutional assessment?

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? **X** YES ❒ NO
	If so, where is the policy located? http://www.otis.edu/credit-hour-policy
	Comments: Comments: As part of credit reduction, all departments reviewed the credit hour policy.
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? **X** YES ❒ NO
	If so, does the institution adhere to this procedure? **X** YES ❒ NO
	Comments: It is reviewed through Program Review, department chairs' review of syllabi, and through the Curriculum Committee.
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? **X** YES ❒ NO
	Comments:
Sample syllabi or equivalent for online and hybrid courses *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed? 17
	What kind of courses (online or hybrid or both)? Both
	What degree level(s)? ❒ AA/AS **X** BA/BS ❒ MA ❒ Doctoral
	What discipline(s)? Liberal Arts and Sciences, English, Art History, Creative Action Integrated Learning, Natural Science, Artists, Community, and Activism, Fine Arts, Product Design
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? **X** YES ❒ NO
	Comments: In reviewing fall 2015 syllabi it was noted that only 4 of the 17 syllabi included all required criteria and followed best practices guidelines. The weakest areas were: 1) clearly outlining communication practices and contact that included posting office hours and best contact for instructor; 2) inclusion of the official and specific eLearning attendance policy (the standard Otis policy was used); 3) statement defining contact/credit hours for the course. Upon closer review, the faculty syllabi schedule and workloads did meet contact/credit hour requirements.
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed? 5
	What kinds of courses? Undergraduate studio courses
	What degree level(s)? ❒ AA/AS **X** BA/BS ❒ MA ❒ Doctoral
	What discipline(s)? Communication Arts, Architecture/Landscape/Interiors, Product Design, Student Success
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? **X** YES ❒ NO
	Comments: The college established common internship learning outcomes and hired an internship coordinator.
Sample program information (catalog, website, or other	How many programs were reviewed? 10
	What kinds of programs were reviewed? Undergraduate, Graduate
	What degree level(s)? ❒ AA/AS **X** BA/BS ❒ MA ❒ Doctoral

program materials)	What discipline(s)? All undergraduate studio
	Does this material show that the programs offered at the institution are of a generally acceptable length? **X** YES ☐ NO
	Comments: The evidence provided showed that the credit hour policy is clearly articulated in the public website, in The Hoot (Student Handbook and Course Catalog), as well as a few sample syllabi.

Review Completed By: Mitsue Yokota

Date: 4/20/2018

2 - MARKETING AND RECRUITMENT REVIEW FORM

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

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
**Federal regulations	Does the institution follow federal regulations on recruiting students? **X** YES ❐ NO
	Comments:
Degree completion and cost	Does the institution provide information about the typical length of time to degree? **X** YES ❐ NO
	Does the institution provide information about the overall cost of the degree? **X** YES ❐ NO
	Comments: The college has data on its website for 6-year graduations rates for first-time freshman and transfer students, disaggregated by race, gender, citizenship, intake score, and Pell Grant eligibility. The Hoot (course catalog) breaks down the credit distribution requirements for all majors and minors. With the website for each major, credit hours are broken down by semester for each class year- thus providing an expected time-to-degree. The college website (under the Admissions Tab) uses tables detailing the cost and fees for undergraduate, Graduate Graphic Design, and Graduate Writing Part-Time disaggregated by residential, commuter (off –campus housing) and living at home. https://www.otis.edu/tuition-fees
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? X YES ❐ NO
	Does the institution provide information about the employment of its graduates, as applicable? ❐ YES X NO
	Comments: Center for Creative Professions Job Board - https://otis-csm.symplicity.com/sso/students/ Careers by Department - http://www.otis.edu/career-services/careers-academic-department

*§602.16(a)(1)(vii)

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

Review Completed By: Hector L. Sambolin, Jr.

Date: 4/20/2018

3 - STUDENT COMPLAINTS REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's student complaints policies, procedures, and records.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? **X** YES ❏ NO
	If so, is the policy or procedure easily accessible? Is so, where? https://www.otis.edu/student-affairs/complaint-procedures
	Comments: The policy can be found within the Hoot (Student Handbook) as well as the websites within the college (Student Affairs). A detailed, step-by-step process for informal complaints (preferred initially) as well as a formal complaint process (using Formstack to manage submissions). The policy outlines that the complaint process will take up to 20 business days with results shared with the parties involved. (See next section).
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? **X** YES ❏ NO If so, please describe briefly:
	If so, does the institution adhere to this procedure? **X**❏ YES ❏ NO
	Comments: Informal complaints are through the faculty or staff member most directly involved, formal complaints the student, or person acting on the student's behalf, submits the complaint using the online Student Complaint Form, available at https://otiscollege.formstack.com/forms/student_complaint. Using the form helps to ensure that full information is provided and makes it easier for the College to respond to the student's concerns. However, students can also use their own format for writing their complaint and then e-mail, mail, or deliver it to the Office of Student Affairs.

Otis will conduct an investigation into the complaint, including interviews with relevant persons, a record review, or other efforts that are necessary to form an accurate and factual basis for the resolution of the complaint. Once the investigation is concluded, Otis will prepare a brief written report that summarizes the complaint and a finding (either "founded," meaning a violation has occurred, or "unfounded," meaning the complaint is without merit). The written report will normally be provided to the student complainant and any relevant persons within 20 business days.

The student, or person acting on the student's behalf, submits the complaint using the online Student Complaint Form, available at https://otiscollege.formstack.com/forms/student_complaint. Using the form helps to ensure that full information is provided and makes it easier for the College to respond to the student's concerns. However, students can also use their own format for writing their complaint and then e-mail, mail, or deliver it to the Office of Student Affairs.

Otis will conduct an investigation into the complaint, including interviews with relevant persons, a record review, or other efforts that are necessary to form an accurate and factual basis for the resolution of the complaint. Once the investigation is concluded, Otis will prepare a brief written report that summarizes the complaint and a finding (either "founded," meaning a violation has occurred, or "unfounded," meaning the complaint is without merit). The written report will normally be provided to the student |

| | complainant and any relevant persons within 20 business days.

External Complaint Procedure

If the student believes that his or her complaint warrants further attention and is related to the College's compliance with academic program quality and accrediting standards, the student is directed to contact the Western Association of Senior College and University Commission (WASC) at http://www.wascsenior.org/comments. WASC is the primary academic accrediting body for Otis College of Art and Design.

Complaints that a student believes warrant further consideration after exhausting the reviews of Otis and WASC may be submitted to the Bureau for Private Postsecondary Education for review of a complaint.

The student may file a complaint with the Bureau of Private Postsecondary Education ("Bureau") using the Bureau's complaint form. The Bureau may review and, as appropriate, act on the complaint, or may refer the complaint to an appropriate state agency or entity for resolution (e.g. to WASC, ACPE, California Student Aid Commission, Attorney General's office, various state licensing bodies) or request reconsideration by Otis College of Art and Design. The Bureau retains the responsibility to determine whether a referred complaint remains pending or is resolved.
The bureau may be contacted at: 2535 Capital Oaks Drive, Suite 400
Sacramento, CA 95833
Telephone: (916) 431-6924
FAX: (916) 263-1897
http://www.bppe.ca.gov

If the student believes that his or her complaint warrants further attention and is related to the handling of the student's education records, a complaint may be filed with the Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605. |
|---|---|
| Records | Does the institution maintain records of student complaints?   **X** YES ❏ NO
If so, where? |
| | Does the institution have an effective way of tracking and monitoring student complaints over time?   **X** YES ❏ NO
If so, please describe briefly: Maxient software through the division of Student Success allows online tracking of all complaints, student issues, conduct cases, etc. |
| | Comments:

The Maxient System used to track student complaints, conduct issues and student concerns (academic and/or personal) is a well vetted and secure third-party platform frequently used in Student Affairs Divisions. |

*§602-16(1)(1)(ix)
See also WASC Senior College and University Commission's Complaints and Third Party Comment Policy.

Review Completed By: Hector L. Sambolin, Jr.

Date: 4/20/2018

4 – TRANSFER CREDIT POLICY REVIEW FORM

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

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? **X** YES ❐ NO
	If so, is the policy publically available? **X** YES ❐ NO If so, where? https://www.otis.edu/transfer
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? **X** YES ❐ NO
	Comments: The college website and handbook provide recommendations for undergraduate students wishing to enter and sophomores and juniors, AP course policies, graduate transfer credit policy (approval by Department Chair), and International Credit by Examination policy. The website also provides tables detailing the entry semester of transfer for prospective students.

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

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

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

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

Review Completed By: Hector L. Sambolin, Jr.

Date: 4/20/2018