CORNISH COLLEGE OF THE ARTS COMPREHENSIVE SELF-EVALUATION REPORT

CORNISH COLLEGE OF THE ARTS

**CORNISH COLLEGE OF THE ARTS
2021 COMPREHENSIVE SELF-EVALUATION REPORT**

Submitted to the Northwest Commission on Colleges & Universities

Feb. 22, 2021

TABLE OF CONTENTS

INSTITUTIONAL OVERVIEW 6

PREFACE 10

STANDARD ONE 28
STUDENT SUCCESS & INSTITUTIONAL MISSION & EFFECTIVENESS

STANDARD TWO 90
GOVERNANCE, RESOURCES, & CAPACITY

Cornish College of the Arts is a 106-year-old independent college of the performing and visual arts, one of just three in the United States. Founded as the Cornish School, a community music school, by Nellie C. Cornish in 1914, it has evolved to become a competitive comprehensive college of the visual and performing arts. Incorporated as Cornish School of Allied Arts in 1974, the College became fully accredited in 1977 and changed its name to Cornish College of the Arts in 1986.

Approximately 73% of the Cornish student body comes from the states of Washington, Oregon, and California. The admission of students from other states is fairly evenly divided among other regions of the country, and international students make up approximately 3% of the student population. Approximately 99% of students are enrolled on a full-time basis.

The College currently enrolls approximately 500 students working to meet the requirements of Bachelor of Music (BM) or Bachelor of Fine Arts (BFA) degrees in art, dance, design, film, interior architecture, music, performance production and theater. Academic programs offer the following concentrations:

ART Emphases in sculpture, print, video, photography, and painting.

DANCE One major encompassing performance and choreography.

DESIGN Majors in Design, Interaction Design, Illustration, Game Art and Animation and minors in Game Art and Interaction Design.

FILM Emphases in directing, writing, and cinematography.

INTERIOR ARCHITECTURE Emphases in sustainable interiors, visual communications, fabrication, branding, lighting, objects, materials, and furnishings for the built-environment; beginning 2020-21, offering BFAs in Environmental Graphic Design and Object Design.

MUSIC One major emphasizing the intersection of creativity, performance, composition, and music technology

PERFORMANCE PRODUCTION Emphases in costume, lighting, scenic design, sound design, stage management, and technical direction.

THEATER Emphases in acting, original works, and musical theater newly consolidated for 2020-21 into two distinct BFAs in Acting/Original Works and Musical Theater.

In 2003, Cornish College of the Arts relocated most of its programs and administrative offices from their historic home in the Capitol Hill neighborhood of Seattle to a new campus complex located in downtown Seattle. The move enabled the College to create state of the art facilities for its visual arts programs and consolidate many of the student support and general administrative services in one location. In Fall 2015, Cornish welcomed students to its newly built, state-of-the-art residence hall, located at the downtown campus, across from the Main Campus Center, which houses the administrative offices of the College and a newly renovated Nellie's Cafe. The cafe provides meals for students, staff, and faculty. The first two floors of the new residence hall also house administrative offices for Student Life and Counseling, practice rooms, small studios, dance studios, instructional and gathering spaces. The Music and Dance programs remain housed in Kerry Hall on Capitol Hill; the College continues to review plans for consolidating the campus to South Lake Union.

The College's campus also includes the Cornish Playhouse, a professional-grade facility leased long-term from the City of Seattle, and located in the city's Uptown Arts and Cultural District. This vibrant theatrical and educational facility is also a landmark of modern architecture. Built for the World's Fair of 1962 and now operated by Cornish College of the Arts as its highest-profile venue, the Playhouse presents a full range of performing arts events open to the public. Between the 45 or more works created by Cornish students and the 47 or more visiting professional productions from a wide range of community partners, the Cornish Playhouse offers rich experiences not only in theater but also in dance, music, and the visual arts. Cornish serves a generative role in the training of practicing artists both in the region and more widely and offers approximately 350 concerts, public performances, exhibitions, lectures and formal discussion opportunities annually, most of which are open to the general public. During the pandemic, this was reduced to 207.

Cornish College of the Arts has been regionally accredited as a degree granting college since 1977 by the Northwest Commission on Colleges and Universities (NWCCU) and holds specialized accreditation with the National Association of Schools of Art and Design (NASAD), and membership in the Association of Independent Colleges of Arts and Design (AICAD) for its programs in design and the fine arts.

Cornish students pursue courses of study intended to prepare them for professional entry into arts professions, as well as for further study at the graduate level. Cornish is distinguished by the rigor of its professional training and a dual commitment to the development of technical competency and to the cultivation of the individual artistic voice of its students.

In keeping with the College's exceptional legacy, alumni from our programs are making art, breaking boundaries, and forging change wherever they land after graduation whether in the Seattle region, across the country, and around the globe. The brief examples here provide a glimpse into Cornish's artists, citizens, and innovators:

JUJU KUSANAGI (Dance 2016) is based in Japan and working as an interdisciplinary artist across the fields of film-making, performance, and illustration. Her film Itsy Bitsy has been screened in 15 countries at over 30 festivals. One of her new works, Multiplicity, was presented as part of the Venice Virtual Biennale in 2020 while her stop-motion animation Oof Oeuf Ufu premiered in Toronto, Canada.

VIOLET RULOVA (Film 2017) started a commercial filmmaking business, enabling her to pay off all of her student loans in two years. In 2019, she applied to master's programs in Film and this past September she started her MFA in Film Producing at the American Film Institute.

NICHOLAS GATES (Film 2018) has placed films in several festivals on the west coast, is making a documentary on local/original surf band The Ventures, and developing a pilot for a children's show, The Peace Bus, which focuses on social justice in a kid-friendly way. He is also working on a film that he describes as "a post-apocalyptic wasteland western."

JOSH RAWLINGS (Music 2009) is a Grammy-nominated pianist, composer, and producer, working across wide stylistic grounds including jazz, hip-hop, and pop music. His work is sought after by many artists including Macklemore, Ryan Lewis, and Kesha.

LILY SHABABI (Music 2019) is a violinist, composer, and musicologist, now in a fully funded Ph.D. program in musicology at UCLA. Lily's research focuses on issues of gender and intersectionality in contemporary classical music.

HEATHER HART (Art 1998) is an interdisciplinary artist whose work in numerous media has been exhibited nationally and internationally. She is the co-founder of Black Lunch Table Project, with Jina Valentine, which brings together participants to discuss the impact of race, archiving, and the underrepresentation of minority artists in the art historical canon. She has been awarded a Joan Mitchell Foundation Grant as well as a Jerome Foundation Grant.

ANTHONY WHITE (Art 2018) engages in the making of dense, image-saturated paintings with PLA, a plastic used in 3-D printing. He also curates art events under the title "While Supplies Last" which brings small, affordable pieces of art to audiences throughout the Seattle region. He has participated in numerous exhibitions locally, nationally, and internationally.

DOCUMENTS

BASIC INSTITUTIONAL DATA

FOUR YEAR OPPORTUNITY PLAN

*Updated Jan. 2021

FOUR YEAR GROWTH PLAN FORECAST

FIVE-YEAR GRADUATION, PERSISTENCE, & RETENTION DATA (DISAGGREGATED)

*Also included with 1.D.2

OVERVIEW

The process of developing the 2021 Comprehensive Self-Evaluation of Institutional Effectiveness Report, inclusive of Standards One and Two, provided Cornish College of the Arts' leadership and community an opportunity to reflect on the numerous institutional changes since the Mid-Cycle Self-Evaluation in 2016 and 2013 Self-Study. Institutional changes were implemented to support delivery of an outcomes-based arts education in the 21st century. These include: initiatives focused on improving and tracking student learning and success within curriculum and across student support services; enhancements addressing NWCCU recommendations; un-siloing departments and levels of leadership; building out systems that will support resource sharing and shared governance; and efforts to create a more cohesive campus community.

This work shapes the direction of the College's future planning as outlined in both its new Four Year Opportunity Plan, currently in development, and the Strategic Planning Process begun Fall 2019. These documents illustrate a mission-driven planning process with targets and initiatives aimed at growth, sustainability, and delivering an arts education focused on student success, learning, and access.

STUDENT SUCCESS AND INTEGRATING OPERATIONS

The areas of Academic Affairs, Enrollment, and Student Affairs have been under new leadership since 2016. Over the last five years, leadership has focused on creating and operationalizing a culture of continuous improvement central to mission fulfillment, educational excellence, and supporting student success, learning and access. The focus on student achievement resonates in the following diverse initiatives and accomplishments:

» Reducing tuition by 20%, beginning September 2019, in order to increase access to an arts education and address long-term student debt.
» Redesigning all existing degree programs within the visual and performing arts (BFAs in Dance, Music, Performance Production, Theater, Art, Design, Interior Architecture and Film) to reduce the number of total in-major graduation credit hours, thus facilitating flexibility in interdisciplinary study so critical to creative practice and professional preparation.
» Developing and launching a new 42-credit hour outcomes-based General Education Program.
» Simplifying credit transfer from other institutions.
» Strengthening student support services by creating a student success coach program, centralized Academic Advising, a dedicated Residence Life staff support, and a Student Emergency Fund. The college also added additional Counseling Services hours, improved operations in billing and Financial Aid, opened a College food pantry, and added NellieCare (medical and mental health care).
» Redesigning the College's schedule of classes to improve student access to curriculum and degree progress.
» Launching a college-wide Assessment and Institutional Effectiveness Committee to oversee assessment of student learning, a new formalized Academic Program Review process, and identify and implement measurable assessment systems for Institutional Learning Outcomes.
» Development and accreditation of new BFA degrees in Animation, Environmental Graphics Design, Illustration, Game Arts, Object Design and Interaction Design and new BA degree programs (Direct Transfer Agreement) in Music, Dance, Performance Production and Art in alignment with emerging trends and employment opportunities.
» A revision of the Theater Department program to include a BFA in Musical Theater with increased vocal and dance instruction and a standalone BFA in Theater - Acting and Original Works.
» The delivery of on-campus faculty professional development programming and initial planning for the development of a Teaching and Learning Center.
» Implementation of a common syllabus and Canvas (LMS) template and new instructional technology tools to support teaching and learning.

» Improved campus facilities to support both the visual and performing arts programs including a new Fabrication Lab, public-facing gallery and exterior art wall, and a multi-purpose auditorium (all either now in use or opening soon).

Further discussion of these and other achievements, as well as areas of improvement and challenges, are discussed within both the EIE and PRFR reports.

Another focus of the past five years has been unsiloing operations by integrating academic departments and College units, ensuring regular engagement and shared decision making across College leadership and campus constituents, increasing collaboration and resource sharing, and creating systems that enable improved shared governance. These include:

» A two-year study and review of the Faculty Senate and implementation of a new Academic Senate (2021) with the explicit goal of increasing faculty governance.
» Development of a Cornish Student Senate and increased student representation on College Committees.
» Enhancement and reorganization of the Board of Trustees, inclusive of faculty representation on subcommittees;
» Creation of an extended Cabinet, inclusive of the Staff Council and Faculty Senate Presidents, Directors of Human Resources and Instructional Technology, and the General Counsel and Title IX Coordinator.
» Review and reorganization of College Committees, inclusive of the creation of a new Cornish Campus Council with faculty, staff, Cabinet, and student representation.
» Launch of an annual Faculty Workplace Satisfaction Survey (Spring 2015) and employee surveys.
» The creation of shared policies and procedures and sunsetting of academic program-specific handbooks.
» Planning for a reorganization of Academic Affairs, inclusive of deconstructing departmental silos, sharing curriculum and leadership across disciplines, and empowering faculty agency and governance.
» Creation of a new Director of Development and Alumni Relations position and subsequent improvement of alumni support and relations services.

INSTITUTIONAL CHALLENGES AND GROWTH
RECENT LEADERSHIP CHANGES & THE FOUR YEAR OPPORTUNITY PLAN

The items noted above are a testament to the hard work undertaken by faculty, staff, the Cabinet, and Board of Trustees since 2016 to continue to deliver quality arts education, while recognizing the need to better align the institution with best practices in higher education, develop a culture of data literacy, improve student retention, establish formal and effective structures for assessing and monitoring institutional effectiveness, and implement inclusive institutional planning and governance. The implementation is taking time, and some changes have taken longer than anticipated due to leadership changes within the Cabinet and initiatives and processes often being tied to individuals rather than positions or cohesive planning. Changes within the Board of Trustees and internal college structures and processes have slowed down and/or impeded progress and improvements are at varying stages across College units.

With the hire of a new President in 2018 and an entirely new Cabinet since 2017, inclusive of a new Vice President of Enrollment (2017) and a new Vice President of Academic Affairs and Provost (2019), College leadership now has a shared vision that embraces (1) improved shared governance, inclusive decision making, communication and transparency, (2) increased faculty roles and agency, and (3) structures which support accountability, responsibility, and assessment to ensure institutional effectiveness and mission fulfillment. Embracing and implementing shared governance has been inconsistent amongst prior leadership, which negatively impacted creating critical change, the need for which was so clearly articulated in the unrealized 2013-18 Strategic Plan.

Under the leadership of President Raymond Tymas-Jones, Ph.D, the College began developing a new Strategic Plan in Fall 2019 (put on hold Spring 2020 due to the pandemic). This process illustrates a renewed commitment, albeit in an emergent phase, to ensuring cohesive and inclusive

planning driven by both program and institutional data, and focused on clearly defined needs in relation to institutional effectiveness. Despite the real progress on distinct initiatives since the 2013 Self-Study and 2016 Mid-Cycle Report, the College is in need of more coordinated and integrated planning processes in order to build upon these achievements.

In the midst of the College's 2020-21 self-study process, future needs have been shaped most immediately and urgently by the pandemic. Already identified needs, such as improving student retention and financial sustainability beyond the College's tuition-driven business model, were exacerbated by the onset of the pandemic. The Cabinet is currently developing a Four Year Opportunity Plan (working plan shared with the community October 2020) and both this plan and new Strategic Planning Process embrace cohesive and inclusive planning while building on recent improvements. As a higher education institution delivering a visual and performing arts education, Cornish College of the Arts' vision for the future will continue to guide the institution in its efforts to address such key needs as:

> » ACCESS - Advance access to an arts-based education.
> » COMMUNITY - Inspire creative partnerships and engage with social issues.
> » SUSTAINABILITY - Create a sustainable business model.
> » COLLABORATION - Design a future-oriented integrative curriculum.
> » ACHIEVEMENT - Nurture faculty, staff and student success.

As an integral part of this plan, Cornish will commit to continued tracking, measuring and supporting four fundamental pillars of student success: academic success; financial stability; belonging and engagement; and emotional and physical wellness. The Four Year Opportunity Plan provides information about each of these pillars. In January 2021, a revised in-progress plan will be reviewed by the Cabinet and shared with the Board of Trustees. Building on these pillars, it introduces decisions about academic resource allocation, academic administrative structures, degree program development, consolidation of the campus, and investments in training, support and community. The Four-Year Opportunity Plan will require the creative talents of all members of the Cornish community as decisions are finalized and implementation begins over the 2021 Spring semester.

The response to each substandard outlines how the College maintains compliance, focusing on reflective analysis and assessment, key challenges and areas of improvement since 2013 to increase institutional effectiveness, as well as next steps (some substandards will reference other sections to ensure full understanding of compliance). Overall, the College has approached this self-study with integrity and a focus on transparency. While the 2020-21 self-study uncovered some areas which illustrate "Initial" or "Emerging" effectiveness, others reflect "Developed" or "Highly Developed" structures, processes and practices. The rubrics have been instrumental in supporting enhanced improvement plans in many areas and will continue to support future discussions.

The College thanks the NWCCU for the opportunity to transition to the new 2020 Standards and shift the site visit to Spring 2021. We look forward to welcoming the site visit team to our campus in April and to the discussions to come.

GLOBAL CORONAVIRUS PANDEMIC AND INSTITUTIONAL PLANNING AND PREPARATION

Prior to turning to pending recommendations, this report will next discuss institutional efforts to support student learning and success during the global Coronavirus pandemic. The five key areas noted above have driven the college's response to the pandemic and all related initiatives.

Cornish College of the Arts' response to the pandemic has been characterized by swift action and comprehensive planning. In January and February 2020, as Coronavirus outbreaks were occuring in China and Europe, the Cabinet developed a Pandemic Response Plan. This plan was intended to guide the College in preparing for and responding to a pandemic outbreak and supplement existing safety and preparedness plans. At that same time, a Pandemic Planning Group, led by President Tymas-Jones and comprised of the Cabinet and other campus leadership, met daily to ensure that the situation was monitored closely.

Cornish shifted to remote learning alongside all Washington State institutions of higher education in March 2020 as mandated by state law. This shift came halfway through the 15-week semester and required that faculty, students, support services and all personnel quickly pivot to a new learning and work environment. Faculty were supported in this shift by a three-day in-service to provide faculty time to transition.

Also as a result of the ongoing pandemic, enrollment dropped significantly with reductions in both transfer and incoming first-year students. Over 90 students elected to take leaves of absence. This compounded enrollment declines in recent years and further strained the College's tuition-driven business model. In order to rapidly address this situation and transition the institution to a new, more sustainable business model, the College declared financial emergency and financial exigency in October 2020. In response, the Four Year Opportunity Plan was revised and is being finalized with the campus community.

As it became increasingly clear that higher education would be impacted beyond Spring 2020, the College put in place a range of programming, committees and enhancements to support the community and prepare for the 2020-21 academic year, including:

> » Transition of the Pandemic Planning Group to a Reopening Task Force (also led by President Tymas-Jones) in June 2020 with four main subcommittees: Academic Affairs; Administration and Facilities; Resident Life and Student Affairs; and Communications. This task force created the College's Comprehensive Plan: Safe Return to Campus and Workplace as mandated by Washington State.
> » A six-week post-academic year 2020 Faculty Professional Development and Work Session for core faculty and instructors was run in order to provide training in online curriculum development and the use of new instructional technology tools, support curriculum development with a focus on student learning outcomes, and provide opportunities for departments to work closely with the Provost's Office as they prepared for the delivery of a range of in-person, hybrid, and fully online courses.
> » Review and revision of the Fall 2020 Schedule of Classes to support in-person classes where safety protocols would allow (e.g. dance technique classes with no contact, first-year curriculum).
> » In-person class sizes were set at a maximum of four students and one faculty member in adherence with all safety protocols; larger numbers need approval from the Provost's Office.
> » Review of all campus facilities to set new capacity restrictions and undergo health and safety reviews in relation to Coronavirus transmission; many campus facilities were taken offline for the academic year or repurposed to support safety protocols.
> » Transition of all student support services and campus offices to fully remote wherever possible. Campus density was decreased in order to prioritize faculty and student access when needed. All administrative and committee meetings are being held virtually during the 2020-21 academic year.
> » An enhanced room reservation system (CourseDog), launched Fall 2020, provides students with the ability to reserve solo access to campus facilities and resources.
> » Created a COVID-19 Response Team commencing August 2020 which meets daily to review campus health and safety.
> » Purchased new instructional technology licenses (e.g. Panopto, Zoom, GoReact), employee training platforms (SafeColleges), and enhanced medical support and health tracking services (OneMedical) to support remote learning, health, and safety for faculty, staff, and students.
> » Summer Town Halls and academic program meetings supported faculty, staff, student and family communication. Website additions included an archive of key pandemic related communications as well as a number of Frequently Asked Questions pages to support students and employees.
> » The launch of Cornish+ (website PDF) a program which invites students enrolled full time during the 2020-2021 academic year, as well as members of the Class of 2020, to extend their studies for a full year beyond the date of their graduation at no additional cost. Cornish+ provides students impacted by the pandemic with further opportunities, after their graduation, to work with Cornish faculty and have access to campus facilities and resources to create and perform.

RECOMMENDATIONS - FOLLOW UP

The Mid-Cycle Report submitted in 2016 included responses to four outstanding recommendations to the 2013 Self-Study Report - 2, 3, 4 and 6. Recommendation 2 was fulfilled with that report. The subsequent September 2016 and 2017 Ad Hoc Reports were submitted to address the remaining three recommendations (3, 4, and 6).

A February 2018 NWCCU letter to Interim President Chris Kevorkian noted that recommendation 6 was fulfilled and that "Recommendations 3 and 4 [were] substantially in compliance but in need of improvement" and would need to be addressed with the Year Seven Study. Those recommendations noted that:

3. *The Evaluation Committee recommends that Cornish College of the Arts determine if it employs sufficient Core faculty to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs and enough staff to support the mission. In addition, we recommend that the College ensure that all faculty members are evaluated in a regular, systemic, substantive, and collegial manner using multiple indices of effectiveness (Standard 2.B.1, 2.B.4 and 2.B.6).*

4. *The Evaluation Committee recommends that Cornish College of the Arts continue to develop its aggregate assessment efforts in order to demonstrate that programs are achieving the identified learning outcomes and that the College is using the results to improve educational programs (Standards 2.C.10).*

Work on recommendations 3 and 4 has been ongoing since winter 2018, both building upon approaches articulated in the Mid-Cycle and Ad Hoc Reports and defining new approaches. Both Standard One and Two address these items via the NWCCU 2020 Standards (the College received permission from the Commission to shift to 2020 Standards when it submitted its extension request). In the interest of concision and adherence to new report formatting guidelines, the responses below direct readers to other substandards where appropriate.

RECOMMENDATION 3: CORE FACULTY, STAFF, AND ACADEMIC EXCELLENCE AND SUFFICIENCY

Recommendation 3 Part 1 - "The Evaluation Committee recommends that Cornish College of the Arts determine if it employs sufficient Core faculty to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs and enough staff to support the mission." (NWCCU 2010 Standards 2.B.1/4/6)

Cornish College of the Arts has been actively addressing recommendation 3 Part 1 and reviewing both faculty and staff numbers to ensure support of student success and achievement and mission fulfillment. The College has engaged in review of sufficiency and subsequent hiring and/or the creation of new positions across faculty, staff and administration. Student Satisfaction data (e.g., 2019 SSI Folder, Year to Year Strengths, p. 5) illustrates satisfaction with faculty expertise and areas within Student Support Services where students have noted a need for deeper support have been addressed via new positions, however they must continue to be monitored. Additionally, retention data illustrates that the way faculty hiring is conducted must change as discussed below. Please note that NWCCU 2010 Standards 2.B.1, 4 and 6 correspond with 2020 Standards 2.F.3 and 4. Material below and within Standard 2.F and evidence (e.g. Four Year

Opportunity Plan) provide additional context for the College's historical and ongoing response to the prior recommendation and how it meets the new standards.

2013-2020 CORE FACULTY HIRING

Core and interim core faculty hiring at Cornish has traditionally been departmentally and, thus, disciplinarily siloed. For example, departments with a need to replace core faculty due to retirements, departures, or adding new faculty lines would submit paperwork on an annual basis to the VPAA/Provost for review. Review of hiring needs, and thus sufficiency, has focused primarily on curriculum staffing needs and/or departmental faculty areas of specialization, total student enrollment by major, and retaining a student-to-faculty ratio below approximately 12 (studio-designated courses have traditionally been capped at 12-15). Since the Mid-Cycle Evaluation Report, the College has hired core faculty via international searches, interim core and visiting faculty in all departments except Art, with core faculty numbers averaging around 50 since the Mid-Cycle. In addition to supporting major-specific needs, core faculty have also been prioritized in the General Education Program, inclusive of the first-year curriculum (e.g. HS 111/112 Writing and Analysis, HS 121/122 First-Year Seminar), and the Visual Arts Foundations curriculum in an effort to better support first-year students and strengthen the development and delivery of core curriculum focused on key academic and disciplinary skills. As noted in recent NWCCU reports, the College had also hired new Chairs, classified as staff per the College's Collective Bargaining Agreement (CBA), in Film, Music, Dance, Performance Production, and Humanities and Sciences between 2015 and 2020 (promotion in Art). The majority of Chairs have traditionally taught on an annual basis, sometimes up to 50% of their workload.

CURRENT STAFFING NUMBERS AND PERSONNEL REALIGNMENT

As noted in Standard 2.F.3, Cornish employed 334 full- and part-time staff, faculty, and work-study students at the end of the Spring 2020 semester. Additionally, the College employed over 80 arts professionals (e.g. musicians, lighting designers) to support academic programs and productions. These individuals provide Cornish students valuable interactions with the arts communities to which they belong.

In recent years, and since the 2017 Ad Hoc Report, personnel realignment has been addressed via systemic work on shared governance, which enables all stakeholders to have a better understanding of the personnel needs both within academic departments and across the College. Cornish has often found itself with misalignment in terms of the numbers of core faculty, staff and administrative leadership due to shifting demands and needs from prospective students nationwide, enrollment declines, and the need to focus on new areas of achievement and growth (e.g. closure of equity gaps). This has meant that some academic programs have struggled to fill teaching loads for existing faculty, while others have the need for new core faculty, creating workload inequity. Misalignment also impacts student retention. For example, students in smaller programs may find themselves in small courses with an isolated and static peer group, while students in larger programs don't have a deep bench of faculty expertise upon which to draw. Both situations can lead to student dissatisfaction which is unacceptable to the institution.

This context is important for understanding how "sufficiency" is understood and thus how actions taken to address it have been evolving since the Mid-Cycle Report. The institution has shifted how it is determining sufficient numbers of staff and faculty to fulfill organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs. For example, in Spring 2020, the College and Cornish Federation of Teachers agreed to a revision to the calculation of workload for core faculty which created a more transparent means of accounting for instructional workload across the College and annualized the calculation of core faculty workload. In addition, new staff positions have brought the College into alignment with evidence-driven best practices in higher education (e.g. professional academic advisors). Overall, sufficiency must be consistently and continuously examined through a variety of lenses including student success, achievement and satisfaction, faculty and staff workloads, and institutional priorities and initiatives.

CORE & INSTRUCTOR FACULTY QUALIFICATIONS, RATIOS, AND STUDENT SATISFACTION

As noted in the table below and within faculty CVs (available on request), the majority of core faculty and instructors hold MA degrees or higher (e.g., MFA, Ph.D. completed or continuing).

Degree Level	Job Title / Rank				
	1 - Instructor	2 - Core			
	1 - Instructor	2 - Assistant Professor	3 - Associate Professor	4 - Full Professor	Visiting Faculty
0 - Not Provided	9			1	
2 - Associate	1				
3 - Bachelors	25	3	1	2	
4 - Masters	32	6	9	11	1
5 - Doctorate	9	2	4	4	
Grand Total	76	11	14	18	1

As a visual and performing arts institution, the College has traditionally benefited from part-time working professionals as a critical and necessary part of its faculty body. Core to Instructor ratios have been approximately one to two. However, recent overall reductions in core FTE and instructors have been the result of retirements and resignations (core), more efficiently designed outcomes-based curriculum, and enrollment declines. Shifting numbers have also paralleled improved management of the Schedule of Classes to increase course fill rates and implementation of much needed integrative curriculum.

Student response to the bi-yearly Student Satisfaction Inventory has provided critical information for the College as it reviews needed areas of improvements from a student perspective, including their perspective about faculty quality and ability to achieve educational objectives. A review of the 2019 data (see Student Satisfaction Inventory Synopsis | 2019) illustrate a general satisfaction in relation to the areas below:

- » Nearly all of the faculty are knowledgeable in their field - Satisfied.
- » Faculty are fair and unbiased in their treatment of individual students - Very Satisfied.
- » Instructors are competent as classroom instructors - Very Satisfied.

MOVING FORWARD: CORE FACULTY SUFFICIENCY AND A NEW BUDGETING PROCESS USING THE STUDENT CREDIT HOUR MODEL

After an examination of independent, tuition-driven arts institutions, Cornish has found no examples where an institution has a student-to-core-faculty ratio lower than 18 to 1. Many competitors have a ratio of 22 to 1. The experience of some Cornish academic departments is that they do not have sufficient numbers of core faculty; this is often a product of the academic silos in which they are asked to operate, a situation being actively addressed. However, as a tuition-driven institution with a small endowment, Cornish cannot afford to maintain its current 12 to 1 ratio.

Going forward, evaluation of sufficiency of core faculty lines will be based upon student needs and curricular growth rather than individual faculty specialization. The unique intersection of the performing and visual arts collaborating on interdisciplinary projects has been identified as a major competitive advantage for Cornish in the national marketplace, thus the College started building and/or examining pathways in the curriculum for faculty to explore these intersections and collaborate across departments (commencing in 2017 with the General Education Program review). Cornish aims to achieve a core faculty ratio of 18 to 1 as soon as possible.

As recent reductions in instructor ranks have proven, the current 12 to 1 core faculty ratio significantly reduces the number of instructors that Cornish can hire. Instructors who are

working artists provide critical diversity of thought for student learning, collaborative innovation, knowledge of industry trends, and connections that benefit students. Therefore, an 18 to 1 core faculty ratio is educationally necessary and fiscally responsible.

The faculty to student ratios noted in the table below would support the College in being exceptionally competitive. Achieving this ratio cannot happen by cutting resources alone; it can only happen by a combination of growth, retention, efficiency and support for faculty training and development.

Also relevant to determining sufficiency, is the reorganization within Academic Affairs, which is currently under review (see 1.B.3). The reorganization proposes a transition of departmental chairs, currently classified as staff, to core faculty positions. This shift in status will assist in a more accurate representation of teaching positions and employee expertise and training at the College.

TABLE: IDEAL CORE FACULTY AND FACULTY-TO STUDENT RATIO

Enrollment	Core Faculty Ratio	Faculty to Student Ratio (inclusive of core/full and part-time faculty)
700 Benchmark (current enrollment is below 500 due to pandemic)	18 to 1 (currently 12 to 1)	9 to 1 (currently 4.38)

Academic Affairs restructuring and shared governance revisions which are in process (see Standard 1.B. Institutional Effectiveness) will also improve the way core faculty's workload and expertise is utilized. By reducing required credits in major and enhancing integrative learning opportunities so critical to arts education and future practice, the College is able to focus on hiring faculty with broader disciplinary expertise who may deliver instruction to larger populations of students. Shared governance revisions, which will empower faculty as those who oversee curriculum and student outcomes, enables efficacious use of faculty's disciplinary and pedagogical expertise to drive curriculum and improve student success.

Over the next two years, Cornish will transition from a budget model that relies upon headcount towards a model that uses the Student Credit Hour (SCH) as the transactional unit for budget allocations. Academic areas will receive an allocation based upon the credit hours that they deliver — regardless of the chosen major for students in their courses. Under the current model, academic areas are not given credit for educating students who come from other departments to take their courses. Under the SCH budget model, however, an academic area is credited for course content that is relevant to a wide variety of students. This transition is part of the larger work of opening up silos and transparent resource sharing. Departments will be better able to develop courses that serve a broad student population and courses that meet General Education requirements. This removes unnecessarily curricular redundancy in departments while enabling students to take courses across the disciplines. The transition of the Curriculum Committee to the purview of the Academic Senate facilitates this transition by enabling a faculty-led cross-college curricular overview and approval process that can respond to enrollment fluctuations.

With the SCH model, actual costs of instruction will also be transparent to Cornish administrative and faculty leadership, which in turn will allow for more accurate planning and forecasting. It will also enable Cornish to use proceeds in surplus years towards building up operational reserves so that critical functions of classroom instruction are not interrupted during lean years.

STAFF SUPPORT OF MISSION - STRENGTHENING COLLEGE UNITS AND SUPPORT OF STUDENTS AND FACULTY

Cornish has been undergoing a review of all existing non-instructional personnel in order to enhance student learning and success and employee support. Siloed operations have been a strong contributing factor to student attrition. Both current students and alumni reported

experiencing an exceptional classroom experience, but challenges when it came to such things as class schedules, procedures, billing, advising, etc. Beginning in 2017, Cornish commenced a review and overhaul of student support services, including residence life, instituting a comprehensive policy review, convening a General Education Task Force, centralizing the course schedule (Schedule of Classes Task Force), and un-scaffolding portions of the curriculum to improve mobility.

Staff hiring, or revision of position duties, since 2013 has been prioritized primarily in areas of student and alumni support or oversight of institutional effectiveness, including the following:

» Creation of Creative Spaces and Event Services (see 1.B).
» Revision of Alumni Relations (see 1.D.2).
» Creation of Institutional Research (see 1.D.3).
» Creation of positions and hiring of academic advisors (see 1.B.1).
» Student Affairs overhaul with creation of positions and hiring of student success coaches (all students have a SSC) (see 1.D.1).
» Creation of Residence Life Division (1.B.1).

New positions, the rationale for them, and how they support students and the College mission are discussed throughout Standards One and Two. Student support staff caseloads are currently 250-300 students per employee as discussed more fully in 2.F.3. Staff needs across the College are under review in relation to the Four Year Opportunity Plan including further investment in faculty development, academic tutoring support services and instructional design, whether via faculty course release or additional staff positions.

ADMINISTRATIVE LEADERSHIP

Administrative leadership positions across the College (e.g. Enrollment and Student Affairs, Provost's Office, Equity and Title IX) have been reevaluated to ensure adequate oversight and support for mission fulfillment. Since 2017 the following positions have been created and/or undergone a review and revision of position responsibilities:

» President.
» VPAA/Provost.
» VP of Enrollment and Student Affairs.
» VP of Advancement.
» VP of Operations.
» Associate Provost (reinstated Fall 2019).
» General Counsel and Title IX Coordinator.
» Dean of Student Affairs.
» Dean of Academic Services and Registrar.

Also created was the position of Chief Equity Officer (formerly Special Assistant to the President for Diversity and Inclusion and Title IX Coordinator), hired in winter 2019 to oversee the new Office of Institutional Equity. The CEO worked with the College community throughout Summer 2020 to strengthen initiatives and community work in relation to Title IX and closing equity gaps. This Office and position is undergoing review within the current restructure.

Moving forward, the College anticipates that the structural changes related to the Student Credit Hour model will support achieving even distribution of resources because sufficiency will be determined by curriculum and enrollment. The Four Year Opportunity Plan is inclusive of such things as administrative reductions to move more resources to faculty and students, a review of workload and job descriptions, and more strategic cooperation amongst units which will support compliance with this substandard. It is important to note that the Faculty Senate Restructure and measures to enhance shared governance (see 1.B.4) will also support institutional needs related to sufficiency. In addition, the faculty and staff positions noted in the Draft Academic Affairs Restructure Organizational Chart will enhance resource allocation for academic tutoring services, faculty professional development/Center for Teaching and Learning, instructional development, and diversity, equity and inclusion initiatives.

FACULTY EVALUATION

Recommendation 3 - Part II - "...In addition, we recommend that the College ensure that all faculty members are evaluated in a regular, systemic, substantive, and collegial manner using multiple indices of effectiveness."

Since 2016, the College, in collaboration with the Faculty Senate and the Cornish Federation of Teachers (CFT), has made numerous incremental improvements to the faculty evaluation process. These improvements and those not yet implemented are outlined below. Overall, the focus has been on ensuring the College has an evaluation system which supports:

1. Development of faculty as teachers, mentors and scholars/artists.
2. Empowering faculty through the governance structure to have oversight of evaluation processes in collaboration with the College and VPAA/Provost and continuously monitoring the College's expectations for teaching excellence;
3. Regular faculty development and mentoring focused on teaching and learning, inclusive of enhanced support for junior faculty and learning how to document student success and achievement in their classroom and programs.

The overall goal is a process of effective annual goal setting linked to progress tracking by individual faculty within their own annual self-evaluation along with a robust annual evaluation by the faculty's supervisor. This would support increased teaching excellence, by identifying and tracking incremental improvements.

The 2018-21 Collective Bargaining Agreement, negotiated in 2017-18, includes new review policies and classroom observation requirements for new/junior faculty annually and was implemented beginning in 2018. Previously, teaching observations were not formally part of the review process, although many departments conducted them. In addition, annual classroom observations for all faculty were instituted during the 2018-19 academic year. Cross-college pilot classroom observations forms were developed to support consistency in review processes across departments.

As noted in the Ad Hoc Reports, faculty are evaluated annually in the areas of teaching, service and professional activity per the process outlined in Core Faculty Evaluation Process. As a teaching-focused institution, faculty members set goals each academic year focused on improving teaching practices and student learning and also write self-reflective narratives at the end of each academic year which they review with their Chairs after completion of the Department Chair Assessment. In addition, Chairs observe faculty on an annual basis at minimum to provide both developmental and evaluative feedback as a part of the annual review process. A process for peer review of teaching was piloted during the 2017-18 Academic Year within the Humanities and Sciences Department (General Education Program) with the support of the Faculty Senate and Provost's Office. It included both full and part-time faculty with additional payment made to part-time faculty by the Provost's Office.

Anonymous faculty feedback at the end of the process included:

» "I would recommend peer review to all faculty at all-colleges, to be honest. Seeing diverse approaches to student learning, even if we only have the opportunity to watch, allows us to continue developing and adapting our own teaching. It also creates connections between faculty to refocus on the College's core values and mission. The collegiality of this process is something I hope we can foster by continuing the program. As a school with so many far-flung instructors, this practice goes well beyond improving teaching and into the realm of strengthening and unifying our community."
» "I would love to see a peer review system at Cornish that enabled us to engage peer review within our department and across departments. Having substantive conversations about our teaching based on evidence -- observations, course materials -- gives us a chance to deepen our understanding of what we're doing, problem-solve with an interested colleague, and support each other's growth.

We can learn from each other practically and philosophically as we observe and converse, and doing it across campus would foster a community where we think of teaching as a practice we're continually evolving and developing. By seeing courses/instructors across the college, we'd also come, gradually, to a more full, experiential understanding of what goes on in other departments, which we have little of at this time. Ultimately, this could lead to exciting and creative collaborations and co-teaching ideas!"

» "The peer observation made my teaching feel visible, and I appreciated the opportunity to exchange views with someone whose teaching style is quite different from my own. It was eye-opening for us both."

During the 2018-9 academic year, the Chairs Council worked collaboratively to support the College's review of current evaluation processes (for core faculty first) at comparable institutions and review national best practices. The Council prepared a report for the VPAA/Provost and Senate, noting the following recommendations for discussion. The Council found that the College should ensure that:

» Cornish College of the Arts has an equitable, transparent and regular review process for core faculty.
» Core faculty receive annual verbal and written evaluation from their chairs.
» All core faculty are required to provide a similar self-evaluation narrative about their teaching and learning, as well as documentation for service and professional activity.
» The evaluation process supports annual faculty collection and storage of vital teaching materials needed for both annual review and promotions.
» The evaluation process supports faculty learning about and effective documentation of student learning and achievement.
» The College community can work together to collaboratively articulate and define teaching excellence at Cornish.
» Faculty professional development (inclusive of appropriate onboarding for new faculty) should support this vital work.

In order to support review and compilation of critical promotion information, it was recommended that an annual portfolio be developed (via a shared Google Drive) which would include such items as syllabi, assignments, examples of exemplary work and samples that demonstrate measurable student learning (recognizing the diverse ways this might look across arts and design disciplines), an updated CV, and a classroom observation by the Department Chair. The pilot teaching observation template would evaluate these broad categories of measurable classroom activity: evidence of course session planning; the faculty member's effective delivery of instruction; and the classroom environment with a focus on student engagement and learning.

During the 2019-20 academic year, and with the support of new VPAA/Provost William Seigh, the Provost's Office, a Provost's Office Faculty Evaluation Committee comprised of senior faculty, Associate Provost, and Human Resources Director, worked to review the Chairs' proposal, refine and improve faculty evaluation methods and tools, and standardize annual review and multi-year promotion processes. This work was done in consultation with the faculty union, the Cornish Federation of Teachers. This working group affirmed the desire to retain the annual faculty observations as well as formalize a process for the peer review of teaching. The timeline for this work has been revised due to the pandemic. However, teaching observations inclusive of peer observations continued into 2020-21.

The Provost's Office and Faculty Senate President are currently working together to support a much needed review of the Faculty Handbook which will also support this work. The Faculty Senate Workgroup will oversee this work, inclusive of a review of processes at peer institutions, beginning January 2021. This process will support a deeper review and finalization of the faculty review and promotion processes.

Next steps include supporting the continued work of the Faculty Evaluation Committee and ensuring the shift to increased indices of faculty achievement assessed via a range of evidence types. Additionally, the Committee must clearly articulate the metrics against which faculty

would be assessed so as to define when faculty are meeting or exceeding expectations or are in need of improvement.

Recommendation 4 - The Evaluation Committee recommends that Cornish College of the Arts continue to develop its aggregate assessment efforts in order to demonstrate that programs are achieving the identified learning outcomes and that the College is using the results to improve educational programs (Standards 2.C.10). (NWCCU 2020 Standards 1.C.6)

The College has been actively addressing recommendation 4. Compliance in relation to both the prior and new standard is demonstrated in three main ways noted below (2010 Standard 2.C.10 corresponds with 2020 Standard 1.C.6):

» Launch of a General Education Task Force in Fall 2017 to develop an outcomes-based program affirming 10 new ILOs for the College alongside new aggregate assessment efforts for prior program.
» Review and revision of all-college degree programs based on revised course and program-level student learning outcomes (2019-20) to support development of new shared outcomes and assessment plans.
» Implementation of a Faculty Assessment Coordinator position and creation of a faculty/chair majority college-wide Assessment and Institutional Effectiveness Committee.

GENERAL EDUCATION PROGRAM TASK FORCE (2017-20)

The work of the General Education Task Force (2017-2020), launched by former Provost Star Rush in response to the continuing recommendations after the 2016 MidCycle Report, enabled faculty, staff and students across the College to review and provide input on core learning needs for all Cornish students and how best to deliver and resource that portion of the College curriculum. As evidenced by the Task Force's Charge, the group's work focused in part on addressing Standard 2.C.10: "The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) [...] have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs." It also supported ongoing work toward meeting recommendation six (noted as met by the Commission in 2018 as a result of the 2017 Ad Hoc Report). Overall, the task force supported shifting the College towards outcomes-based curriculum development aligned with the College mission, development of measurable outcomes, and the ability to assess learning in the aggregate.

This three-year College mission-driven process brought into focus a range of ineffective practices from the siloing of the scheduling of classes which made it challenging for students to prioritize their general education courses, to different writing instruction outcomes and instructional delivery for visual and performing arts first-year students, to significant areas of lack of student achievement due to poor integration and understanding of general education (2019 General Education Task Force Program Report - based on 2017-18 and 18-19 review). Thus, it surfaced a range of challenges in supporting students' development of core competencies.

The process also surfaced common desires via faculty and staff input (e.g. surveys, departmental meetings) for such things as enhanced writing training and requirements for all students, shared rather than separate first-year general education learning experiences, and foundational professional practice experiences as a part of core learning. Faculty across the College expressed widespread interest in supporting the general education program by voicing interest in teaching general education courses, and participating in targeted professional development around the development of students' academic skills, including a desire to learn how to teach writing more effectively within discipline-based courses. The components of the new program were approved in May 2019 and March 2020 (Powerpoint presentation to Curriculum Committee and Spring 2020 Proposal) and launched in Fall 2020; the majority of current students were bridged to the program Spring and Summer 2020. The ten new or continuing outcomes also serve as Institutional Learning Outcomes or core competencies. Some aspects of implementation will be phased in across 2020-21 and 2021-22 due to the pandemic (e.g. opportunities for first-year student gathering and enhanced co-curricular learning).

The 30-credit hour, mission-aligned and -driven program has requirements and outcomes which reside in both in-major and out-of-major courses. This provides the opportunity to engage in cross-disciplinary conversations about common expectations for student core competencies and achievement, he use of standardized rubrics, and how to deliver instruction related to each outcome (PowerPoint presentation outlining new program). In the absence of a formal annual program review process until 2019-2020 (see Standard 1.B), data for these outcomes was shared with faculty and chairs at such meetings as Academic Council, Chairs Council, and Curriculum Committee.

NEW GENERAL EDUCATION PROGRAM REQUIREMENTS

Program Mission:
The mission of General Education at Cornish College of the Arts is to provide students with opportunities to explore a wide range of subjects through multiple disciplinary lenses, challenging students to develop their intellectual curiosity and global perspectives, to comprehend their relationship to history, culture, and the natural world, and to infuse the practice of their art forms with knowledge, purpose, and integrity.

Core Requirements:
» **The First-Year Program**
  ◊ Full-Year Writing Curriculum Sequence.
  ◊ First-Year Liberal Arts Seminar.
» Writing-Intensive (WI) Requirement.
» Professional Practice in the Arts.

Breadth of Learning Requirements - Years One through Four

» Histories of the Arts - Artist.
» Global Learning - Citizen.
» Integrative Learning - Innovator.
» Biological / Physical Science - Innovator.

GENERAL EDUCATION PROGRAM - PROGRAM-LEVEL LEARNING OUTCOMES / 10 ILOS

Program-Level Learning Outcomes	Curriculum / Course
Effective Written Communication	● First-Year Writing Curriculum (year-long) ● Writing Intensive Requirement ● Professional Practice in the Arts
Effective Oral Communication	● Professional Practice in the Arts
Information Literacy	● First-Year Writing Curriculum (year-long)
Critical Thinking	● First-Year Liberal Arts Seminar
Effective Reading	● First-Year Liberal Arts Seminar
Critique Practice / Peer Review Practice	● Professional Practice in the Arts
Historical Methodology	Breadth of Learning Requirement - Histories of the Arts
Global Learning	Breadth of Learning Requirement - Global Learning
Integrative Learning	Breadth of Learning Requirement - Integrative Learning
Scientific Reasoning	Breadth of Learning Requirement - Biological/Physical Science

These outcomes built upon the prior General Education Program Learning Outcomes below for which formal assessment in the aggregate began in Fall 2018 with revised VALUE rubrics and data (sample PLO data and aggregated data Fall 2018-Spring 2019) and assignments with standardized criteria. The tables and data below illustrate institutional efforts to enhance aggregated learning outcomes data collection efforts (both direct and indirect) addressed in other report sections.

GENERAL EDUCATION PROGRAM LEARNING OUTCOMES (TO 2020)

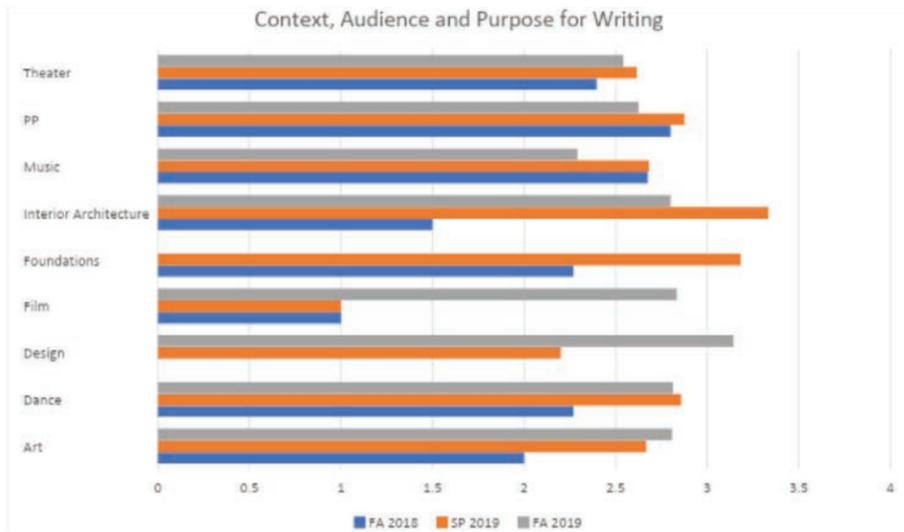| Program Learning Outcome	Curriculum
Effective written communication	Writing & Analysis and upper-division writing courses
Critical Thinking	First-Year Seminar
Effective reading	Upper-division humanities courses
Scientific Reasoning	Upper-division science courses
Social Scientific Inquiry	Upper-division social science courses

It is important to note that curricular revisions to the General Education Program requirements occurred in tandem with the work of the General Education Task Force in order to ensure student learning needs were attended to in a prompt manner. For example, a common and shared first-year writing requirement (rather than separate requirements) for both visual and performing arts students was developed by faculty, chairs and the Writing Across the Curriculum Committee in Spring and Summer 2018 and launched in Fall 2018.

The tables below illustrate, for example, both enhanced tracking of effective written communication skills developed by visual arts first-year students and improved achievement. Faculty assessed students' achievement on a scale of one to four, from emerging to proficient, in the five categories of the effective written communication value rubric. The tables below represent sample data tracked both in aggregate and disaggregated by students' majors and academic year. Complete data sets for all PLOs can be found at the consumer information page Academic Programs and Student Learning.
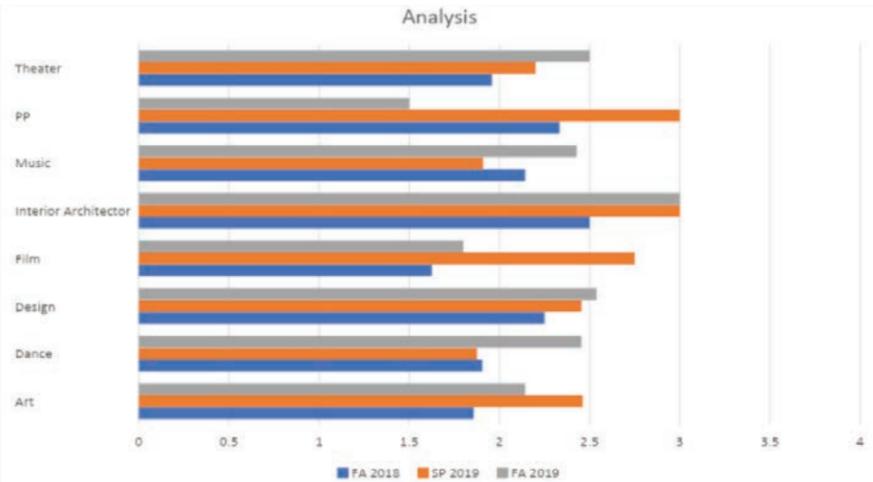
TABLE: SAMPLE - AGGREGATED EFFECTIVE WRITTEN COMMUNICATION COURSE ASSIGNMENT DATA FALL 2018 - FALL 2019 - FIRST-YEAR STUDENT ACHIEVEMENT
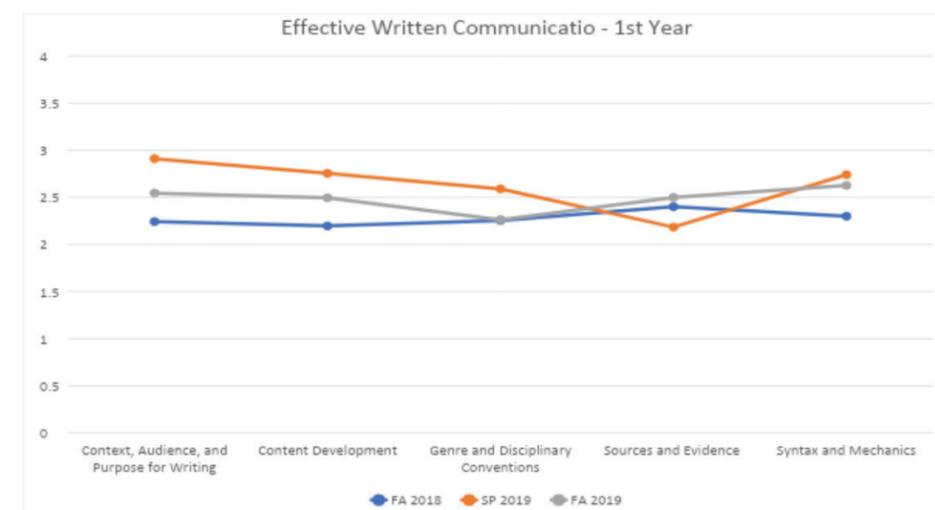
TABLE: EFFECTIVE WRITTEN COMMUNICATION - SAMPLE OF COURSE ASSIGNMENT DATA DISAGGREGATED BY MAJOR (FALL 2018 - FALL 2019)

Context, Audience and Purpose for Writing

Theater, PP, Music, Interior Architecture, Foundations, Film, Design, Dance, Art

(FA 2018, SP 2019, FA 2019)

TABLE: SAMPLE - EFFECTIVE READING - SUBAREA: ANALYSIS (DATA FALL 2018 - FALL 2019)

Analysis

Theater, PP, Music, Interior Architecture, Film, Design, Dance, Art

(FA 2018, SP 2019, FA 2019)

FIGURE - SAMPLE SURVEY DATA - FALL 2019 HS 111 WRITING AND ANALYSIS I

In survey responses, most students reported significant growth in their writing, particularly in terms of enjoying it more, developing greater confidence, and/or learning new strategies and techniques that made their writing process more efficacious. Students reported heightened awareness of the elements of strong writing, gratitude for opportunities to think for themselves, and excitement at being able to write in ways that went beyond the limitations of high school instruction (e.g. the five-paragraph essay).

***How has your relationship to writing changed over the course of the semester?***

    25% noted learning to enjoy writing
    20% noted increased confidence in their writing
    20% noted that they've learned useful new strategies and techniques of writing
    20% noted general improvement in their writing
    13% noted little change

The revision of the General Education Program supported the development of aggregate assessment efforts to track learning outcomes and needed program improvements. The review and revision of all-college majors and implementation of an Assessment and Institutional Effectiveness Committee, as discussed in Standard 1.C and substandard 1.B.1, respectively, further address compliance with this substandard.

Creation of the 2021 Comprehensive Self-Evaluation Report has been a community effort. Individuals noted below supported various stages and tasks including narrative development, analysis, and writing, evidence collection, and technical support during 2019-20 and 2020-21.

The majority of committees, task forces, academic and non-academic divisions across campus, comprised variously of faculty, staff, students, senior leadership and BOT members, should be recognized for their intensive support of institutional effectiveness enhancements and active response to NWCCU recommendations and standards since 2013.
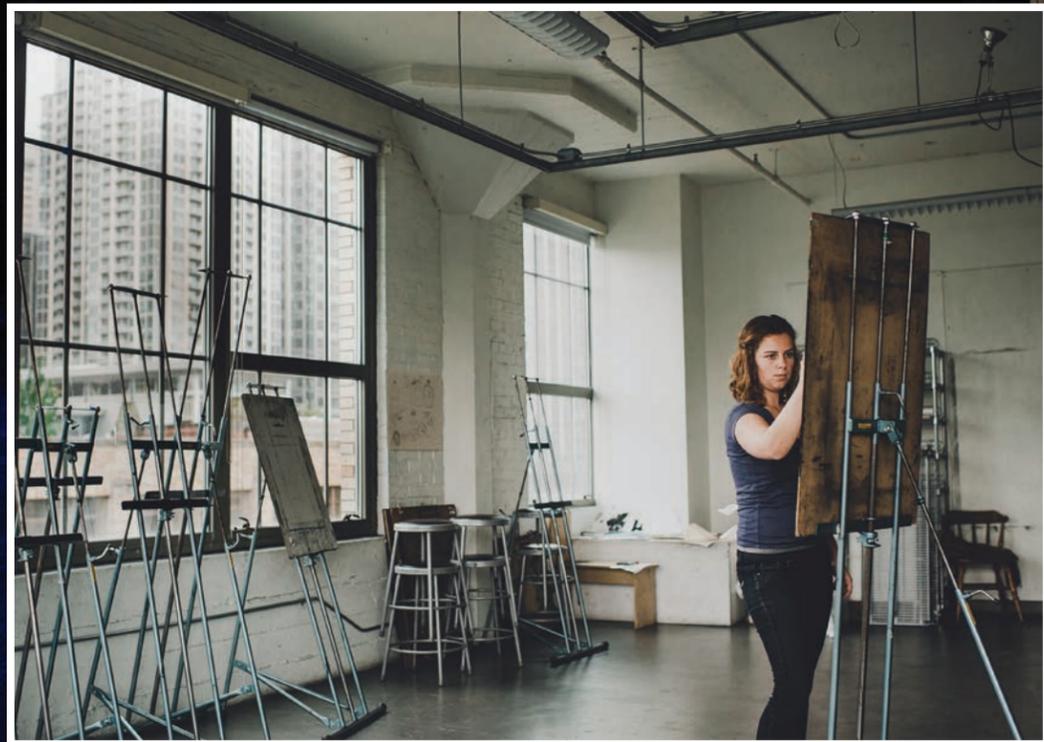
STANDARD ONE

1.A STUDENT SUCCESS AND INSTITUTIONAL MISSION AND EFFECTIVENESS
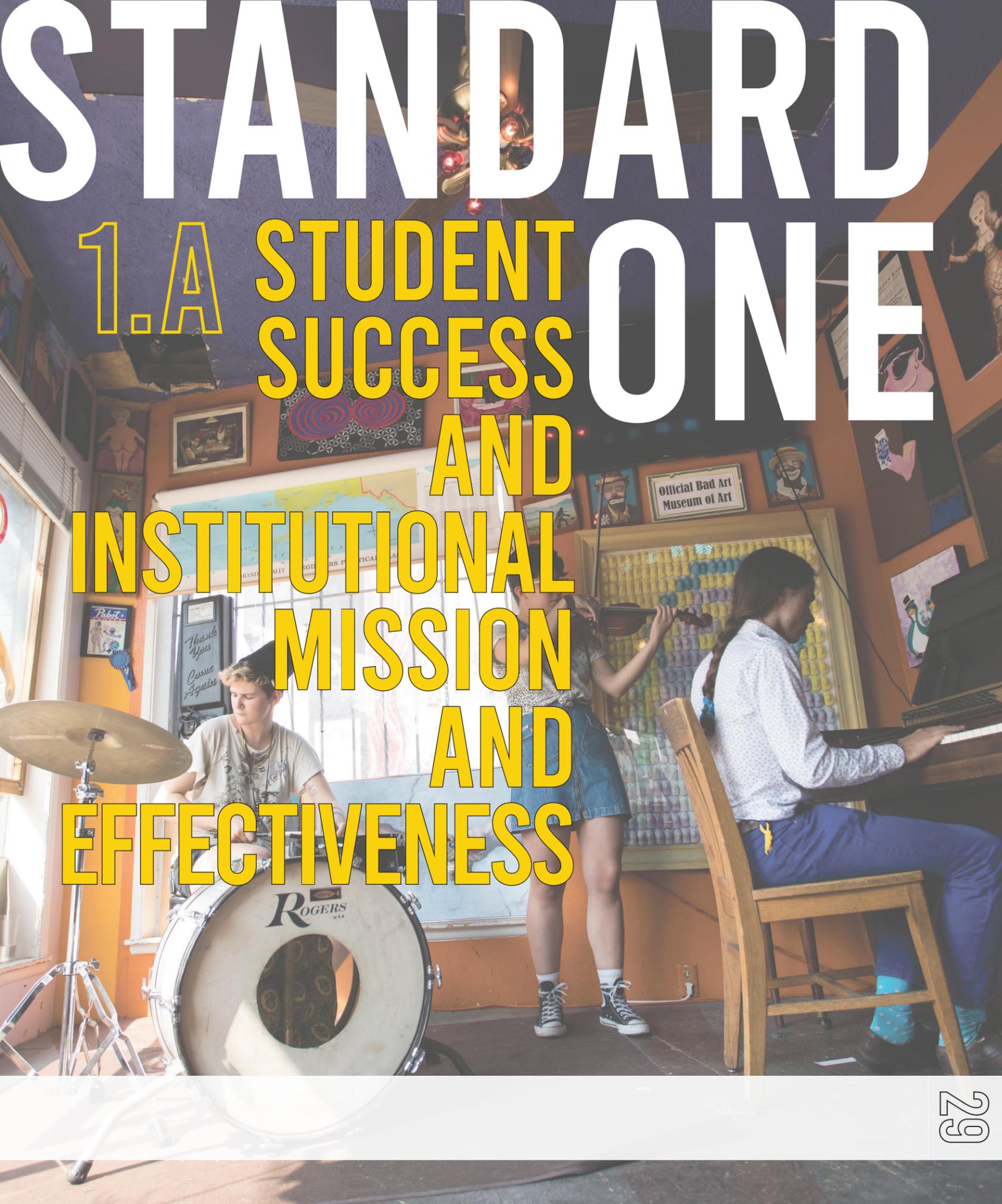
The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. The institution's programs are consistent with its mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.

1.A.1 INSTITUTIONAL MISSION

The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

The mission of Cornish College of the Arts is to provide students aspiring to become practicing artists with an educational program of the highest possible quality, in an environment that nurtures creativity and intellectual curiosity, while preparing them to contribute to society as artists, citizens, and innovators.

The mission addresses the institution's purpose and commitment to student learning and achievement, while also informing its daily operations. The College's founder Nellie Cornish, and the many teaching artists who have followed her, believed in education through exposure to all of the arts. This approach continues to inform the College's curriculum design and community involvement today. This holistic approach to education promotes experimentation, discovery, and innovation, giving artists the creative intelligence they need to thrive in their disciplines and beyond. This philosophy has helped shape a concerted effort in recent years to increase student access to more interdisciplinary curriculum and programs.

The College demonstrates mission fulfillment through innovative arts education degrees and the success of its students in each of the College's eight departments - Art, Dance, Design, Film, Interior Architecture, Music, Performance Production and Theater. The College has traditionally offered one major per department, however new majors have been developed and are being launched in the next year, inclusive of new BFA and BA degrees. As one of the oldest arts education institutions on the West Coast, the College has been at the center of artistic life in Seattle for more than a century.

Mission fulfillment is measured within the context of Cornish's role as an arts college dedicated to preparing students to become active global citizens, innovators in their communities, and artists whose professional paths may lead them toward both art and non-art-based professions where they utilize their skills. With the transition to the new 2020 NWCCU Standards, the College has shifted from use of its prior core themes and primarily program-specific learning outcomes to the assessment of Institutional Learning Outcomes for all students via the General Education Program requirements discussed in the Preface. Each major also has program-level learning outcomes which are assessed via Annual Program Reviews and the College's Assessment and Institutional Effectiveness Committee. Measurement of student learning and achievement and other aspects of institutional effectiveness to determine mission fulfillment are discussed throughout the report.

STANDARD 1.B.1

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

CHALLENGES AND IMPROVEMENTS IN COLLEGE PLANNING AND DECISION MAKING

Cornish College of the Arts recognizes the need for integrated planning in order to achieve continuous assessment of institutional effectiveness. Thus, since 2016, the College has focused on making steady progress from heavily siloed practices and resources to shared ones which will facilitate improvements. These improvements include planning and assessing student learning and achievement across the curriculum, co-curriculum, and student support services. The split campus remains a challenge in terms of scheduling classes and providing equitable access to resources, including meal service and student support mechanisms; the Four Year Opportunity Plan aims to address this challenge. Resources have been allocated to integrate all aspects of the College and make resource sharing and shared governance possible. As will be noted across the standards, this integration work has been implemented via committees, task forces, development and implementation of new policies and practices, reorganization and hiring, and collapsing redundancies.

Historically, decision making has been siloed at all levels including within the Cabinet, where decision-making has been driven by discrete and urgent situations. Under Interim President Kevorkian and Interim Provost Star Rush, budgetary concerns and financial and/or structural forensics drove decision making (e.g. housing and student life restructuring). While cabinet members did seek feedback from constituents, analysis and decision-making occurred at the Cabinet level. Since 2018, under President Tymas-Jones, decision making has been centered on addressing a precipitous enrollment drop by shifting focus to recruiting and retaining students, market research-driven decisions, and critical initiatives such as the 2019 tuition reset (discussed later in 1.B.1). Additionally, there has been an intensive focus on developing new tools and structures (e.g. interactive College dashboard, Faculty Senate Restructure) which will empower the BOT and faculty to effectively fulfill their roles in shared governance. Shifting decision making across the College will, in addition to enabling inclusive decision making and planning, support greater transparency, communication and information sharing.

STRUCTURES FOR ASSESSING EFFECTIVENESS OVERVIEW: AREAS OF SUCCESS AND PLANS FOR IMPROVEMENT

Multiple data points regarding institutional effectiveness are being collected and tracked annually and reviewed longitudinally in individual units, but they are not yet being analyzed in a comprehensive way alongside other institutional data to systematically and holistically address institutional effectiveness. In some units, data collection and annual review plans or practices are in place (e.g. Enrollment, Writing Center, Library, Student Affairs, Academic Programs) as made evident by report exhibits. Going forward, a cohesive planning process supported by a widely disseminated annual Institutional Effectiveness Report, discussed below, will enable improved resource allocation and mission fulfillment.

Although improvements are needed to make planning and assessment comprehensive, there are numerous examples since 2017 of data-informed continuous improvements that support student success and engagement and have increased institutional effectiveness in relation to mission fulfilment. Many of these are also examples of ensuring that decision making and planning processes embrace multiple College constituents. Discussed across 1.B-D as well as in Standard 2, these improvements include:

- » Faculty professional development programming to support teaching effectiveness and student learning.
- » Implementation of instructional technology tools and syllabus and Canvas templates to support student learning.
- » Enhanced Student Support services, programs and staffing.
- » Launch of an inclusive strategic planning process.
- » Development of an Assessment and Institutional Effectiveness Committee and launch of annual academic program review.
- » Numerous cross-college task forces and other committees to revise curriculum and instructional materials and increase student access to classes.
- » Implementation of the 2019 college tuition reset.
- » Improvement and addition of campus facilities.

ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS COMMITTEE & ANNUAL ACADEMIC PROGRAM REVIEW

As a result of the 2016 Mid-Cycle Report, former Provost Star Rush began to integrate the assessment of institutional effectiveness by creating a Faculty Assessment Coordinator position (.5 faculty teaching load noted in the CBA) to support faculty development related to the assessment of student learning. This position launched in Fall 2017 and led a committee of two faculty representatives from each department. In 2017-18 the group focused on a discussion of cross-disciplinary letter grading practices with the outcomes of the work presented to the Academic Council in Spring 2018. In 2018-19, the Faculty Senate voted to incorporate this body into its committee structure. However, due to the need for Senate restructure, as well as the reinstatement of the Associate Provost position in 2019, inclusive of oversight of assessment and accreditation, the Senate requested that this committee be shifted to the Provost's Office and placed under the purview of the Associate Provost. With the Senate's support, the Associate Provost initiated the launch of a committee with a revised charge.

The AIEC is empowering faculty to take ownership of reviewing current practices for assessment of student learning and how to make use of assessment insights to improve student performance. A key component of bi-weekly meetings is to support faculty and chairs in learning best practices that can be taken back to departmental meetings. Below are key 2020-21 tasks for the AIEC begun in August 2020:

- » Implementation of a cross-disciplinary review of the 2019-20 Annual Program Reviews (launched by the Chairs Council in 2019 after review of practices at other arts colleges; documents in folder are not inclusive of APR appendices).
- » Review and approval of the 2020-21 program Assessment Plans.
- » Review and approval of the Annual Program Review (APR) and Assessment Plan templates (Consumer Information Page - Academic Programs and Student Learning; bottom of page).
- » Engaging in shared learning about assessment of student learning to support College work (see sample presentation).
- » Formal review and approval of the new and revised Program Learning Outcomes (working documents) developed as a result of the 2019-20 all-College curriculum revision. Updated PLOs are published in the College Catalog.
- » Creation of an ILO subcommittee to identify new ILOs in addition to the 10 General Education Program ones (AIEC minutes).
- » Development of assessment timelines to support faculty involvement and ensure work done for such bodies as the Curriculum Committee enables deeper reviews of student learning and assessment.
- » Additional learning has focused on standards for accreditation, development of

rubrics to support assessment, and identifying direct and indirect evidence that can be collected to analyze student learning. The AIEC's work also builds on initiatives since 2018 within the Chairs Council to unsilo departmental practices and research and discuss assessment and program review plans and practices.

While formal assessment of student learning at the course and program level has always occurred within departments, the College is moving to clearly documenting these processes via annual program review. Annual program reviews will enable critical sharing of data and create transparency around student learning successes, challenges and areas in need of improvement. The APR process operationalizes a commitment to collecting aggregated data, beyond simply grade data, and the use of standardized rubrics and assessment tools at the course level rather than anecdotal data or impressions. Additionally, this Committee has formally shifted the College to the use of measurable and assessable learning outcomes building on multi-year professional development for faculty on this topic. As noted in the 2016 Mid-Cycle, prior outcomes were not developed in a conventional manner.

LAUNCH OF AN INSTITUTIONAL EFFECTIVENESS REPORT

In Fall 2020, the Associate Provost and Director of Institutional Research developed and shared plans for an annual Institutional Effectiveness Report commencing in 2020-21. As noted previously, while many College units have tracked key quantitative and qualitative data sets for many years, they are not reviewed in a systematic or holistic manner that includes annual review of mission-driven institutional effectiveness as a whole. Thus, this report is critical for further development of inclusive and integrated planning, as well as resource allocation, based on the annual analysis of institutionally agreed upon key metrics, outcomes, and goals. Similarly, it will supplement an interactive College dashboard going live Spring 2021 which will house both key financial and student success metrics.

Per continuing discussions with the Board, Cabinet, and President, the development of a 2020-21 pilot report will cover the following ILOs, metrics and/or objectives and include both quantitative and qualitative data:

» 10 common General Education Program outcomes.
» Each major's program-level outcomes (Annual Program Reviews).
» Student services metrics (Library, Writing Center, New Student Orientation, Student Success Coaching and Academic Advising).
» Employee Satisfaction and Engagement.
» Enrollment Data (persistence, retention, graduation, admissions, and total enrollment).
» Student Well Being and Satisfaction (Financial Well Being, Engagement and Belonging, Student Interest Groups).
» Alumni Satisfaction and Postgraduate Success (see Standard 1.D.2 for discussion).

As noted in the attached data table (Tracking Institutional Effectiveness and Progress), some of this data has been collected for five through 10 years on a systematic basis while other data collection processes are newer. In terms of formalized annual program review, new systems are being implemented for data collection to insure the success and accuracy of this comprehensive report. During Spring 2021, the Associate Provost and Director of Institutional Research will develop a unit-level template to support and standardize each unit's data collection and analysis, as well as a template for the IE Report itself. Beginning in 2020-21, each pertinent College unit is tasked with providing data and analysis no later than June 2021. The report will be compiled and developed by August 2021, with the plan to share report highlights with the community at the start of each academic year via the College's traditional August "Welcome Back" gatherings. Additionally, the report will be posted internally on Compass's Community Archive. The pilot report process will be reviewed during Fall 2021 with a focus on determining additional needed metrics, changes to the report templates, overall process, and effective use and implementation of the report.

The institutional effectiveness report will be a key tool for articulating clearly defined goals/

objectives/indicators/metrics which are tracked and closely monitored by the appropriate bodies. Other needs fulfilled by the report process include:

» Monitoring mission fulfilment in a comprehensive and standardized manner,
» Supporting the work of the AIEC including meaningful use of learning outcomes data,
» Ensuring planning processes and resource allocation are based on analysis of institutionally meaningful data points by all parts of the governance structure.
» Support ongoing improvements to ensure decision making is inclusive and embedded across the governance system.

Historically, the College has often relied heavily on enrollment indicators and financial data to gauge institutional effectiveness and is transitioning to utilizing multiple cross-college metrics of both quantitative and qualitative data. The Institutional Effectiveness Report will support this transition to multiple metrics. While efforts have been made in recent years to aggregate quantitative data, the College acknowledges that qualitative data remains central to truly understanding and tracking mission fulfillment at Cornish. The College is exploring how best to ensure that qualitative evidence and measures, including narratives, can continue to be integrated into our data collection processes and analyzed alongside quantitative data. Cornish faculty and academic programs, as well as student support services, for example, have a long tradition of deep discussions about student learning and success, running student focus groups, collecting exit surveys, etc. and this remains an important tool for measuring success. For example, these have been critical to surfacing student needs, initiating curricular changes, and informed hiring practices within departments. In many cases, these qualitative processes may also be key to ensuring inclusive and culturally responsive data collection.

SYSTEMATIC ASSESSMENT OF TEACHING EFFECTIVENESS

The College considers the systematic assessment of teaching effectiveness and the ongoing support of faculty development to be crucial for institutional effectiveness. Below are outlined achievements and areas for improvement in the areas of faculty evaluation and development; for further discussion, please see recommendation 4 in the Preface.

FACULTY EVALUATION

Faculty are evaluated annually in the areas of teaching, service and professional activity. As a teaching-focused institution, faculty members set goals each academic year focused on improving pedagogy and student learning and write self-reflective narratives at the end of each academic year. In addition, Chairs observe faculty on an annual basis, at minimum, to provide both developmental and evaluative feedback as a part of the annual review process. A well received peer review process was piloted during the 2017-18 Academic Year within the Humanities and Sciences Department and involved both core and part-time faculty with the support of the Faculty Senate and Provost's Office (HS Dept. Peer Review survey). The VPAA/Provost's Faculty Evaluation Committee is reviewing ways to renew these efforts across the institution as soon as 2021-22. In the interim, departments are engaging in peer review processes widely on an informal basis.

FACULTY PROFESSIONAL DEVELOPMENT TO IMPROVE TEACHING EFFECTIVENESS

Commencing in Fall 2018, the Chair of the Humanities and Sciences Department (now Associate Provost), in collaboration with former Provost Star Rush, launched two new faculty development programs. First, a New Faculty Academy Program was started so as to better support the transition of new faculty to campus and community building amongst this cohort. The program included faculty in their first three years at the College and was designed to achieve the following outcomes:

» Increase understanding about the values, operations, and mission of the College as it relates to their roles as faculty in a small private arts college.
» Increase familiarity with faculty colleagues across the curriculum and programs.
» Gain a profile of current student populations and their needs across curriculum and programs.

- » Describe how their new appointments may be impacting their respective pedagogic strategies or emerging thinking about curricular development opportunities.
- » Gain experience or opportunity to strengthen their own reflective practice as undergraduate faculty.
- » Expand familiarity with practices, curriculum, and pedagogic strategies of peers.

These lunchtime sessions provided an opportunity for new faculty across campus to meet with departmental chairs, the VPAA/Provost, and Academic and Student Affairs leadership. Discussion topics were led by both faculty and staff and covered issues such as race and pedagogy, the composition of the Cornish student population, student health and wellness, the co-curriculum, and insights into independent private arts colleges.

Second, the Academic Affairs division sponsored Faculty/Staff Professional Development Workshops which covered such topics as student retention and shared governance (see sample PowerPoint presentation). Campus leaders facilitated these workshops and engaged the community in discussions of trends in higher education, best practices, and Cornish-specific needs.

Third, in Spring 2019, the institution committed to addressing a systemic need for on-campus faculty professional development related to teaching and learning. An intensive three-day workshop for core faculty and instructors was held and these have been followed since by annual multi-day sessions. Workshop topics have included universal instructional design, retention initiatives, equity and curriculum design, governance, outcomes-based learning, assessment of student learning, and using instructional technology to enhance student learning. Cornish faculty and staff facilitated workshops, as well as colleagues from other institutions of higher education. In addition, the College held a six-week comprehensive faculty development and curriculum development session for faculty and select instructors (discussed further in the Preface).

Planning has been supported and overseen by the Provost's Office, President's Office, Faculty Senate, Chairs Council, the Office of Institutional Equity, Academic Services, and Student Affairs. Integral to the planning for all sessions has been an emphasis on the opportunity for faculty to engage with colleagues across disciplines and carve out time to apply knowledge and skills learned during the workshops. (This is complemented by discipline-specific discussions, see, for example, Dance Department sessions). Spring 2019 discussions also led to a commitment to creating a Center for Teaching and Learning as noted in the Four Year Opportunity Plan.

Both the New Faculty Academy and Faculty/Staff Professional Development Workshops did not run in 2019-20. This was due in part to (1) the launch of the multi-day sessions, (2) the creation of a new New Faculty Onboarding and Orientation session run by the Provost's Office and HR and (3) less formal new faculty meetings with the VPAA/Provost, and (4) the lack of personnel to support programming due to other pressing needs (e.g. curriculum revision, assessment of student learning). However, both were exceedingly well received by the community and are being readdressed in relation to the development of the new Center for Teaching and Learning and College reorganization, particularly within Faculty Senate and Academic Affairs.

In further support of faculty development, in the Fall of 2017, an Academic Council Syllabus Template Subcommittee (2017 Charge), under the oversight of the Provost's Office, was launched to review departmental syllabi and make a recommendation for a common College syllabus template. Committee members built a comprehensive template to ensure all-college syllabi included required components and were presented in a standardized format that was easy for students to use and understand. The committee made its recommendations in Spring 2018 and the use of a new template was mandated by the VPAA/Provost in Fall 2018. A Faculty Senate Subcommittee, the Syllabus Template and Canvas Advisory Committee, convened starting in 2019 to oversee this ongoing work (2019 Charge).

STANDARDIZING INSTRUCTIONAL TECHNOLOGY TOOLS TO IMPROVE TEACHING EFFECTIVENESS

In addition to faculty evaluation and development, the College attends to the assessment and improvement of the use of instructional technology. Since 2017, the College has mandated the use of our learning management system, Canvas, for all courses. Initially, the minimum requirement for faculty was to ensure a copy of their syllabus was available on Canvas. See 1.B.1 for a fuller discussion of instructional technology and training.

The increased reliance on remote learning brought on by the pandemic coincided with initiatives already in place to make better and more consistent use of Canvas. Spring and Summer 2020 professional development on best practices in remote learning included modules of study on assessment as a facet of curriculum design. Faculty worked in cross-disciplinary curriculum teams (e.g. Histories of the Arts, Integrative Learning, Global Learning, Writing Intensive) to provide support and encouragement in the creation of their online courses (sample work tasks and product). The online discussions amongst faculty demonstrate the beginnings of enhanced collaboration and sharing of practices in assessment. (Also see 1.B.1 Faculty Professional Development to Enhance Teaching Effectiveness, including evidence).

The College has used Canvas, its learning management system, since 2014. While additional instructional technology tools and capabilities had been discussed for some time, the global coronavirus pandemic led to the acquisition of new instructional technologies in Spring 2020. After a swift pivot to fully online instruction in March 2020, research by IT, faculty, and the Provost's Office led to purchase and training in the use of Zoom, Panopto, and GoReact. Given the need to continue to offer remote learning during the 2020-21 academic year, usage of Canvas was mandated for all courses for the first time in Fall 2020 (previously faculty had only been required to post their syllabi). A Canvas template was launched in pilot form Fall 2020 and will be used in Spring 2021. The template was shared with all faculty participating in the Summer 2020 professional development and work sessions for feedback and also tested by the Provost's Office student workers for ease of student use.

Formal adoption of usage of the Canvas template will be discussed in the Academic Standards Committee during Spring 2021. Faculty completed a 3-week online course created by faculty and Chairs, under the leadership of Vicki Watts, Chair, Dance Department and Co-Chair, Assessment and Institutional Effectiveness Committee. It included a component of peer support in order to better prepare for online teaching in Fall 2020. This professional development course, part of the six-week faculty Summer work sessions, provided an opportunity to revisit and apply key concepts in instructional design and assessment planning that had been covered previously during lunchtime and one-day workshops.

ASSESSING AND IMPROVING STUDENT SUPPORT SERVICES AND PROGRAMS

Under Acting President Star Rush, the College made immediate investments in student support. For example, upon revelation that 72% of residential students were withdrawing from Cornish in the years between 2015 and 2018, Cornish contracted with Capstone On-Campus Management to provide Residence Life and Housing services (see Five-Year Demographic Study, 1.7 Housing, p. 4). Housing tracks returning students by annual contracts. Starting in 2017, non-renewals were studied holistically in relation to such things as campus exit data, feedback from Student Life and Housing, and student conduct cases (e.g. were students merely moving off campus or were they withdrawing?). Because Cornish had not consistently reconciled housing contracts with campus withdrawals there was not previously reliable data. Within one year of the shift to Capstone, conduct cases had dropped by over 80%, student satisfaction with housing improved on the bi-annual Student Satisfaction Inventory, and housing contract renewals increased between 2018-19. For example, when asked in the 2019 SSI whether or not "living conditions in the residence hall are comfortable" Cornish students indicated higher satisfaction than average for national four-year private institutions (p. 7). Non-renewals during this time are still being reviewed to continue to accurately track cause.

The College also launched a student success coach program, where all students are assigned an advocate who assists them in strategies and resources to overcome non-instructional obstacles to completing their education. The College also hired three full-time academic advisors, who ensure that all students are on track to graduate; Fall-to-Spring retention rates improved by 4% in their first semester (Fall 2019 to Spring 2020) (see Standard Two for fuller discussion).

STUDENT HEALTH AND WELLNESS

Also key to institutional effectiveness and student learning are supporting student health and wellness. Below are detailed recent initiatives in the assessment, improvement and resource allocation to student health and wellness.

Introduction of NellieCare
Cornish College of the Arts does not have a health center on campus. Data from the Student Satisfaction Inventory (p. 14) and feedback collected from the Cornish Student Senate pointed to a need to provide health services for our students beyond counseling. Beginning in Fall 2020, Cornish developed a partnership with TimelyMD to provide NellieCare, a 24/7 telehealth service that provides wellness visits, counseling services, nutrition coaching, and psychiatric resources to students. The service also includes a consultation service for faculty looking for additional guidance on how to support students. TimelyMD provides monthly statistics to the College on usage of the service.

Systematic Evaluation of Counseling Services
The College's Counseling Services department is staffed by a director, counselor, and counseling intern from Antioch University. Both the director and counselor provide clinical supervision for the intern. All three individuals conduct counseling sessions for Cornish students. Students have up to 15 free counseling appointments available to them per academic year. The counselors also provide crisis intervention, consultation, and referral to community resources. The frequency of appointments, methods, and duration of services are determined by the needs of each student.

Counseling Services prepares an annual report at the end of each academic year, submitted to the Dean of Student Affairs, which details accomplishments, programs/ activities offered, counseling appointment data, and a client overview. Counseling Services has used the Counseling Center Assessment of Psychological Symptoms (CCAPS-62) as part of the intake process and throughout treatment to assess progress of clients in reduction of distressing symptoms.

Assessment of Future Student Wellness Needs
Cornish recognizes that health and wellness is directly tied to student achievement and will continue to assess and address wellness needs. In February 2020, Cornish participated in the Wake Forest University Wellbeing Collaborative Survey and 29.35% of the student population participated in the survey. The full report was provided to the College in July 2020. The results are still being evaluated to determine additional programs or services that may be improved upon or implemented. Given that the pandemic-induced closure took place immediately after the survey closed, the data collected does not tell us how the pandemic has impacted the wellbeing needs of our students.

CREATION OF CREATIVE SPACES AND EVENT SERVICES CONSOLIDATED EVENTS MANAGEMENT

In assessing institutional effectiveness and allocation of resources for creative spaces and events, many in leadership believed that there were multiple redundancies across departments given siloed systems for producing events. In February 2019, at the request of President Tymas-Jones, the Provost's office charged the staff and faculty in the Performance Production department with conducting a college-wide audit of systems and practices related to the production and presentation of all ive visual arts and performing arts events on campus. This audit included events such as guest artist lectures, student productions, recitals, concerts, etc. which are critical to student success and learning at an arts college. The review process began with a systematic interview of directors and chairs, departments, programs and divisions of the College that produce or present events of any kind to the public. The resulting report (Cornish College of the Arts Production Review Report), completed in April of that same year and submitted to the College President and the Faculty Senate President, uncovered the suspected redundancies and made recommendations regarding consolidation of events management and marketing.

As a result of these recommendations, the College created the division of Creative Spaces and Event Services (CSES) in August of 2019 which has begun the work of centralizing many aspects of producing in the College, as well as the oversight and management of all visual and performing arts studios, performance venues and the staff that manages them. This has created systems for room scheduling and led to the use of a new reservation system, CourseDog. CourseDog is available for students, faculty and staff to request room reservations across all four campus sites. This 2020-21 launch is being consistently reviewed to respond to faculty, staff and student users, with frequent campus communication coming from the CSES Director to address emergent concerns.

Similarly, CSES has created a centralized system for ordering materials for all shops and studios as well as a centralized inventory. During the pandemic, CSES has been vital in retrofitting studios across campus to meet safety protocols, as well as procuring and managing a growing inventory of webcams, USB microphones, and other equipment that make remote teaching and learning possible for the Cornish community.

OFFICE OF INSTITUTIONAL EQUITY AND TITLE IX COORDINATOR

The Office of Institutional Equity was created in 2019 as the result of a clear need for institutional oversight and improvements in relation to diversity, inclusion and equity on campus. In 2018, the faculty Diversity and Inclusion Committee recommended the creation of this office to the VPAA/Provost in order to formalize staffing and oversight of this aspect of the College's work. Drawing on that proposal and a review of other institutional needs, a position was created in Fall 2018 for a Special Advisor to the President on Diversity and Title IX Coordinator (later the Chief Equity Officer and Title IX Coordinator). This position oversaw the College's equity initiatives in close collaboration with the President's Cabinet, Provost's Office, Student Life, faculty, staff, and students in support of initiatives focused on equity and closing equity gaps, as well as Title IX processes. Work during 2019 and 2020 included such things as support or facilitation of faculty professional development sessions, student focus groups, discipline/department-specific conversations, initial development of anti-racism curriculum, and tracking of departmental initiatives to support equity and anti-racism. For example, professional development sessions focused on rubric development through the lens of non-discriminatory assessment of student learning practices as a necessary component of equitable practices and improving institutional effectiveness. Additionally, participants were able to discuss Cornish-specific case studies of discriminatory assessment practices with the Chief Equity Officer. In addition, the Chief Equity Officer led the President's Task Force on Institutional Equity (2019) which created policies and procedures that ensured compliance with federal nondiscrimination laws. It was comprised of faculty, staff, students, administrators, and other Cornish stakeholders to ensure that voices were heard from across the campus.

The Chief Equity Officer and Title IX Coordinator has also investigated and addressed allegations of discrimination, harassment, and sexual misconduct. The office works specifically with Human Resources and the Office of Student Life to provide web-based and in-person civil rights investigator training. The College has also partnered with the Association for Title IX Administrators to provide appropriate, consistent, and accurate resources. Title IX oversight had previously been embedded in the roles of the Deans of Student Affairs and Academic Services at various times.

In Fall 2020, the Chief Equity Officer became the General Counsel and Title IX Coordinator, while maintaining some oversight of the work of the Office of Institutional Equity with the President's and Provost's Office ensuring continuity. Oversight of the office is currently under review alongside other College restructuring efforts discussed in Standard 1.B.3, however, the aim is to retain a renamed Office of Diversity, Equity and Inclusion that reports to the President and liaises closely with Academic Affairs, HR and Student Life.

With this focus in mind, the President's Anti-Racism Roundtable Task Force (2020 - See Task Force Charge in 1.B.3 below) revised a racial equity survey originally developed by the Inclusivity and Diversity Committee to identify critical issues related to racial discrimination, systemic racism, and institutional racism on the Cornish campuses and in the community. The new survey is broader in scope and launched in January 2021 for faculty, staff, administrators, and students. Results of the survey will be shared with the entire campus and discussed in a Spring 2021 faculty

workshop sponsored by the President's Anti-Racism Task Force. Despite current restructuring, College governance bodies, inclusive of the Faculty Senate and Cabinet, have signaled their firm desire for an official office and its clearly defined role in improving institutional effectiveness.

INCREASING ACCESS TO HIGHER EDUCATION: TUITION RESET AND FINANCIAL AID IMPROVEMENTS

Finding that increasing tuition rates were quickly out-pricing middle class families and beginning to outpace the federal and state financial aid awarded to low income families, Cornish implemented two new financial aid strategies following the Mid-Cycle Evaluation. Beginning in the academic year 2018-2019, a scholarship appeal process for currently enrolled students was introduced to distribute endowed scholarships. These scholarships were traditionally awarded through siloed processes overseen by individual academic departments on a year-by-year basis; the process was shifted towards a standardized application reviewed by the VP of Enrollment and Student Affairs and the Office of Financial Aid. Students receiving scholarships through this appeal process were able to carry those additional scholarships with them to future years.

In the Fall of 2019, the institution implemented a tuition reset in order to address issues of long-term student loan debt and accessibility, bringing immediate relief to middle-class families, lowering tuition by 20%. The change was applied to the academic year 2019-20 and roughly 60% of students saw a decrease to their out-of pocket costs.

COMMUNICATIONS AND MARKETING DEPARTMENT: INCREASING BRAND AWARENESS AND SUPPORTING THE CAMPUS COMMUNITY

In 2019, in order to support the College's focus of growing enrollment and affirming Cornish as a beacon of higher education in the arts, the College restructured the Marketing and Communication department. The purpose was to centralize all marketing efforts, and commit resources and institutional support toward increasing brand awareness via enhanced website capabilities and educational marketing. Both a Chief Marketing Officer and Associate Director of Marketing were hired to support growth of this department and community outreach. They are supported by a Multimedia Designer, a Digital Content Specialist, and Student Content Producer. As of Fall 2020, the CMO position was phased out and the College contracted with an outside firm to oversee enrollment and recruitment marketing with a focus on user experience and search engine optimization.

The department focuses on reintroducing Cornish College of the Arts to Seattle (and relevant markets), and centralizing and streamlining communication, documentation, and storage of marketing assets and platforms across the College. The team established new branding and a refreshed voice that captured the ethos of the College community while articulating Cornish as the pinnacle of higher education in the arts. This branding and refreshed voice are implemented through social media platforms, a new website, and a commitment to documentation of the community in action through video and photography, among other digital mediums.

The department also created and delivered a Marketing and Communications Procedures and Policies document for the College, as well as a brand and editorial guide (which collects all digital and print guides together in one unified document). Additionally, the unit invested in project management tools for streamlining requests, reviews, and collaborative projects for graphic design, web support, photography, video production, communications, social media, events, and more. The team also built out the internal visual reservoir for college use (updated once per semester) and committed resources toward the development of multiple mini-documentary series. The department recently launched the Lenora St. Blog which highlights community voices, written by faculty, student, staff, as well as entries by the Marketing team, showcasing consistent and updated content.

Before the Fall 2020 semester, the Marketing and Communications Department formed the Cornish Communicators Network (CCN), which meets bi-weekly to share updates, discuss challenges, coordinate timing of campaigns, and cohere College messaging. This has led to such outcomes as performing arts work study students sharing daily social media posts to maximize outreach and impact by appealing to a broader community of current and prospective students, alumni and arts community. A sub-group for Cornish social media managers will begin meeting

early 2021. By coordinating messaging (both internal and external), the College will decrease overlapping information, centralize communication sources, consolidate multiple messaging, and establish best practices for college communication. This will allow students to only receive necessary emails and information and allow clear access to vital and pertinent information.

INCREMENTAL PROGRESS AND GOALS FOR FUTURE DATA COLLECTION AND ANALYSIS

As seen above in 1.B.1 and discussed further in 1.B.2, the College has dealt with challenges of siloed divisions and changes of leadership, but has nonetheless made both discrete and college-wide improvement in assessing institutional effectiveness and planning. As is evident throughout the report, the College has in place several mechanisms for assessing institutional effectiveness in relation to student learning, achievement and support services and broader operations that are in at least an emergent phase. In some areas of the College's operations, data-driven decision making is exemplary. For example, Student Life, which oversees Counseling Services, student accommodations, student success coaches, and Academic Concern and Conduct Reports and more, is engaged in a clear cycle of data collection, analysis, planning, implementation and evaluation that has led to year-on-year improvements. In others, data collection and analysis remains to be systematized. While there are numerous department and division specific examples of data-driven assessment and continuous improvement noted above, the College will continue to focus on continued college-wide improvements.

In order to enhance inclusive, integrated and data-informed planning and resource allocation across units, the next stage of this work will be further formalizing processes for reviewing data. conducting analysis, and developing cycles of planning, implementation, and review. At the time of writing, the Assessment and Institutional Effectiveness Committee is consolidating efforts in this direction. The build out of an annualized calendar for the Annual Academic Program Review process will ensure the cycle of data collection, analysis, and responsive planning can occur when faculty are on contract (Meeting Minutes AIEC November 18th). Similarly, the annual Institutional Effectiveness Report discussed above will refine cross-college work.

STANDARD 1.B.2

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define Mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

Articulating goals and determining indicators in relation to mission fulfillment has been an area of both considerable challenge and incremental improvement for the College since the Mid-Cycle Evaluation. Due to major leadership changes and situations needing rapid response (e.g. enrollment declines), it has proved challenging to set firm institutional goals. However, this reality led to the College setting these primary goals: improving structures of governance; streamlining systems of operation; clarifying structures; removing redundancies; unsiloing units; supporting student learning and achievement; and moving to data-driven decision making across all levels of governance.

HISTORIC USE OF GOALS AND INDICATORS AND RECENT IMPROVEMENTS

Historically, within the siloed operational structures, goal setting and initiatives have often been reactive rather than proactive and in response to identifying a need in student learning and achievement surfaced by aggregated data or anecdotal evidence. Similarly, indicators have historically not been standardized across departments and changed with employee turnover. Outside of targets related to budgeting and increasing enrollment, there have been few indicators of effectiveness identified and used consistently. Assessment of student learning has mostly been departmentally siloed rather than standardized and used for institutional tracking and planning processes. A formalized and annual academic program review based on student learning outcomes data in the aggregate is newer at Cornish. Given this, there has historically been limited access to aggregated and standardized course or program level outcomes data prior to 2019-20, outside the General Education Program. Thus, the ability to use such data for

institutional goal setting has been limited and curriculum changes since 2013 have often been driven by Cabinet directives, even if implementation was overseen by faculty.

Recently, however, attention has shifted away from solely increasing enrollment numbers by attracting an increased number of new students and towards a focus on retaining students between freshman and sophomore years and, thus, over four years. Retention efforts and the parallel enhancement of student learning, success, well-being and closure of equity gaps has led to the deep review of College needs and initiatives discussed in this report (e.g. increased student support services, revised curriculum, a new schedule of classes).

The College has also looked to comparison with peer institutions more fully in recent years. As discussed further in Standard 1.D.2, peer institutions do not really exist within the NWCCU constituency. Therefore, rather than comparing itself to regional institutions, Cornish has traditionally reviewed IPEDS at 20 institutions across the country for college-wide benchmarking in order to both review the arts college landscape and to ensure review of competition from public colleges (Cornish Competitive Landscape presentation). Regional and national peers have historically been used as a basis for comparison in discrete ways, such as overall enrollment numbers or tuition cost. Increasingly, however, decisions are now being made bearing in mind data from other schools and industry standards, and peers are being identified more accurately. In 2018, the College created an Office of Institutional Research to support this ongoing process.

These improvements have led to a more universal understanding of the types of goals that should be set and monitored and how they should be implemented in relation to mission fulfillment. The process of more effectively addressing and understanding mission fulfillment has been a key focus of task forces, as well as the 2019 Strategic Planning Process (see 1.B.3) and the newer Four Year Opportunity Plan. The College Mission Statement, goals, and indicators of institutional achievement are set to be revised and this work was begun by the Strategic Planning Committee in Fall 2019. College leadership has also recognized that indicators need to be used to measure effectiveness proactively. Doing so has meant both a cultural shift towards one that embraces systemic assessment data literacy and establishing structures that enable cross-college assessment of institutional effectiveness and program review.

With these insights, administrators, staff and faculty have organized to address a range of known issues and implement changes in order to improve the overall health of the institution. These discussions have occurred at the Cabinet level, in committees (see 1.B.4) and within individual departments. For example, initiatives based on goal setting and with indicators of success identified include: hiring of Success Coaches and academic advisors within Enrollment and Student Affairs; the tuition reset; the addition of new degree programs; and the revision of all of the colleges' traditional BFA degrees. The success of these initiatives has been measured by looking at the data and institutional comparisons that brought them to light - predominantly retention and persistence rates. As noted above, some areas of the College engage in regular, if often siloed reviews, and plans such as the Annual Institutional Effectiveness Report will move the College toward systematic, evidence-informed evaluation and planning across the College.

The work of integrating operations, improving shared governance, and ensuring data-based decision making is iterative, complex, and not without roadblocks. However, steady progress has been made and can be seen in the many improvements noted in the Preface and detailed throughout this report. Goals and improvements have been focused on improving student learning, achievement and experiences and ensuring mission fulfillment. Improvements have been focused on the following:

- » Increasing student access and closure of equity gaps.
- » Student health and wellness.
- » Engagement in continuous program/curriculum reviews and improvements relative to student learning outcomes and achievement.
- » Increasing enrollment and improving retention.
- » Conducting student degree audits and reviews of withdrawals/D/Fs.
- » Student support surveys (e.g. Financial Aid, Counseling, academic concerns).
- » Unsiloing College operations as a means to improve institutional effectiveness.
- » Enhancing shared governance and building community.

- » Ensuring enhanced employee support and facilitating faculty professional development programming.
- » Policy reviews and revision.
- » Review of academic standards.
- » Annual budgeting.
- » Ensuring compliance with regional and discipline-specific accreditation.
- » Conducting facilities master planning.
- » Ensuring sufficiency of facilities and resources to support visual and performing arts and general education learning.
- » Creating the Creative Spaces and Event Services unit.

It is important to note that the items above are aligned with decisions around the five key future areas of focus noted in the Four Year Opportunity Plan - access, community, sustainability, collaboration, and achievement.

These goals have been driven by a review of quantitative and qualitative data representative of various campus constitutions and with efforts to ensure use of multiple data sets, inclusive of the following:

- » Enrollment data (persistence, retention, graduation).
- » Withdrawals / Ds / Fs.
- » Student focus groups.
- » Faculty, staff and/or student focus groups or surveys.
- » Student Satisfaction Index surveys.
- » Faculty Satisfaction surveys.
- » Student Affairs data (e.g. Academic Concerns Reports).
- » Student learning outcomes data (General Education Program shared outcomes).
- » Program, course and student grade data.
- » Chair reviews of departmental course evaluations.
- » Teaching observations and annual performance reviews.

Some of this data has been aggregated and disaggregated on a regular basis for some years, but standardized efforts to ensure evidence-based decision making are needed. The IE Report (see Standard 1.B.1) will help the community to identify other needed data sets and methods of collection.

GOAL SETTING ACROSS GOVERNANCE STRUCTURE

The leadership of each governing body sets goals and objectives for its membership each year in consultation with their respective Dean, VP, or the President who sets annual and longer-term institutional goals in consultation with the Cabinet and Board of Trustees. These decision-making structures and processes are documented and publicly available on Compass. In addition, individual college units (e.g Student Affairs, Financial Aid, Admissions, Writing Center, Library, Human Resources) set measurable annual goals and objectives in collaboration and consultation with their respective VPs. For example, under Provost Rush, (2017-2019) each academic program built annual departmental work plans based on Academic Affairs goals she set in consultation with the President; while work plans are not currently being developed in this form, these types of efforts have shifted in all units over the last decade with leadership changes. Since 2016, the College has added and/or revised the structures discussed below to best support institutional needs, including development of a more deliberative and consultative Cabinet structure. Collectively, these bodies have focused intensively since the Mid-Cycle on review and goal setting relative to the areas of focus noted above.

STANDARD 1.B.3

"The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to

improvement of institutional effectiveness."

Planning processes have in recent years often been siloed within the Cabinet, even when consultative. However, as noted in 1.B.1, 1.B.2, and in the Preface, efforts are well underway to ensure that all planning going forward reflects the participation of an expanding constituent base and is data-informed. Areas demonstrating compliance with this standard since the Mid-Cycle are: a college reorganization begun in 2017; a review and revision of the all-college degree programs and curriculum begun in 2017; efforts undertaken in an inclusive Strategic Planning Process launched in Summer 2019; annual budgeting processes commenced in 2016; and the launch and work of various task forces and committees since 2017. Each of the examples below demonstrate inclusive review and planning across campus constituencies to support resource allocation (e.g. budgets, faculty teaching hours, student support position) and institutional effectiveness.

COLLEGE RESTRUCTURE AND FACULTY AND STAFF HIRING (2017 TO PRESENT)

A College reorganization begun in 2017 has focused on the goals of:

»   Increasing student support.
»   Unsiloing units.
»   Enhancing shared governance, particularly to empower faculty.
»   Ensuring effective leadership and advocacy.
»   Supporting data-informed decisions.

Following a review of the Enrollment and Student Affairs structure and positions in 2017-18, the unit VP has, over the last three years, strengthened student support services by creating a student success coach program, centralizing Academic Advising, inclusive of professional staffing, creating dedicated Residence Life staff support, adding Counseling Services hours, improving operations in billing and Financial Aid, and launching new software such as Slate. Slate, for example, is a critical component of data integrity and data-informed decisions about where resources should be aligned; it supports collecting accurate and reliable data for early assessment, at-risk indicators, persistence tracking, and first-year curriculum planning. In addition, the College opened a food pantry, added NellieCare (medical and mental health care) and launched a Student Emergency Fund. In addition, the College has seen the creation of new units such as Creative Spaces and Event Services (CSES).

Review of the Academic Affairs structure began in 2019 with the hire of the new VPPA/Provost. In January 2020, the VPAA/Provost and President shared a restructuring plan with faculty and staff and invited review and commentary over the subsequent months. Key characteristics of that plan were:

»   Introducing academic deans to increase efficiency of administrative operations in Academic Affairs.
»   Shifting chairs from staff to faculty status and supporting faculty-chair positions.
»   Providing faculty with more oversight and agency with regard to academic programs and curriculum.
»   Building opportunities between programs where curricular overlap would better support student learning.

The proposal built in Fall 2019 and shared with the campus in January 2020 revised the administrative structure of nine department chairs who report directly to the VPAA/Provost to a structure of two deans overseeing programs in visual art and design, and performing arts, respectively. Although the plan was scheduled to launch Summer 2020 it was put on hold due to the pandemic and related financial considerations. The reorganization proposal currently being developed outlines a slimmer approach, reducing the Academic Affairs senior leadership structure from eleven positions to five: VPAA/Provost, Associate Provost, Dean of Faculty, and two chairs. This proposal responds to current budget realities and the need for a sustainable fiscal model. But it will also bring faculty greater oversight of the curriculum, increase collaboration between the Provost's Office and the Faculty Senate, and bring about changes necessary to expand shared governance. The details of the Four Year Opportunity Plan, including Academic

Affairs restructuring, are currently being reviewed and discussed by the campus community through various means, including regular town halls since Spring 2020.

ANNUAL BUDGETING PROCESSES (2016 TO PRESENT)

Starting in 2016-17, and in order to enhance oversight and governance structures, the Controller has held annual budget meetings with every budget manager, inclusive of academic program chairs and VPAA/Provost, in order to establish resources needed to deliver the curriculum the following year. These collaborative conversations focus on creating budgets which prioritize student learning rather than reviews of prior spending. Advance planning processes occurring within departments support these conversations and increase stakeholder input, particularly that of students. For example, Theater and Performance Production faculty survey students on what shows to produce in the next academic year, while discussion of the Art Department's BFA show includes information on what projects students are preparing that year. This student-driven information about productions and projects informs budget meetings.

The College used to produce an annual report, which was included in the Fact Book for many years. However, it has not been produced since 2018 due to turnover in the CFO position, as well as changes to the College structure and coding of financial items. Once these changes are codified, the annual report will be produced again and published externally (likely beginning Summer 2022).

The College is also taking steps towards annualized planning and budgeting for productions, concerts, exhibits and events. The first step was creating CSES noted previously, while subsequent steps include finalizing budgetary units, implementing CourseDog in Fall 2020, and faculty coming together earlier to create a plan for use of space, marketing, and budget planning for the following year. This annualized planning will bring faculty, operations and finance personnel together to ensure adequate financial support for delivery of the mission.

GENERAL EDUCATION PROGRAM TASK FORCE (2017-20)

This Task Force, discussed more fully in the recommendations section of the Preface, engaged in an inclusive review and planning process. The Task Force's Charge enabled it to make recommendations on a broad range of related areas to enhance student learning and achievement and improve institutional effectiveness. The following documents provide examples of this:

»   2019 General Education Task Force Program Report.
»   A brief presentation made to the Curriculum Committee to review the new program.

SCHEDULE OF CLASSES TASK FORCE (2018 - 2020):

The work of the General Education Task Force (GETF), as well as growing understanding of the need for additional integrative arts curriculum, brought into stark focus the pressing need for a redesigned Schedule of Classes (SOC). This was critical for improving student success and learning, progress to degree, as well as access and equity. For example, both qualitative and quantitative data gathered in 2017-18 illustrated that in order for a new General Education Program to be effective and positively impact student learning, the SOC would need to be revised. Similarly, prior scheduling practices did not enable students the travel time or unscheduled time to take many courses outside of their major. The 2018 Schedule of Classes Task Force, created by former Provost Star Rush in collaboration with the Dean of Academic Services and GETF Chair, brought together faculty and staff across the College to interrogate such things as: (1) scheduling practices, (2) the complex use of space at an arts college, (3) barriers to student learning that both a siloed SOC and siloed major-specific curriculum created, and (4) faculty teaching loads and the need for credit hour audits and adjustments in some parts of the College curriculum.

One of the key long-term challenges that surfaced was that both College facilities and class time blocks were consistently viewed as "owned" by specific departments rather than thinking about student learning needs across the College as whole. This was a product of decades-long siloed practices that the College needed to radically revise via a new SOC and and a host of other

practices discussed throughout this report in order to improve institutional effectiveness.

Additionally, audits uncovered problematic uses of scheduled class time. For example, time reserved for student breaks within time blocks (e.g. studio classes with 2:1 ratios require long hours of making/learning/practicing) were often used for instruction or instruction often continued well after a class had ended leading to student fatigue and an inability to effectively manage semester loads.

The [Modified Block Schedule Proposal](#), prepared by the VP of Student Affairs and Enrollment in 2019 and which drew on data reviewed, proposals and discussions by the task force members over 2018-19, illustrated a possible path forward. The proposal was shared with the community that Spring for comment and feedback and to support the SOC task force's 2019-20 recommendations. Conversations were held within departments, Faculty Senate, Chairs and Academic Council, and other groups. A revised pilot schedule was built during the 2019-20 academic year and launched Fall 2020 (aspects of the pilot are put on hold until 2021-22 due to the pandemic). The pilot will be reviewed in Spring 2021 and into 2021-22 given the manner in which the pandemic and remote learning will continue to impact full understanding of the pilot's success.

CURRICULUM COMMITTEE - ALL-COLLEGE CURRICULUM REVISION AND NEW DEGREE PATHWAYS

Just as the work of the General Education Task Force surfaced needs for a parallel review of the Schedule of Classes, work on these initiatives emphasized the overdue need to commence a full review of all existing major-specific curriculum. Historically, formal curriculum revision occured on an annual basis, and changes were regularly brought both for discussion and review/approval to the College's Curriculum Committee. However, a wider scale review of all degree programs was needed to address disciplinary best practices and trends. The College undertook a review of all degree programs (BFAs in Dance, Performance Production, Theater, Art, Design, Interior Architecture and Film; BM in Music) using the following goals and evidence:

> » Providing transfer student mobility (both into and out of Cornish).
> » Ensuring students had "room to fail" and retake curriculum via the College's Grade Forgiveness Policy (Policy Manual).
> » Designing effective curriculum.
> » Establishing consistent course workloads and credit calculations (Registrar's Office ran a credit hour audit).
> » Facilitating flexibility in terms of interdisciplinary and integrative arts study so critical to creative practice and professional preparation; both curriculum design and reduction of the total number of in-major graduation credit hours enabled this.
> » Removing redundant curriculum in terms of content and learning outcomes.
> » Ensuring students were exposed to a broader range of topics across the curriculum and could engage with faculty and students across the College.

All faculty engaged in departmental and cross-departmental curriculum reviews and redeveloped their curriculum to include 69-72 in-major credits (18 College and elective credits; 30 General Education credits). These conversations were supported by regular faculty/staff Academic Affairs gatherings, discussions within departments, Chairs and Academic Council and Faculty Senate, as well as conversations with students. Pre-Curriculum Committee reviews by the Provost's Office and VP of Enrollment and Student Affairs (in some cases starting years earlier) included a review of such things as budget requirements, faculty hire needs, space needs, enrollment trends, and student support. All curriculum went through Curriculum Committee Spring 2020 (inclusive of revised course and program-level outcomes) in advance of the pandemic and was launched Fall 2020; some minor revisions were made due to pandemic operations.

In addition, from 2018-2020 the College developed and accredited new BFA degrees in Animation, Environmental Graphics Design, Illustration, Game Arts, Object Design and Interaction Design (NWCCU and NASAD accreditation). New BA (Direct Transfer Agreement) degree programs were created in Music, Dance, Performance Production and Studio Art in alignment with emerging trends and employment opportunities. Additionally, the Theater Department's BFA in Theater was redesigned to include a BFA in Musical Theater with increased vocal and dance instruction and a standalone BFA in Theater - Acting and Original Works. These new degrees will better support student learning, align with professional and industry expectations, and improve the College's ability to meet its mission.

Efforts to implement this new curriculum were supported during the six-week Summer professional development and work sessions which included Curriculum Working Groups (e.g. Histories of the Arts, Integrative Learning, First-Year Students, Writing Intensive courses, Professional Practice). These faculty-led groups, which have continued into the 2020-21 academic year, albeit in revised form due to the pandemic, focused on such things as the collaborative development of new rubrics and assessment of student learning.

The new assessment plan and annual program review process outlined above will ensure that all programs engage in a continuous review of student success and learning as well as needed improvements in relation to this new curriculum. Please see 1.C and 1.D for additional discussions of the College curriculum.

PRESIDENT'S TASK FORCES - EQUITY (2019) AND ANTI-RACISM ROUNDTABLE (2020 TO PRESENT)

Both of the President's Task Forces since 2019 have focused on supporting inclusive planning and discussion of critical campus issues (the Task Force on Equity is discussed in Standard 1.B.1). These issues are critical to the College's ability to close equity gaps and fulfill its mission of developing artists, citizens and innovators; this work began formally at Cornish in 2015.

That year, a team from Cornish participated in the City of Seattle Race and Social Justice Initiative's Turning Commitment into Action Cohort along with 30 other Seattle arts organizations. As a direct result of Cornish's participation in the Learning Cohort, the President's Cabinet charged the Inclusivity and Diversity Committee (IDC) later that year with creating a five-year Racial Equity Plan for the College. The IDC then formed a Racial Equity Subcommittee to coordinate development of this plan and to conduct the College's first Racial Equity Climate Survey in 2016 with consultation from various governance and student groups and including Student Life, The People of Color Union (POC Union), Cabinet, Staff Council, and the IDC. The survey was conducted again in 2018.

In October, 2020 President Raymond Tymas-Jones provided the President's Anti-Racism Task Force a draft charge:

> *"The President's Anti-Racism Task Force will convene to respond to threats of institutional racism found within our society, and more specifically, within the Cornish College of the Arts community. This task force will be specifically charged with identifying key areas within the College wherein to begin to break down these inherent systems of oppression. Although this group's name includes anti-racism in its title, this task force comprised of students, faculty, and staff, will look not only at race, but gender, sexuality, age, and other areas where racism, bias and discrimination reside.*
>
> *The Task Force will:*
>
> > » *Identify the most critical areas of tension within the Cornish community.*
> > » *Develop tactics and strategies to address the most pressing priorities.*
> > » *Create a timeline to execute the tactics and strategies.*
> > » *Develop and refine a communication plan to engage all constituents of the Cornish family."*

One of the first actions of this taskforce was to review the past Equity Climate Survey with the goal of creating an update prior to the start of the Spring semester to identify critical issues of diversity, equity, and inclusion. Faculty, staff, administrators, and students have been invited to participate in the survey in January 2021. Results from this internal college survey will inform the drafting of the language for the College's new Statement of Diversity, Equity, and Inclusion in Spring 2021. It will also be used to identify indicators of progress for the College over the next few years.

STRATEGIC PLANNING PROCESS

In the Fall of 2019, President Tymas-Jones initiated a strategic planning process to situate the College for continued growth and success as a leader in integrative arts education for the 21st century. The Strategic Planning Steering Committee included representation from a wide range of Cornish stakeholders, including trustees, students, faculty, staff, administration, alumni, donors, and community members.

To assist the College community in strategic planning, the president secured the services of consulting firm Measured Reasons, LLC, of Los Angeles. Led by Dr. Peter Facione and Dr. Carol Ann Gittens, Measured Reasons has a stellar reputation for developing strategic plans with institutions of higher education such as Seattle University, the University of Puget Sound, Manhattan School of Music, and Roosevelt University. Guided by the Cornish Strategic Planning Steering Committee, co-chaired by President Tymas-Jones and the BOT Chair, the process included faculty from all academic departments as well as constituents from the student body, Student Affairs, Academic Affairs, the President's Cabinet, the Board of Trustees, and the General Counsel/Title IX Coordinator.

After a number of Fall 2019 meetings and town halls to gather art-based input college-wide, the Strategic Planning Steering Committee proposed focus on four key areas (many characteristics of which were already present in prior or ongoing work):

» Establish a transformative and integrative arts based educational approach through interdisciplinary and cross-disciplinary curricula, degree and non-degree offerings, and the effective use of educational technology to attract and to educate a broadly diverse population of learners.
» Maximize the success of all Cornish students through student support and services functions and programs, including student life, recruitment and retention activities.
» Strengthen institutional operational capacities that maximize our human, financial, and physical facilities, resources, and systems to promote operational and educational efficiency, effectiveness, collegiality, and professional development.
» Build a vibrant and inclusive community of supporters and ambassadors through meaningful engagements and programs that positions Cornish as a hub of creativity and artistry where all sectors of society partner to solve important issues.

Each area was led by Cabinet members who formed working committees. These committees planned to meet regularly to identify goals and strategies to engage the campus community. As an example, the Goal 1 committee (Key area 1) was centered in Academic Affairs and led by the VPAA/Provost. This committee included faculty from visual arts, performing arts, and humanities and sciences, the Dean of Student Affairs, a librarian (who sat on Staff Council), and a student representative. Each member of these teams was charged with reaching out to faculty, staff, and student colleagues across the campus for input to clarify and develop the strategic goals.

The initial work included members of the four groups revising the charge to best represent a Cornish perspective, to identify specific goals along with key initiatives, propose a timeline, determine budgetary requirements, and establish metrics of success. This important strategic work occured in February/March 2020 and results of campus outreach were to be presented to the Strategic Planning Steering Committee in April. Unfortunately, the work was interrupted as the campus focus shifted to address the emergency needs created by the pandemic.

Similarly, the Five Year Strategic Plan was to have been presented to the Board of Trustees for approval by the end of the 2020 Spring semester. However, the unprecedented challenges of the pandemic caused the work to be suspended until it can continue and engage the entire Cornish community in a holistic strategic planning process.

Parallel to the strategic planning in January 2020, a pro forma for institutional stability was developed by the Cabinet as charged by the Board of Trustees. This pro forma focused on necessary paths forward to achieve financial stability for the institution. In early Spring 2021, the President and VPAA/Provost met with faculty and staff in each academic department to share the financial status of the institution, to answer questions, and to discuss Cornish's path to financial stability.

Though the strategic planning process was suspended, the Cabinet has developed a Four Year Opportunity Plan built out of the strategic planning work begun in Fall 2019 (see 2.E. Financial Resources for full details). It also incorporates and expands the pro forma for institutional stability. As the Cabinet moves forward to finalize the Four Year Plan, it will seek input from across the campus on topics such as enhancing faculty governance, strategic resource alignment, consolidation of the campus, community engagement, enrollment, and institutional effectiveness. As this work completes, a detailed plan will be available for a comment period while the total costs and resources are analyzed. After that period, the plan will go to the Board of Trustees for approval and become the College's strategic working plan.

Historically, planning processes at the College as well as organizational structures have remained intensly siloed with major decisions being made by the Cabinet and BOT. This has limited shared governance for a decade, at the least. Moving forward, charges for committees, departments, and each unit within the governance structure will note clear parameters of accountability, as well as annual responsibilities. The work of identifying responsibilities and clarifying charges is occurring at the Board of Trustees Subcommittee level, in the restructuring of the Faculty Senate, and in Academic Affairs committees, and will be fully implemented by Fall 2021.

Similarly, the decision-making and/or recommending power of all administrative bodies will be clearly stated, providing specific timelines for movement of information between structures and for formal decision making processes. Responsibilities and timeline expectations are present in some areas (e.g. Curriculum Committee meetings and implementation of new curriculum) but are needed throughout the College. In this respect, all planning processes must be inclusive; merely having inclusive membership practices does not lead to inclusive planning. Processes will provide the appropriate campus constituents the ability to participate in decisions on resource allocation and determining targeted areas of improvements.

The restructuring of the Faculty Senate will provide faculty with more agency and both increased recommending and decision-making power. The proposed transition from chairs as staff to faculty, within the Academic Affairs restructuring proposal, is another critical component of shifting toward truly inclusive planning and decision making. The better integration of staff and Staff Council into shared college-wide decision making is another critical step which will be under review. Standard 1.B.2 Human Resources illustrates some of the ways in which staff have been more effectively integrated into the campus community to date.

STANDARD 1.B.4 ///////////////////////////

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

Improving shared governance and more inclusive decision making is an ongoing goal at the College so as to better support the processes of strategic planning, mission development, planning, and iterative revisions in response to internal needs and external changes. Primary responsibility for strategic planning has previously resided with the Board of Trustees and the President's Cabinet, although substantial changes have been made to make this a more inclusive process (see 1.B.3 for discussion of strategic planning). While not yet as inclusive or integrated as the College strives for, various entities in the governance structure do perform regular monitoring of internal and external environments. Many of the College's governance structures are outlined

in brief below, along with examples of their collaborative work in addressing internal and external findings and revision of programs and services in response (see Standard 2.A.1 Governance for full details on each body inclusive of composition).

Prior to discussion of external monitoring and response, it is important to note a range of improvements since 2017 driven by internal analyses. Recognition of need at the Cabinet or committee level has led to internal improvements in various areas of the College. These have been made in order to improve each student's experience of Cornish from their use of the application process, to financial aid awarding and curricular mobility, and through to Alumni Relations. For example, Admissions, Registration, and IT have examined current vendor relationships, attended relevant conferences, and spoken with peer institutions to improve the flow of Cornish data through stages of application, advising, registered student support, to alumni engagement. This has involved extensive work to revise processes, test systems, upgrade versions, revise job descriptions and revise workflows in tandem with units all over campus. The overhaul of scholarship awarding allowed Cornish to not only benchmark against peer institutions, but Funding Review and Emergency Aid processes now allow staff to check in with students as their circumstances change over the course of their degree. Further, analysis of transfer credit needs and attrition rates among current transfer students led to revised curricular mobility.

Cornish uses multiple resources to benchmark efficacy against other institutions and revise ongoing initiatives. For example, the Student Satisfaction Index not only enables the study of longitudinal internal Cornish data, but also benchmarks against the national average, due to the number of schools that participate. The AICAD consortium members share internal data that is frequently helpful in reviewing both programming and staffing needs for arts institutions of various sizes. Advancement has received a donor engagement research report from Hanover Research and has attended CASE conferences to measure our alumni outreach efforts against those of peer institutions. This has led to the reforming of the Alumni Association which involves Cornish alumni in the types of alumni activities and benefits they would like to receive.

GOVERNANCE SYSTEM, SUPPORTING BODIES AND MONITORING OF INTERNAL AND EXTERNAL ENVIRONMENTS
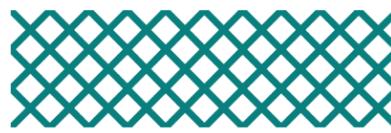
BOARD OF TRUSTEES

Designed to parallel the functional structure of the College, the governance structure of the Board consists of four operating committees—Academic Affairs and Student Success, Finance, Advancement, and Facilities—and four oversight committees—Audit, Executive, Trusteeship and Governance, and Presidential Review and Compensation [2020-21 Committee Chairs and charges]. This facilitates the efficient exchange of information necessary for oversight and strategic decision making. Each of the four board operating committees is supported by a Vice President, a faculty representative who sits as an ex officio member. The Faculty Senate President liaises with each representative to compile a monthly subcommittee report (sample). This provides avenues for the consideration of and contributions to the decision-making process. The BOT is comprised of no fewer than nine and no more than 29 members as described in the Amended and Restated Bylaws of Cornish College of the Arts (the BOT was transformed into a smaller more efficient body under Interim President Kevorkian in 2017 and received training in responsibilities and best practices). The current 17-member board includes the College President and the Faculty Senate President (ex-officio).

The BOT has also sought to capitalize on the unrealized potential in Cornish-held real estate. This process has externally involved seeking feasibility studies for rental, sale, development or lease of spaces that are neglected or underutilized by undergraduate programs. Internally, the BOT has sought analysis from the VPAA/Provost and Operations on current usage and future needs with regard to square footage and equipment. Real estate needs and campus consolidation are being reviewed via the Four Year Opportunity Plan. For example, both Music and Dance, which are traditionally housed in Kerry Hall on Capitol Hill, are using facilities across the campus

during the pandemic in order to conform to the College's Pandemic Comprehensive Plan and ensure health and safety needs are met. This will continue into 2021-22 for Music with further campus consolidation decisions and timelines being made in the near future.

Under the Board of Trustees' leadership, the College has undertaken a reinvigoration of the Cornish Foundation over the last three years involving primarily a review of investment policies (ongoing) and adding a new Board member. The Foundation was specifically established to receive and manage a scholarship endowment gift from Kreielsheimer Remainder Trust for the benefit of Cornish College of the Arts ($3 million in scholarships plus $1 million for an additional land purchase). The Foundation is a qualified exempt supporting organization under IRS Section 509(a)(3) and was incorporated 1/31/2001 for the sole purpose of making distributions to provide scholarships under the Kreielsheimer Scholarship Program for selected students ("Kreielsheimer Scholars"). This reinvigoration is part of the Board's new approach to investment fund management, maximizing the return for Cornish and developing proactive rather than reactive financial planning. External indicators were considered, including performance benchmarking against returns from other financial institutions as well as other college endowments. Over the last three years, there has been an internal analysis of the use of Kreielsheimer funds and the College's investment bank, Bernstein, now provides an annual presentation about College investments and their performance. Additionally, the BOT revised policies and reviewed the composition of the Foundation Board. The Foundation Board approved a new Chair and now meets regularly, at least twice a year.

PRESIDENT'S CABINET

The Cabinet is comprised of all VPs, General Counsel and HR Director. Members of the Cabinet meet weekly, working together to support the College mission and move the College forward in relation to a number of key strategic initiatives. The extended Cabinet group was convened in 2019-20 and meets with the Cabinet throughout the calendar year.

The Cabinet and Board of Trustees have worked together to make-data driven decisions that position Cornish to better recruit and retain students. For example, in Fall 2019, Cornish instituted a tuition reset after extensive internal and external research which surfaced such things as the financial challenges middle-class families faced in choosing Cornish. The BOT and Cabinet examined sticker price, percent financial need, percent of students applying for aid, average indebtedness, and multiple other factors of top 30 competitors to determine the optimal pricing position for Cornish. In addition, Hanover Research conducted a pricing analysis against the top five competitors for visual arts and performing arts, respectively. Internally, the Financial Aid department conducted a cost of living student survey, alumni interviews and reviewed exit reasons for withdrawn students. Further examined was the role of cost and debt indicators, disaggregated by demographics, for their role in student persistence.

CORNISH COLLEGE COUNCIL (CCC)

This committee is an important vehicle for problem solving, troubleshooting, and college-wide communication and information dissemination. The Council meets regularly to address matters that impact more than one department or division, to promote effective communication, and to support efficient, collaborative efforts across campus. Further, the meetings provide a venue for the comprehensive membership to discuss, coordinate and communicate initiatives transparently across all functional divisions of the institution in support of decisions made at higher levels of governance. As it was first convened in Fall 2020, (see Standard 2.A Governance for more details) and given the pandemic, the Council focused on the short-term goal of monitoring remote learning and student success, inclusive of applying insights gleaned from Fall 2020 to Spring 2021 planning.

ACADEMIC COUNCIL

The Academic Council, which has met since 2016 and is comprised of Academic and Student Affairs leadership, promotes and supports the work of academic programs and student success. As noted in its charge, the composition of the group enables the monitoring and collaborative decision making around student support services, academic programs, registration, policies and

practices, student space, production/exhibit needs, and Academic Affairs or institutional initiatives to support students. In recent years, the Academic Council membership, with the support of the VPAA/Provost, has engaged in a range of work which has led to deep reviews of both the internal and external environment with the aim of making recommendations for changes and improving institutional effectiveness. Large-scale tasks included the work of the General Education Task Force, Schedule of Classes Task Force, Syllabi Template Subcommittee, Sound Design Curriculum Subcommittee, review of Student Affairs and other data (e.g. SSI, GPA achievement, enrollment metrics), and launch of professional development sessions.

CHAIRS COUNCIL

The Chairs Council is a working group promoting active collaboration across departments to ensure excellence in academic programs and consistency in policy. Revived in Spring of 2018 with former Provost's Star Rush's approval (the VPAA/Provost is not a member) the CC has been engaged in a range of work that involves external and internal monitoring (representative CC Agenda 2017, 2019). For example, this work involved review of the assessment plans and annual program review processes at other institutions, including multi-year reviews. This research has subsequently supported the work of the AIEC and launch of the 2019-20 Annual Program Review Report. Similarly, the Council has researched teaching observation forms to support further development of the faculty evaluation process. During the 2+ years of operating with interim VPAA/Provost's, this body became a critical communication and working group for the Chairs and effectively moved forward the work of Academic Affairs.

CURRICULUM COMMITTEE, ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS COMMITTEE, AND ACADEMIC STANDARDS AND POLICY COMMITTEE

These three committees are housed within Academic Affairs under the leadership of the Vice President of Academic Affairs and VPAA/Provost, the Associate Provost, and Dean of Academic Services and Registrar. Each committee is comprised of faculty, staff, administrative, and academic leaders from across the College. In general, these regularly convening bodies play a key role in supporting the development of new curriculum, monitoring and responding to student learning, and ensuring policies support student success and learning. Each committee's work processes are shaped by industry best practices and intended to assess needs and future directions. The Curriculum Committee will soon transition to shared leadership under the Faculty Senate to increase faculty presence.

In recent years, the College administration and faculty, via the work of these committees, have designed and approved new academic degrees (NWCCU and NASAD) which will help the College realize the strategic vision and Four Year Opportunity Plan. These were data-driven processes involving external landscape analysis of the top 20 art and design competitors to determine the breadth of their degree offerings in comparison with their undergraduate population size and traditional recruitment reach. Hanover Research was also engaged to conduct a market analysis for areas that were emerging, including Interaction Design (UX), Sound Studies, and Graduate program opportunities. Internally, the Department of Design put forward a proposal and subsequent student interest surveys to launch Animation, Illustration, Interaction (UX) Design and Game Arts. The proposal was vetted financially based upon the curriculum design and approved by curriculum committee and the BOT.

FACULTY SENATE

The Faculty Senate is a deliberative, advisory, and recommending body comprised of full and part-time faculty. It operates according to the Faculty Senate bylaws. It advises the President's Cabinet and works in coordination with the VPAA/Provost. The Senate addresses academic matters, supports and establishes College policies, procedures, strategies, and goals. As a representative faculty governing body, the Faculty Senate is a constituent member of shared governance at Cornish, and oversees a variety of committees (e.g., the Faculty Development Committee, Promotions and Sabbatical Committee) that support academic programs and Academic Affairs as a whole.

In late Fall of 2019, the Cornish Faculty Senate convened the Senate Structures Workgroup

with the charge of updating the bylaws of the Faculty Senate. At the end of that project, which included perusal of several examples of bylaws from peer institutions, the workgroup asked to continue their work with a new charge: to examine and critique the current Faculty Senate structure, and to develop a plan of change for a restructuring of the body.

Through the Spring of 2020, and despite the pandemic, the workgroup investigated current structures, interviewed guests from other institutions about other possible structures, and considered a pathway forward to address concerns around shared governance and collaborative academic work between the faculty and the administration. The workgroup found that College communication and curriculum oversight were the two issues that were most persistently challenging, and in need of serious rethinking. More specifically, over the past decade, Cornish faculty have been largely relegated to a participatory role in creating and drafting curriculum, academic standards, and academic policies (Faculty Satisfaction Surveys since 2014/15 pointed to a range of concerns and challenges). This document proposes a new model in which this work is led by faculty, in collaboration with the administration. In the Spring of 2020, the Faculty Senate voted to charge the workgroup with continuing this work, and bring a model back for approval in Spring of 2021.

The Faculty Senate Restructuring Proposal is currently in draft form and is being refined for a Fall 2021 launch. The main components of the plan are a:

1. Statement of Rationale.
2. A Graphic Model.
3. Charges for Academic Senate and Subcommittees. Shifting toward a College Senate structure inclusive of faculty and administrators, will support growth, efficiencies, greater transparency, and improved communication.

Together with the Academic Affairs restructure currently under review, both reorganization plans prioritize empowering faculty and enhancing shared governance, a strategic need clearly articulated in this report. Lastly, the Senate has launched a charge for a Faculty Handbook Workgroup to revise the handbook in concert with the Provost's Office, formalizing new Senate structures, processes, and practices.

STAFF COUNCIL

The purpose of the Staff Council is to represent and advocate for staff members at Cornish College of the Arts. According to its charter, the Council fosters a positive and productive work environment for all Cornish staff and promotes a culture of inclusion, transparency, collaboration, and recognition (also see the staff council webpage on the Cornish site). It is comprised of staff representatives from across the College and represents staff perspectives, issues, concerns, and initiatives directly to the president. Given the wide variety of roles that staff perform across the College, their needs and concerns can be widespread.

In recent years, Staff Council has focused on internal monitoring of staff well-being and subsequently engaged in increasing advocacy and securing greater representation in decision-making structures, including being active attendees at Town Halls and open Academic Affairs gatherings. As of Summer 2020, the Staff Council President sits on the extended Cabinet and staff (e.g. Residence Life, Student Affairs, Academic Services, Registration - Operations and Systems, Creative Spaces and Event Services) played a key role in the Pandemic Planning Group and Reopening Task Force. Going forward, a staff and/or All-Employee survey would facilitate identifying how best to utilize and support College staff.

CORNISH STUDENT SENATE

The Student Senate was established in September 2019 in its new form (see bylaws and constitution). Its mission is to contribute meaningfully to the Cornish community by advocating for and addressing student needs and creating a positive campus environment in collaboration with other students, faculty, staff and administrators. All enrolled students, regardless of full-time or part-time status, are represented by the Cornish Student Senate. In recent years, student representation (both CSS members and general student body) has been deemed critical for most

College bodies as the institution works to improve a vast range of items related to student learning and well-being; one or more student representatives do or have had membership on a number of committees, including the President's Anti-Racism Roundtable Taskforce, the General Education Task Force, the Inclusivity and Diversity Committee, Cornish Campus Council, and the Faculty Senate. CSS Representatives hold a one-year term, during which time they complete community projects, advocate for remedies to student concerns, and work closely with other groups on campus to improve the campus culture through initiatives and committees. An effective Student Senate and student representative on key governance bodies is critical for internal monitoring of student well-being, defining strategic initiatives, supporting inclusive community building, and developing campus citizenship.

The above bodies are supplemented as needed by other deliberative, consultative and recommending bodies to support institutional improvements. Supplementary bodies have been convened since 2016 to address emerging internal and external patterns:

» Academic Council's Syllabus Template Committee (2017-2018) and Faculty Senate Committee (2018).
» General Education Task Force (2017-2020).
» Schedule of Classes Task Force (2018-2020).
» First-Year Programs Committee (2019).
» President's Task Force on Institutional Equity (2019).
» President's Anti-Racism Roundtable Task Force (2020 - see 1.B.3 for charge).

For example, the charge of the General Education Task Force required an extensive multi-year review of both internal and external environments in order to address a range of needs articulated in that charge and such documents as the GETF 2019 Report and 2016 Mid-Cycle Report. Senior leadership sit on or visit the above bodies, including the Student Senate, on a regular basis. In addition to these more formal structures, the College President and Provost and other College leadership host town halls or unit meetings (e.g. Academic Affairs) for faculty, staff, and administrators to discuss all-campus issues.

STANDARD 1.C.1

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminates in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and includes designators consistent with program content in recognized fields of study.

Since 2015, all Cornish degrees have undergone an extensive analysis by faculty and chairs, revising course and program-level student learning outcomes (PLO). All long-standing degrees (BFAs in Art, Film, Interior Architecture, Design, Dance, Theater and Performance Production and Bachelor of Music) were revised and reviewed, inclusive of outcomes, by the College Curriculum Committee in Spring 2020. Program Level Outcomes, as well as degree requirements and curricular information, are published in the College Catalog and Consumer Information portion of the website (see Academic Programs & Student Learning link). Additionally, all course syllabi include course-level outcomes.

Cornish College of the Arts is authorized to offer the following undergraduate degrees:

Bachelor of Fine Arts Degrees:
BFA in Animation
BFA in Art
BFA in Dance
BFA in Design
BFA in Environmental Graphic Design
BFA in Film
BFA in Game Arts
BFA in Illustration
BFA in Interaction Design
BFA in Interior Architecture
BFA in Object Design
BFA in Performance Production
BFA in Musical Theater
BFA in Theater - Acting and Original Works

Bachelor of Music Degrees:
Bachelor of Music

Bachelors Degrees (DTA):
BA in Music
BA in Performance Production
BA in Studio Arts
BA in Dance

All degrees are accredited with the NWCCU, while the visual arts degrees are also accredited with the National Association of Schools of Arts and Design (NASAD), a specialized professional accrediting agency. NASAD carries requirements for degree structures (e.g., a minimum of 10% of the visual arts degrees cover history and theory curriculum) (NASAD Handbook), including granular degree learning outcomes and content and rigor consistent with professional and
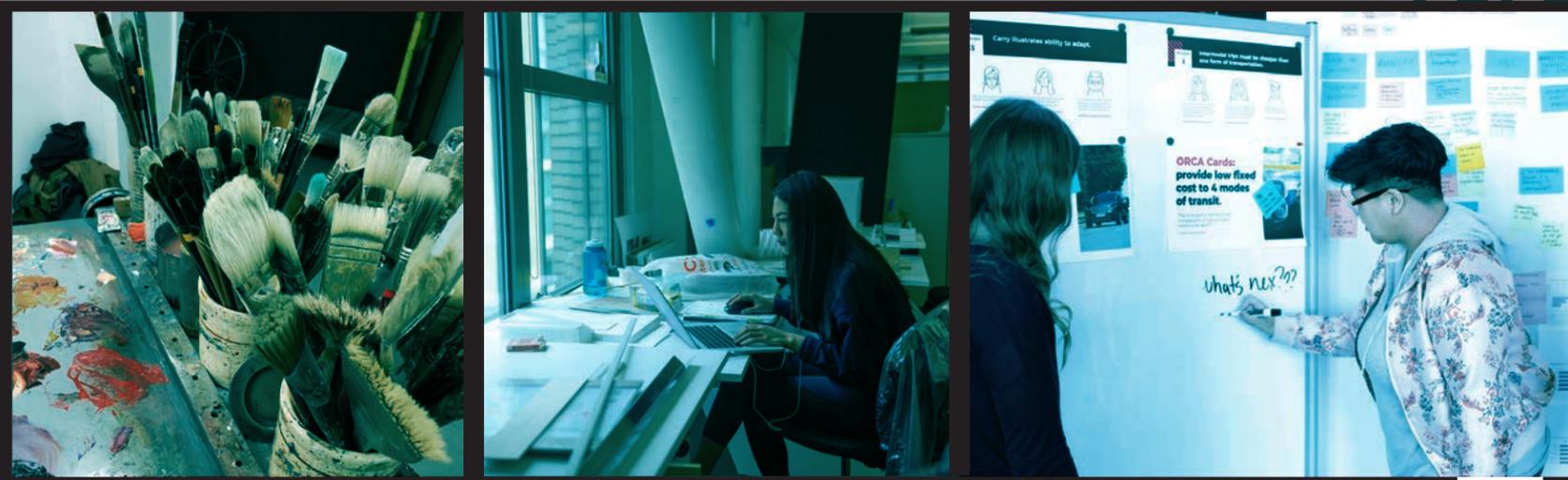
academic standards. Faculty teaching within the performing arts pay close attention to the standards and guidelines of the specialized accrediting bodies for their respective disciplines, but they remain satisfied that formal accreditation by the NWCCU is sufficient.

At Cornish, the model program (See Catalog program links for Individual department sections) is the roadmap used by academic advisors and students to plan schedules and pathways to degree completion. All bachelor's degrees contain between 120 - 121 credits for each degree and vary between 69-72 credit hours for in-major requirements. The recent 2019- 2020 curriculum revision opened up at least an additional 12 credits (exclusive of the six "College Electives" continually required) of open electives for all students. This wide-ranging revision focused on improving transfer mobility, ensuring students had room to fail and relearn, as well as addressing class scheduling challenges, inconsistent course workloads and credit calculations, and duplicated curriculum. Additionally, the revision enhanced students' access to interdisciplinary arts education, ensured exposure to a broader range of topics across the College curriculum, and enabled them to engage with faculty and students across the College curriculum. There remain 30 credits of General Education Program requirements housing 10 Program and/or Institutional Learning Outcomes (see discussion about the revised General Education Program in the Preface). Capstone curriculum (sample documents) is sequenced with years one through three outcomes and curriculum within each major and designed to provide students with opportunities to create, demonstrate, and apply mastery of their chosen artistic practice.

Course sequencing from the first to fourth year is clearly charted in the model programs. However, effective mapping of Program Learning Outcomes across sequences and student academic years is ongoing alongside curriculum revisions, development of outcomes, academic program assessment plans and annual program review. This work is currently overseen by the Assessment and Institutional Effectiveness Committee in consultation with the Provost's Office and Dean of Academic Services and will be completed by the end of Fall 2021. Review began in 2017 with the launch of the General Education Task Force, while academic programs have worked on this at different stages related to other curriculum revision needs.

The College course numbering system is also currently under review so as to support refinements to sequencing, prerequisite designation, and to standardize practice across all curriculum. In Spring 2021, the Academic Standards and Policy and Curriculum Committees are scheduled to work in conjunction with the Faculty Senate and Provost's Office to define and standardize 100-400 level course expectations of student learning for the College as a whole. Such sequencing also supports clarity for transfer students.

The formal academic Annual Program Review process discussed in section 1.B and below will be supplemented by multi-year program reviews, inclusive of external faculty, commencing in 2022-23. Similarly, student exit surveys and/or focus groups for graduating seniors, which have been used by some departments (Dance Exit Surveys) to make alterations to the course offerings, course sequencing, and faculty assignments are under review by the Assessment and Institutional Effectiveness Committee & in an attempt to standardize and formalize these processes across programs.

Faculty and department chairs evaluate curriculum and course offerings on a semester by semester basis, inclusive of faculty course revision, faculty/chair syllabus reviews and approvals, and departmental discussions. Departmental conversations focus on course outcomes, emerging disciplinary trends and best practices, and appropriate rigor and content for each course. Departmental discussions and targeted faculty professional development programming launched in recent years have focused on development of measurable learning outcomes, assessment of student learning, and syllabus development. Discussions with the VPAA/Provost have been ongoing at Academic and Chairs Councils as to how best to provide time for pre-semester approval of core and instructor syllabi processes in compliance with the faculty Collective Bargaining Agreement.

Review of course-level and program-level learning outcomes occurs at the college-wide committee level. The Curriculum Committee meets regularly to approve, discuss, and sunset courses as appropriate, which includes review and approval of course learning outcomes. As of Fall 2020, all program-level learning outcomes are reviewed for formal approval by the College's

Assessment and Institutional Effectiveness Committee (see 1.B for discussion).

STANDARD 1.C.2

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

The formal academic Annual Program Review process discussed in section 1.B and below will be supplemented by multi-year program reviews, inclusive of external faculty, commencing in 2022-23. Similarly, student exit surveys and/or focus groups for graduating seniors, which have been used by some departments (Dance Exit Surveys) to make alterations to the course offerings, course sequencing and faculty assignments are under review by the Assessment and Institutional Effectiveness Committee in an attempt to standardize and formalize these processes across programs.

Faculty and department chairs evaluate curriculum and course offerings on a semester by semester basis, inclusive of faculty course revision, faculty/chair syllabus reviews and approvals, and departmental discussions. Departmental conversations focus on course outcomes, emerging disciplinary trends and best practices, and appropriate rigor and content for each course. Departmental discussions and targeted faculty professional development programming launched in recent years have focused on development of measurable learning outcomes, assessment of student learning, and syllabus development. Discussions with the VPAA/Provost have been ongoing at Academic and Chairs Councils as to how best to provide time for pre-semester approval of core and instructor syllabi processes in compliance with the faculty contract.

Review of course-level and program-level learning outcomes occurs at the college-wide committee level. The College Curriculum committee meets regularly to approve, discuss and sunset courses as appropriate, which includes review and approval of course learning outcomes. As of Fall 2020, all program-level learning outcomes are reviewed for formal approval by the College's Assessment and Institutional Effectiveness Committee (see Standard 1.B for discussion). Discussions about appropriately written, measurable, and assessable learning outcomes have supported college-wide efforts to identify curricular synergies between disciplines and support students seeking courses outside their major.

OUTCOMES-BASED STUDENT SUCCESS

As noted in 1.C.1, all Cornish degrees have undergone an extensive analysis by faculty and chairs since 2015, revising both course and program-level student learning outcomes (PLO). Program Level Outcomes, as well as degree requirements and curricular information, are published in the College Catalog and Consumer Information portion of the website (Academic Programs & Student Learning).

Cornish College of the Arts has worked extensively since the 2016 Mid-Cycle Evaluation Report to bring consistency and coherence to its articulation of student learning outcomes and related assessment practices. Professional development on the writing of appropriately scaffolded learning outcomes, inclusive of the use of Bloom's Taxonomy, has taken place on an ongoing departmental basis and college-wide as is evidenced in a sample of departmental and Chairs Council agendas, departmental work plans, and presentation materials (also see 1.C.1).

Across all nine departments at Cornish College of the Arts, Program Learning Outcomes now play a vital role in assessing the quality of student learning. In each department, Program Learning Outcomes have been developed with faculty input, and starting in Fall 2020, are reviewed systematically for formal approval by the Assessment and Institutional Effectiveness Committee and are regularly mapped to course-level outcomes in each department. The Curriculum Committee reviews and approves new and revised courses; scrutiny of learning outcomes is a key component of that review process.

Statements of student learning are explicitly stated in all course syllabi as mandated by the College's Syllabus Template (College syllabi are stored electronically on a semester basis (5 prior years); syllabi samples available on request), and Program Learning Outcomes are shared on the Cornish website via the College Catalog. In some instances, students are given opportunities to actively engage in learning about outcomes, credits, and assessment strategies, as evidenced by these slide decks from Dance Department student orientation meetings.

Progress is being made on the consistency of assessment practices through wider adoption of assessment rubrics at the course as well as the program level, and clear identification of the range of assessment tools being used at the College to track student learning and progress. Some departments, such as Dance and Humanities and Sciences, have begun implementing bench-marking activities. Since Fall 2018, PLOs within the General Education Program, in which all Cornish students enroll, have been collected each semester in the aggregate. Through the work of the newly configured Assessment and Institutional Effectiveness Committee (AIEC), work is underway to monitor assessment of Program Level Learning Outcomes through a process of peer review and oversight (see Standard 1.B.1).

Formal academic Annual Program Review and assessment plans launched in 2019-20 and the respective templates are being reviewed by the AIEC to ensure appropriate and thorough assessment of student learning. These annual assessment plans will enable each department to illustrate how learning outcomes are currently assessed and the multiple ways in which they might be assessed across different courses and academic years as students develop proficiency. Lastly, a subcommittee of the AIEC is reviewing new potential ILOs related to major-specific practice which would be added to those approved for the General Education Program (which also serve as ILOs).

Processes for developing course sequences in a scaffolded curriculum differ slightly across departments. For example, this 2018 presentation about the Music Department's work developing a new model program clearly shows attention to scaffolding course learning outcomes (also see 2020 Music Department proposal), while material from a Summer retreat for chairs illustrates how learning outcomes are scaffolded over four years of progressive learning in dance technique (sample document).

Additionally, the work of the General Education Task Force (commenced Fall 2017) was comprehensive in establishing clear sequences of cross-college shared outcomes that build from a First-Year Seminar and First-Year Writing curriculum into further course requirements enabling skills development and growth across both the General Education Program and within majors. Revision of the General Education Program has also made it possible to implement assessment of student learning outcomes across sequenced curriculum. For example, the College Writing Intensive requirement, taken after the first-year, builds on the First-Year Writing curriculum outcomes. This work has also enabled the distribution of General Education Program outcomes across the College curriculum (work which is continuing with this year's new program launch) and clearly establishing them as ILOs. This presentation to the Curriculum Committee captures the outlines of that work.

MEASURING STUDENT SUCCESS

Cornish measures student achievement and success via a variety of data sets, both quantitative and qualitative, including:

- » Cumulative GPA performance.
- » Withdrawals / Ds / Fs.
- » Student Learning Outcomes data.
- » Faculty Review and Feedback (e.g. Capstone Committees).
- » Retention, Persistence and Graduation Rates.
- » Student Satisfaction Inventory.
- » Student Exit Surveys and/or Discussions.

Since 2017, there has been clear implementation of improved practices around implementation and assessment of program and course level outcomes and the use of aggregated data.

However, building consistent assessment practices and shifting away from a reliance on course grade data is taking time. The appropriate structures are in place to support this work moving forward and the formal launch of a Teaching and Learning Center will support these efforts (Four Year Opportunity Plan).

Additionally, as a performing and visual arts college and with the recent revision of the General Education Program, high impact learning experiences span all years of the Cornish student experience. Discussion about how best to track the cumulative affects of new high-impact and common learning experiences have on student learning, will be one important next step in understanding how student achievement levels can provide evidence of mission fulfillment. As discussed in Standard 1.B.3, the pilot Institutional Effectiveness Report would ensure tracking of the following high-impact learning or common learning experiences:

- » HS 111/112 Writing and Analysis.
- » HS 131 First-Year Liberal Arts Seminar.
- » Writing-Intensive Requirement.
- » IA 250 Professional Practices in the Arts.
- » Global Learning Requirement.
- » Capstone Courses and Projects.
- » Internships.
- » Portfolio Development.

STANDARD 1.C.3

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

PROGRAM LEARNING OUTCOME PUBLICATION AND TRANSPARENCY

All Program Learning Outcomes are published to the Cornish website through the Course Catalog and as part of the model programs published on each department-specific page. In addition, PLOs can be found on the website's Consumer Information Academic Program & Student Learning section as well as academic program pages. Program Learning Outcomes are regularly used in stages of recruitment and admissions, as prospective students learn about Cornish departments and programs.

At the course level, program and course learning outcomes are published in each syllabus through Cornish's adoption of a campus-wide syllabus template in Fall 2018. Additionally, syllabi across departments map course learning outcomes to Program Learning Outcomes so students have an understanding of how a specific course fits into the larger fabric of their curriculum. All syllabi, as of Fall 2020, are required to be published to Canvas, Cornish's learning management system. Syllabi for all courses are archived within departments' historical records and within the Provost's Office (5 years prior).

In Fall 2020, the Dean of Academic Services, Provost's Office and Assessment and Institutional Effectiveness Committee began discussions to determine the best way to make course learning outcomes available to students selecting courses. Options under consideration include publishing prior years' sample syllabi and/or embedding learning outcomes into the College's registration system. Final decisions with clear plans for implementation will be made in collaboration with Faculty Senate in 2021-22.

STANDARD 1.C.4

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Admission and graduation requirements, inclusive of the [audition and portfolio requirements](#), are published on the College website's admissions page, in the College's [digital catalog](#). Matriculated students may find their specific degree requirements via a [degree audit system](#) available through Compass, the student online portal. Upon matriculation, first time students and transfer students are provided a graduation plan to illustrate requirements and time to degree completion. Academic advisors provide all enrolled students with up-to-date [degree planning worksheets](#) prior to each registration period. Course syllabi provide information about student workload expectations in relation to a course's assigned credit hours and departmental presentations.

The College website is structured to provide prospective, new and continuing students with information required to make informed decisions about matriculating in their program of interest. From the home page, students may find information about the admission and application process, tuition and financial aid, degree options and graduation requirements, and available majors with model programs and course descriptions (see also, Standard Two). Program Learning Outcomes are found in both the digital College catalog and a printable PDF. The PDF copy of the catalog provides similar information.

In addition, the College posts an annual update of the [Student Handbook](#) on the College website. This publication presents a wide range of detailed student life and student academic policies and procedures. Upon matriculation, new students certify that they have received and reviewed the Student Handbook. The College's rich social media presence and hardcopy recruitment materials ([sample digitized versions of 2020 Fall recruitment](#)) further present each program's curricula.

STANDARD 1.C.5

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

Overall, the development of formalized assessment practices and use of assessment results to improve learning outcomes is in an emergent phase at Cornish, but the enthusiasm for this work is compelling. The focus on unsiloing institutional practices and processes, as well as turning over increased layers of governance to faculty, continues to be critical for supporting these endeavors.

ASSESSMENT OF TEACHING AND FACULTY TEACHING OBSERVATIONS

The response to recommendation 3 in the Preface discusses [peer](#) (sample faculty feedback) and [chair teaching observations](#). The overall faculty evaluation process supports evaluation of quality learning.

FACULTY/CHAIR SYLLABI AND CANVAS REVIEW

At the beginning of each semester, department chairs review all syllabi for courses to be offered during that term, providing feedback where appropriate and then archiving the documents. In many cases, chairs review drafts of syllabi and support instructors in adopting the norms and practices of the institution, as well as providing instruction in using the syllabus template effectively. The current faculty contract period makes review of syllabi in a timely manner challenging with much of this work continuing into the first week of each semester. This is under review in order to ensure that all faculty and chairs have time for a robust process of feedback and revision that will support student learning and success. This timeline will be reviewed by the Academic Council, Chairs Council and Faculty Senate starting Spring 2021.

With the mandated use of Canvas for Fall 2020 (with the necessary continuation of some online learning due to the pandemic), chairs also started reviewing Canvas sites for each course offered

in their department.

ONLINE COURSE EVALUATIONS

Online student course evaluations are administered approximately three weeks before the end of each semester and close to student input prior to the posting of final semester grades. Disaggregated and aggregated faculty course evaluation data is reviewed at the departmental level between chairs and faculty as needed and as a part of the annual faculty evaluation. They are used to support identification of needed curriculum, teaching, and or classroom management improvements and refine annual goals for the subsequent academic year.

Since implementation of a new online system via EvaluationKit in Spring 2019, course evaluation data has not been aggregated across departments or all academic programs. In Fall 2020 the Director of Institutional Research, Dean of Academic Services and Assistant Registrar for Operations and Systems began reviewing how best to support the aggregation and sharing of data more broadly. Decisions about which data to collect and review beyond the departmental level will engage the Provost's Office and Faculty Senate. Similarly, given low response rates in some courses or programs via this new system and overall low rates since the shift from a paper evaluation process (Spring 2019 - 40.73% response rate Fall 2019 - 36.24%, Spring 2020 - 8.23%, Fall 2020 - 29.29% response rate), discussion of this process is under review with a goal of determining how best to support student input on courses.

NEW FACULTY ORIENTATION AND ONBOARDING

Beginning in Fall 2019, a New Faculty Onboarding and Orientation session was launched by the Provost's Office and Human Resources in order to ensure that orientation to the College covered both academic expectations and support as a College employee. Previously, HR traditionally held an orientation for all new core faculty and instructors the week prior to each academic semester. Although there is variation each semester (August 2020 Schedule - [Orientation](#)), the sessions are facilitated and supported by the VPAA/Provost and Faculty Senate President, Director of Human Resources, the Writing Center and Library, Chief Equity Officer, the Dean of Student Life, and student success coaches. These sessions have been supplemented by the distribution of fact sheets covering such things as student accommodations, as well as unit or topic specific professional development sessions (e.g. Writing Center, Library, Academic Affairs Gathering) to support transition into the semester. In sum, these sessions support cultivating a community in which faculty play a central role in instructional improvements, directly supporting students and/or referring them to support structures, and ensuring continuing assessment of student learning.

ASSESSMENT OF STUDENT LEARNING OUTCOMES AND FACULTY DEVELOPMENT

Since 2015, faculty and instructors have been involved in a rolling cycle of professional development initiatives, both at the department and College level, to ensure understanding of outcomes-based assessment practices and enhance departmental work (see sample working documents for see [Art](#) and [Theater](#)). Professional development has focused on support of faculty in their responsibility for assessing student learning against the course outcomes stated in syllabi. Examples of this learning include departmental slide presentations ([Dance powerpoints](#)), a three-week Canvas course, and program schedules, Summer professional development sessions in [2019](#) and [2020](#)). This has dovetailed with ongoing review and faculty oversight of a standard syllabus template, launched Fall 2018 after development with the community via the Syllabus Template Committee in 2017-18. The syllabus template makes transparent to students the course learning outcomes, how those outcomes scaffold into the achievement of Program Level Outcomes, and how their learning will be assessed.

Additionally, for discussion of the role of College committees in supporting assessment of student learning and improving curricula please see 1.B.1 (College Assessment and Institutional Effectiveness Committee and Annual Program Reviews) and 1.B.2 (Curriculum Committee).

CANVAS (LMS) AND ONLINE LEARNING ENHANCEMENTS

Since 2017, the College has mandated the use of our learning management system, Canvas, for all courses. Initially, the minimum requirement for faculty was to ensure a copy of their syllabus was available on Canvas. See 1.B.1 for a fuller discussion of instructional technology and training.

The increased reliance on remote learning brought on by the pandemic coincided with initiatives already in place to make better and more consistent use of Canvas. Spring and Summer 2020 professional development on best practices in remote learning included modules of study on assessment as a facet of curriculum design (Link to Canvas course "Preparing"). Faculty worked in cross-disciplinary curriculum teams (e.g. Histories of the Arts, Integrative Learning, Global Learning, Writing Intensive) to provide support and encouragement in the creation of their online courses (sample work tasks and product). The online discussions amongst faculty demonstrate the beginnings of enhanced collaboration and sharing of practices in assessment. (Also see 1.B.1 Faculty Professional Development to Enhance Teaching Effectiveness, including evidence).

COLLEGE-WIDE ASSESSMENT AND THE ASSESSMENT & INSTITUTIONAL EFFECTIVENESS COMMITTEE

As a result of the 2016 Mid-Cycle Report, former Provost Star Rush, developed a Faculty Assessment Coordinator position (.5 faculty teaching load noted in the CBA) to support faculty development related to assessment of student learning. This position launched in Fall 2017 and led a committee of two faculty representatives from each department. In 2017-18 the group focused on a discussion of letter grading practices and the outcomes of the work were presented to Academic Council in Spring 2018.

In 2018-19, the Faculty Senate voted to incorporate this body into its committee structure. However, due to the need to revitalize the Senate through a restructure, (see Standard 1.B for discussion) as well as the reinstatement of the Associate Provost position within the Provost's Office with a focus on assessment and accreditation, the Senate requested that oversight of this committee be shifted to the Provost's Office and placed under the purview of the Associate Provost. With the Senate's support, the Associate Provost initiated the launch of the Assessment and Institutional Effectiveness Committee (AIEC) with a new charge.

The AIEC has newly empowered faculty to take ownership of processes for reviewing current practices for assessment of student learning and use of those insights to improve performance. A key component of weekly meetings is to support learning in best practices that can be taken back to regular departmental meetings by faculty and chairs. Following are key 2020-21 tasks for the AIEC begun in August 2020:

> » Implementation of a cross-disciplinary review of the 2019-20 Annual Program Reviews (launched by the Chairs Council in 2019 after review of practices at other arts colleges).
> » Review and approval of the 2020-21 program Assessment Plans.
> » Formal review and approval of the new Program Learning Outcomes developed as a result of the 2019-20 all-College curriculum revision.
> » Creation of an ILO subcommittee to identify new ILOs in addition to the 10 General Education Program ones (AIEC minutes).
> » Development of assessment timelines to support faculty involvement and ensure work done for such bodies as the Curriculum Committee enables deeper reviews of student learning and assessment.

Additional learning has focused on standards for accreditation, development of rubrics to support assessment, and identifying direct and indirect evidence that can be collected to analyze student learning.

CURRICULUM COMMITTEE & FACULTY OVERSIGHT OF ASSESSMENT

The College Curriculum Committee meets regularly during the academic year to approve,

discuss and sunset courses as appropriate, inclusive of review and approval of course learning outcomes. Its membership includes faculty representatives and chairs (currently classified as staff). Per the Faculty Senate Restructure Proposal discussed in Standard 1.B, it will be housed under the purview of the Senate beginning Fall 2021 so as to ensure faculty oversight of curriculum. In Spring 2021, this transition will begin with joint leadership shared between the Faculty Senate President and the Dean of Academic Services. Similarly, the Academic Affairs reorganization under review, also noted in Standard 1.B, would shift chairs to faculty status in recognition of their training, preparation and traditional teaching loads.

Recent College committees, task forces and initiatives since 2016 with significant faculty and/or chair membership or oversight have provided increased cross-college academic program oversight of instructional effectiveness and enhancements of student learning. These committees include:

> » General Education Task Force.
> » Schedule of Classes Task Force.
> » Chairs and Academic Council (minutes).
> » Syllabus Template Committee.
> » Writing Across the Curriculum Committee.
> » Curriculum Working Groups (e.g. Professional Practices, Histories of the Arts, Integrative Learning, First-Year Seminar).
> » Departmental working groups (facilitate faculty engagement and oversight at the program/major level.
> » Faculty Professional Development Programming.

ONGOING IMPROVEMENTS IN ASSESSMENT OF STUDENT LEARNING

The implementation of formal assessment of student learning processes, the collection of aggregate data on student learning, and the shift to outcomes-based curriculum development has required time and diligence. In this respect, it's been of paramount importance to assist faculty in understanding the value of assessment data and measurable outcomes and that arts education can be assessed in a standardized manner. The challenge of pinning down what constitutes achievement in the arts is not limited to Cornish, but it is exacerbated in an institution where: (1) the majority of faculty are all practicing artists and designers themselves, wherein they may have not experienced outcomes-based assessment in training or profession; (2) there has been a systemic lack of resources through which to provide consistent professional development on assessment of student learning within arts pedagogies; and (3) assessment has at times prioritized inputs (e.g. how hard a student is working) rather than a measurable outcome. However, the unexpected shift to remote learning for Spring 2020 required training in online curriculum design. Within this training, the College was able to focus on backward course design and outcomes-based design, which will have long-term benefits (see for example, faculty comments, Spring 2020 Canvas training).

STANDARD 1.C.6 ///////////////////////////

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

As a result of the continuing recommendations from evaluators after the College's Mid-Cycle report about the NWCC 2010 Standard 1.C.6, former Provost Star Rush launched the General Education Task Force in 2017. This task force was intended to shift the College towards the practice of outcomes-based curriculum development aligned with the College mission, development of measurable outcomes, and the ability to assess learning in the aggregate. With the launch of

the new General Education Program in Fall 2020, the College has implemented 10 new General Education Program, Institutional Learning Outcomes or core student competencies which are scaffolded across the requirements and all four years of the model program.

GENERAL EDUCATION PROGRAM – PROGRAM-LEVEL LEARNING OUTCOMES

Program-Level Learning Outcomes	Curriculum / Course
Effective Written Communication	● First-Year Writing Curriculum (year-long) ● Writing Intensive Requirement ● Professional Practice in the Arts
Effective Oral Communication	● Professional Practice in the Arts
Information Literacy	● First-Year Writing Curriculum (year-long)
Critical Thinking	● First-Year Liberal Arts Seminar
Effective Reading	● First-Year Liberal Arts Seminar
Critique Practice / Peer Review Practice	● Professional Practice in the Arts
Historical Methodology	Breadth of Learning Requirement - Histories of the Arts
Global Learning	Breadth of Learning Requirement - Global Learning
Integrative Learning	Breadth of Learning Requirement - Integrative Learning
Scientific Reasoning	Breadth of Learning Requirement - Biological/Physical Science

These outcomes built upon the prior General Education Program outcomes for which formal assessment in the aggregate began in Fall 2018.

Program Learning Outcome	Curriculum
Effective written communication	Writing & Analysis and upper-division writing courses
Critical Thinking	First-Year Seminar
Effective reading	Upper-division humanities courses
Scientific Reasoning	Upper-division science courses (transition to Problem Solving and Logic, Fall 2019)
Social Scientific Inquiry	Upper-division social science courses

See the Preface for further discussion and evidence regarding the General Education Task Force and the new General Education Program.

With this new curriculum, outcomes reside in both in-major and out-of-major courses and have provided the opportunity to engage in cross-disciplinary conversations about common expectations for student achievement, standardized rubrics, and how to deliver instruction related to each outcome. In the absence of a formal annual program review process until 2019, data for these outcomes was shared with faculty and chairs at such meetings as Academic Council, Chairs Council, and Curriculum Committee. As noted above, an ILO AIEC subcommittee is reviewing additional ILOs related to common disciplinary outcomes.

Additional information related to assessment and formalization of ILOs is discussed in Standard 1.B.

STANDARD 1.C.7

The institution uses the results of its assessment efforts to inform academic and learning- support planning and practices to continuously improve student learning outcomes.

STUDENT LEARNING AND ACADEMIC PLANNING AND REVIEW

Use of student learning assessment data is shifting from an emergent to a developed phase within academic programs. As noted in previous substandards, the College has engaged in a wide range of efforts since 2016 to create measurable and assessable program and course-level learning outcomes and outcome-based curriculum; this work is critical to effectively assessing student learning and achievement from a non-anecdotal perspective. Similarly, these efforts have made it possible to move toward cross-disciplinary faculty work in the Assessment and Institutional Effectiveness Committee (see 1.B) and curriculum working groups, which review curriculum with a focus on student learning and success.

As outlined in Standard 1.B, the College engages in multiple assessment and planning processes overall to support student learning and success and overall mission fulfilment. These include:

- » Student support scans (e.g. Financial Aid, Counseling, Academic Concerns).
- » Policy reviews and revision.
- » Academic standards reviews.
- » Regional and discipline-specific accreditation.
- » Annual program reviews.
- » Faculty professional development programming.
- » Strategic planning.
- » Strategic enrollment management.
- » Student degree audits.
- » Review of Withdrawals/D/Fs.
- » Task forces.
- » Syllabus Template Committee (2017-2018).
- » The General Education Task Force (2017-2020).
- » Schedule of Classes Task Force (2018-2020).
- » First-year Programs Committee (2019).
- » President's Task Force on Institutional Equity.
- » The President's Anti-Racism Roundtable Task Force (see 1.B.3 for Charge).
- » Facilities Master Planning.
- » Annual Budgeting.

Some of these practices are emergent while others have undergone revision in recent years as the College has sought to unsilo its practices and make the results of assessment and evaluation more available to the broader campus community. For example, starting in 2017 the Enrollment and Student Affairs division began regularly building and sharing aggregated student data in order to improve student success. Similarly, the pilot annual Institutional Effectiveness Report

will support the wide availability of results from across the College; this pilot will launch in 2020-21 (see 1.B for further discussion).

Faculty professional development, teaching, and curriculum modifications are implemented in response to both aggregated data and community discussion on teaching and holistic support of student learning. Changes implemented include:

- » Increased use of instructional technology to deliver content.
- » Transition from a student mid-semester progress assessment to an early intervention Academic Concern Report process (2017).
- » Revision of College curriculum to enhance transfer student mobility and success
- » Pilot online curriculum (beginning 2016) to support student access.
- » Development of course rubrics to ensure standardized and equitable assessment of student learning.
- » Development of a syllabus and Canvas template.
- » Review of all course credit hours.
- » Reduction of College curriculum from 126 to 120 credit hours (2016-17)
- » Development of outcomes-based curriculum.
- » Development of interdisciplinary learning opportunities first through the launch of Creative Corridor in 2016 and then with the 2019-20 all-College curriculum revision.
- » Launch of formal assessment committees.

STUDENT LEARNING, ASSESSMENT, AND LEARNING SUPPORT SERVICES

Learning support services at Cornish use internal assessment processes to gauge use and effectiveness. As the College continues to integrate departments and develop campus wide assessment, learning support services will have an opportunity to improve integration and collaboration with academic departments.

LIBRARY

The Cornish Library provides support to students, faculty, and staff across all departments through the digital and analog collection, information literacy instruction, access to reference librarians, and by providing a quiet workspace appropriately equipped with computers and printers. All aspects of the Library's work is documented in the Annual Library Report (all reports can be found on the Academic Programs & Student Learning page of the Consumer Information site).

The collection is developed in collaboration with faculty via Library liaisons from each department working with subject-specific librarians. The selection of databases and publications are also done in close consultation with faculty to ensure the curriculum is fully supported.

The librarians provide information literacy instruction in all first-year students' general education courses and then provide subject-specific instruction and support throughout the following years. Subject-specific support is conducted via online and in-person instruction, as well as through online research guides which are created for specific courses upon request.

Reference librarians are also available to work with students individually both via drop-in and appointment. This includes assignment-driven research, personal research, and inspiration searching. Librarians are well-prepared to support students as they each have degrees in the arts in addition to their MLIS degrees.

Outreach efforts include referrals from faculty and staff, course assignments requiring students to work directly with a librarian, social media posts, in-class Library workshops, and the student newsletter.

Student satisfaction and student learning are the focus of all Library initiatives. Assessment metrics demonstrate high levels of satisfaction and success in information literacy instruction. The Library consistently ranks high with each iteration of the Student Satisfaction Inventory.

For example, in the 2019 Student Satisfaction Inventory, the Library was ranked #1 and #2 in the Highest Satisfaction Ratings:

Rank	Highest Satisfaction Ratings
1	Library staff are helpful and approachable.
2	Library resources and services are adequate

The Library's first-year instruction assessment shows that students are consistently improving their information literacy skills:

2015	93% improved understanding of the value of analyzing multiple perspectives, identifyi bias, etc.
2016	89% improved their understanding of the value of analyzing multiple perspectives, identifying bias, etc.
2017	83.66% improved their understanding of the value of analyzing multiple perspectives, identifying bias, etc.
2018	97% improved their understanding of the value of analyzing multiple perspectives, identifying bias, etc.

In 2019-2020 the Library used the product Credo for information literacy instruction, and while the instruction component worked well, the data gathering component did not. The Library has since moved to using a more qualitative approach to assessment.

The Library also provides information literacy instruction in courses beyond the First-Year Program and surveys students about their usefulness. For example, students in a 2017 section of "Parallel Narratives" offered by the Design department, offered the following responses to the question "What did you find useful about the recent Library session?"

- » "The alternative resources and new materials that came from the librarians."
- » "It helped me figure out what resources are available to me when I do my research."
- » "Finding deeper and varied information on our subjects."
- » "There was another person to help research."

WRITING CENTER

The Cornish Writing Center is part of learning support services and offers tutoring in writing to students across all programs. Learning outcomes for the service are published externally on the Writing Center page of the Cornish website and internally on the service's Canvas page.

To ensure equitable and easy access to resources, the Writing Center offers both live face-to-face consultations and asynchronous video feedback during the academic year. Live consultations are available Monday through Friday and video feedback seven days a week. The main location in Main Campus Center is located next door to the Library and offers open workspaces, printing, and computer access.

Since the last accreditation cycle, the Writing Center has made the following improvements:

- » Increased total volume of usage with a steady upward trend, with the exception of 2019-2020, where usage dropped in the end of Spring semester due to the onset of the pandemic.

Total Usage Patterns over 5 Years
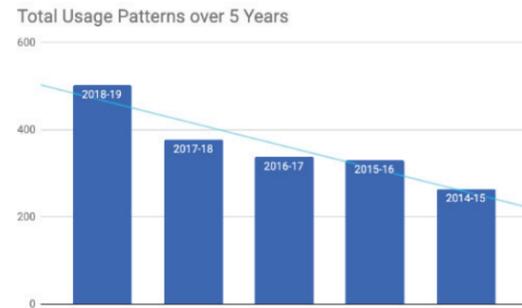
» Added online asynchronous tutoring which accounts for 50% of tutorials and has increased overall usage.
» Increased access by extending online asynchronous tutoring to seven days a week.
» Increased usage of the Writing Center by first-year students from 30% of total usage in 2016-17 to a high of 59.6% of total usage in 2018-19
» Increased the staff of peer tutors from five to six.
» Launched a satellite location at the Kerry Hall building designed to improve Dance and Music students' access to face-to-face tutoring.
» Added live video consultations via Zoom; this was added due to pandemic restrictions but will be continued when face-to-face tutoring resumes.
» Moved reporting of the Writing Center from the Humanities and Sciences department to the Provost's office which created a separate Writing Center budget, ensuring access to consistent funds necessary for operations.

The effectiveness of initiatives is tracked via multiple means of assessment including usage rates disaggregated by demographics, feedback from faculty, and Writing Center tutorial exit surveys. These metrics are tracked longitudinally and used to design improvements to services and dir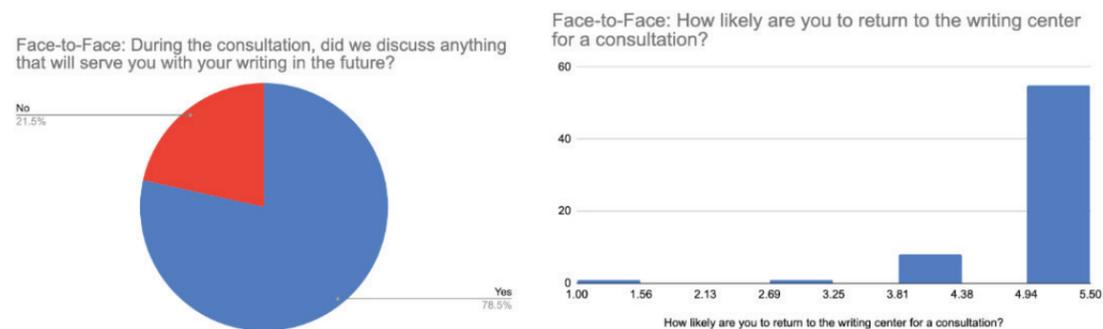ect outreach initiatives such as those named above. Data and improvements are described and analyzed by the director each year in the annual report.

Exit surveys inquire about things such as a user's likelihood to return, the perceived usefulness of the tutorial, and whether the writer perceives transferable learning occurred during the tutorial. Exit survey responses are consistently high, seen in these charts from the 2019-20 annual report.

Face-to-Face: During the consultation, did we discuss anything that will serve you with your writing in the future?

Face-to-Face: How likely are you to return to the writing center for a consultation?

How likely are you to return to the writing center for a consultation?

Student usage is both self-initiated and initiated by program, especially in first-year writing. HS 111 and 112 include a learning outcome about familiarity with the Writing Center and usage is incentivized via course credit to introduce all first-year students to Writing Center services.

The Writing Center director offers workshops in courses across the College, though this is an identified area for improvement especially in the 3rd and 4th years of the curriculum; workshops are largely driven by individual instructor requests rather than embedded systematically within the curriculum. Please see the 2018-19 and 2019-2020 Writing Center annual reports for discussion of how upperclass student usage is correlated with ties to curriculum and faculty. The recently adopted Writing Intensive designation and requirement within the General Education Program offers an opportunity to build more regular, curricular-driven Writing Center collaborations across departments, part of the 2020-21 Writing Center goals.

At this time, students learn of the Writing Center via the following means:

» First-year and transfer student orientations.
» Referrals by advisors, student success coaches, faculty, and department chairs.
» All syllabi include information about the Writing Center and the Writing Center has a resources page on the LMS, Canvas, which instructors are encouraged to link within their courses.

As the Writing Center services are developed to support writers of all levels, backgrounds, and abilities, growth opportunities exist in encouraging faculty and staff referrals of students for varying types of need, not exclusively remediation or basic skill development. This need is being addressed through faculty development and outreach by the director. Writing Intensive courses will create increased opportunities for students to integrate the service into their writing processes.

OFFICE OF STUDENT LIFE

The Office of Student Life introduces all new students to learning and student support services during new student orientation. New student orientation programming consists of online training courses, including a new student orientation Canvas course, as well as in-person programming to build on the information presented in the online training courses. Learning outcomes have been developed for new student orientation programming (see Standard 1.D.1).

Student success coaches provide proactive, intensive, and personalized support to students by referring and connecting students to resources, working with students to develop realistic goals that will contribute to academic and personal success in college, and planning and facilitating academic support and programming. student success coaches also work with students seeking accommodations for qualified conditions under the ADA and Section 504. Students self-initiate a request for services. Referrals are also made by faculty and staff, including academic advisors and librarians. Learning outcomes for these support services are not yet developed.

Faculty members refer students for support and are encouraged to complete an Academic Concerns Report to document whenever a student is experiencing difficulties or encountering obstacles that may impact the student's ability to succeed in the course. Faculty provide the first level of outreach and intervention for students when they may be struggling academically and use the Academic Concern Report to ensure they receive additional support as needed. Both the Department Chair and the student success coach for the student are notified when a report form is submitted and will intervene and provide additional support as appropriate.

Faculty may also refer students for support via the Student of Concern report. This form is used to report personal, emotional, or behavioral concerns that faculty and staff become aware of and may require additional support services or resources. Examples include, but are not limited to: the student is experiencing a personal hardship; the student appears to be in emotional distress; or there is a sudden change in appearance or performance. The student success coach and the Dean of Student Affairs are notified when these report forms are submitted and intervene with additional support and connections to other resources as necessary. (See sample monthly ACR and SCR data).

Also see 2.G Student Support Resources for additional discussion.

STANDARD 1.C.8

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

The Cornish transfer-of-credit policy details the requirements for transfers to the College from other institutions and internal transfer between programs within the College. Transfer credits are accepted to fulfill comparable degree requirements in majors and in general education courses. Accepted credits are applied to ensure that year placement and the projected date of graduation are synchronized. The College informs students and the public about transfer-of-credit policies through the Cornish College of the Arts website and the Student Handbook.

Transfer credit is accepted from regionally accredited colleges and universities for courses in which students have attained a grade of C or better, or have achieved the minimum required test score (transfer/nontraditional Credits section). This includes Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Board exams (CLEP), department placement examinations (e.g. Music Theory Placement Exams), Credit By Examination (CBE), and Prior Learning Experience (PLE).

Courses transferred from other institutions are evaluated in the Registration and Records Office by the Assistant Registrar/Transfer Credit Evaluator. Transfer credit is awarded based on College policy as well as degree and in-major requirements. The Assistant Registrar consults with faculty as needed to ensure that transfer awards meet in-major requirements and general education transfer equivalence. In order to remain current with best practices in the field, staff members responsible for managing the transfer-of-credit policies refer to other institutions' policies, course descriptions, course syllabi, and other published materials.

1. Transfer awards go through a multi-step process:
   » An initial evaluation of the academic transcript to determine that:
      ◊ The minimum transfer grade has been achieved.
      ◊ The transfer credit has been awarded by an institution holding regional accreditation standing.
      ◊ The ourses are equivalent to the student's placement level in the degree program (first-year, second-year, or third-year).
      ◊ The courses are recorded on an official academic, AP, IB, or CLEP transcript.
2. Program placement decisions are determined by the department by audition or portfolio review and by review of transfer credits The final review of the transfer credit happens once the department chair or select departmental faculty have identified comparable courses as eligible for transfer. Students are notified by the Registration and Records Office of their class placement and acceptance of transfer credits.
3. The Assistant Registrar/Transfer Credit Evaluator creates an advising template for all admitted students with transfer credits, noting which transfer credits apply to which Cornish courses. The advising template also indicates the projected date of graduation.
4. If admitted students have questions, they may request a secondary review, which is completed by the Registrar and Dean of Academic Services. The admitted student is subsequently advised as to whether the award has been revised or upheld.
5. Credits awarded are applied to the student's academic record. Credits applied toward degrees are noted on the student's academic transcript, however, transfer grades are not recorded there.

Cornish College of the Arts participates in the Inter-College Relations Commission (ICRC) Transfer Articulation Agreement among two- and four-year Washington institutions. In accordance with the ICRC Transfer Articulation Agreement, Cornish awards 30 credits of general education requirements to applicants who have completed an Associate of Arts and Sciences degree or a Bachelor of Arts degree at a college participating in the Direct Transfer Agreement. This constitutes the complete general education requirement, with the exception of the history-in-major, second-year professional practice course, and writing-intensive requirement.

INCREASING TRANSFER STUDENT ACCESS AND TRACKING IMPROVEMENTS

As noted in prior sections, curriculum review, revision, and development of new programs since 2017 has created an opportunity to review transfer of credits and support transfer mobility. The College has traditionally had low rates of transfer students given the challenges of starting in the Spring semester and/or joining after the first year. Listed below are measures taken during curriculum development and review to ensure academic quality, rigor, and content, while also increasing transferability.

» Review of restrictive course sequencing as part of the overall all-major curriculum review (launched Fall 2020).
» Increased opportunities to transfer in elective credits by expanding parameters of approved electives within each major.
» Increased opportunity for transfer credits by creating more open electives in a major and outside of the majors.
» Ensuring new programs create more pathways to the College within the visual and performing arts.
» Evaluating transfer courses to apply to multiple courses across College curriculum. This is a change from prior policy which had focused on accepting courses with an exact curricular "match."
» Revising policy to accept more first-year general education requirements. Prior to the 2019 curriculum revision, College policy prevented the transfer of certain first-year general education requirements thereby requiring first-year transfer students to take a class at the College that had been successfully completed elsewhere.
» Evaluating prerequisites to determine if the requirement supported student learning or inhibited student progress, and in some cases eliminated the prerequisites to increase student access and success.
» Reviewing course titling to ensure course description and title alignment to support transferability out of Cornish; titles created for the 2014 curriculum review were unspecified and not easily understood by outside parties which made the transfer of certain courses to outside colleges challenging for some students.

The College will continue to monitor transfer student numbers by major relative to total student population, transfer student success and achievement, and degree progress audits.

STANDARD 1.D.1

Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

ADMISSION

Pursuant to its mission and support of arts-based baccalaureate education, Cornish recruits students who are interested in a professional degree, previously exclusively a Bachelor of Fine Arts or Bachelor of Music, in pursuit of their career goals and artistic endeavors. Starting in Fall 2021, the College will begin offering BA (DTA) degrees in Dance, Music, Studio Art, and Performance Production to better serve transfer students (discussed further in Standard 1.C). Applicants demonstrate a skill and experience level in their chosen art form that enables them to begin coursework as a first-time or transfer student at Cornish. To do so, the College has created new degree pathways for transfer students wherein students primarily enroll in arts curriculum. The College can now formalize advising pathways and create formal and informal transfer agreements that enable students to transfer directly from community colleges.

Because Cornish offers professional degrees in the visual and performing arts, recruitment strategies include identifying students who have experience in their art form and are looking for an immersive experience. This includes more applied, technique, and experiential learning courses than would otherwise be offered in a degree with a majority liberal arts component, such as a Bachelor of Arts. Cornish therefore maintains professional affiliations with the following:

- » National Portfolio Day Association.
- » Association of Independent Colleges of Art and Design.
- » National Association of College Admission Counselors (performing and visual arts).
- » Unified Theater Auditions.

In addition, representatives attend numerous recruitment events hosted by professional music and dance organizations, magnet arts programs, and independent arts high schools around the country.

Application review consists of an artistic review, an academic review, and a composite final review. These three separate reads use a numeric (quantitative) score ranking on a variety of relevant criteria, but also include a narrative (qualitative) assessment. Using both qualitative and quantitative approaches helps ensure that the College is considering equity of access to educational opportunities and not comparing advantaged applicants against disadvantaged applicants. For entry into the visual arts Foundation program, trained admission counselors review both the artistic and academic portions of the application, consulting with faculty on special cases. For performing arts as well as transfer students in visual arts, Cornish faculty provide the artistic evaluation by reviewing an audition or portfolio review. The audition may

include an interview with the student to determine their educational goals. The composite final review is conducted by the Director of Admission after reviewing all aspects of the application. In the case of a dispute regarding the admission placement of an individual, the Vice President of Enrollment and Student Affairs will conduct a fourth read of the application and render a final decision.

Cornish maintains personal relationships with arts teachers and guidance counselors in high schools, hosts regional and on-campus performance auditions, and runs a series of on-campus artistic events as part of itts recruitment strategy. With regard to digital recruitment, Cornish drives prospective students to the website through paid advertisements, search and outreach, email and text campaigns, and optimizing organic search presence. The goal of recruitment marketing is to give students an overview of the type of education they would receive at Cornish and help them determine whether Cornish is a match before they apply.

For students who are unsure if Cornish is the right college for them, Cornish offers free portfolio review consultations with trained admission counselors. Admission staff are required to have degrees in either the performing arts or visual arts, so that they may speak to the unique aspects of the work applicants present. Applicants have access to both in-person and virtual auditions, reducing the financial burden of travel for students. Cornish offers application fee waivers for students in need and requires only a note from a guidance counselor or teacher to acquire a waiver. The College also offers free financial aid and budget counseling for all applicants prior to an admission decision being rendered.

Upon admission to a degree program at Cornish, applicants are invited to prepare for their college experience in multiple ways. They may set online or in-person appointments with Cornish faculty, academic advisors, student success coaches, and housing representatives. Prospective and admitted students are encouraged to attend an Admitted Student Day, held each Spring semester. At these events, they may view theater performances, visual arts showcases, dance performances, or music concert events. They may also attend classes, meet with a transfer advisor, and have a meeting with a department chair. In addition, they learn about the General Education Program and student support resources such as the Writing Center and Library and take a financial aid counseling session to lay out a four year plan for financing their degree.

CONTINUED SUPPORT AFTER ADMISSION

Support continues after a student has begun matriculating at Cornish. With the assistance of an integrated admission CRM and SIS implemented in 2017-18, Cornish has been able to track early warning indicators and capture student demographic information that will help to inform academic programs and student affairs. The College can track whether students are succeeding from particular school districts, arts programs, socioeconomic backgrounds, etc. The financial aid office can also monitor whether financial aid packages are meeting the needs of students as they might encounter unexpected events during their degree.

Academic advising (job description and policy) is a critical component of student support at Cornish. Each student is assigned to a major-specific Academic Advisor who works in close consultation with the Dean of Academic Services and Registrar and department chairs. The academic advising calendar is designed to ensure that students meet with advisors on a regular basis and at critical junctures during their programs to support short and long-term educational goals. Academic advisors meet with students to review degree requirements, including course selection, course requirements and prerequisites, appropriate course sequencing, registration, and to support timely progress towards degree completion.

NEW AND TRANSFER STUDENT ORIENTATION

The mission of the New Student Orientation program at Cornish is to support student success and the development of the whole person by preparing students for their academic responsibilities, integrating them into the social and cultural life of the College, and clearly articulating the values held by the campus community.

The published CAS Standards for Orientation Programs have been a guideline for developing

a program with specific student learning and development outcomes that focus on knowledge acquisition and application, intrapersonal development, interpersonal competence, civic engagement, and practical competence. The program at Cornish College of the Arts focuses on four primary learning objectives in developing learning outcomes for the activities offered throughout the new student orientation experience: knowledge of College policies and procedures, knowledge of academic and social responsibilities, academic growth and development, and personal growth and development.

In-person activities during new student orientation, led by trained orientation leaders (see sample training modules), focus on navigating the campus environment and on-campus support resources, along with building skills in time management, goal-setting, resiliency, and bystander intervention.

As of June 2020, Cornish partners with Get Inclusive to provide online training that introduces students to the concepts of salient identities and inclusion, alcohol and other drugs, consent and sexual violence, and hazing and bullying.

Since 2015, the new student orientation program has continued to expand beyond a week of programming prior to the start of the semester. The program now offers intentional support before the student arrives on campus throughout the Summer and throughout the first semester.

The complete student orientation and transition experience follows this timeline:

May-August:
» Students meet with academic advisors for registration and advising.
» Students meet with student success coaches to discuss goals and get to know resources on campus.

July:
» Students receive online training materials from Get Inclusive.

August:
» Students receive access to the new student orientation course in Canvas.

August/September:
» Students participate in a week of new student orientation activities with faculty, staff and administration.
» Each student is assigned to a small group with an orientation leader. Groups meet throughout the week and attend sessions with one another.
» First-generation college students and transfer students have specific programming options to meet their particular needs.

September-December:
» Orientation leaders check in with students from their small group twice in weeks three and 10.
» Orientation leaders host an activity with their small group at some point during the semester.
» Student success coaches and academic advisors also have regular contact points with students throughout the semester.

All incoming students receive the same online training materials and access to the Canvas course. There are six modules for students to complete and each module ends with a short quiz to assess learning and to promote engagement. Module topics are: Values & Expectations, Life on Campus, Campus Safety & Security, Academic & Student Support Resources, Involvement on Campus, Next Steps on Campus. The Canvas course was introduced in Fall 2019 and Student Affairs continually rebuilds it to create a robust, yet low-stakes, learning experience for the students. For example, in Fall 2020, asynchronous discussion with students' small groups and orientation leaders was integrated into the experience. Preparations are underway to add video content for the Fall 2021. The online Canvas orientation was discussed in depth with faculty in Spring 2020 in order to improve understanding of the depth and breadth of student orientation

at Cornish and support their curricular and departmental planning work.

All incoming students are expected to participate in new student orientation activities. Only a small group of students begin their programs in the Spring semester; they receive access to the Canvas course and a one-day new student orientation prior to the start of the Spring semester. Attendance and participation are tracked for all orientations. New student orientation planning efforts are led by the Office of Student Life in partnership with departments and units across the campus.

NEW STUDENT ORIENTATION EVALUATION DATA (2018, 2019, 2020)

After participating in new student orientation activities, students are sent a survey to assess the effectiveness of the program in meeting the learning objectives and collect general feedback about satisfaction with the program. This student feedback is consistently used to make improvements to the program.

Consistently, the majority of students report that they "strongly agree" or "agree" with the following statements:

» I am confident in my ability to identify and locate student support services and personnel.
» I understand my academic and social responsibilities as a member of the Cornish community.
» New student orientation provided me with opportunities to connect with other students.
» New student orientation provided me with opportunities to connect with faculty and support staff.
» The Canvas new student orientation course provided me with relevant information that helped me get familiar with College resources.
» My Orientation Leader was informed and able to answer my questions.
» My Orientation Leader was welcoming and inclusive towards me and the other members of my orientation group.
» I would feel comfortable approaching my Orientation Leader when I see them on campus.

CROSS-COLLEGE ENGAGEMENT IN ORIENTATION

Work to engage the full campus community in orientation and co-curriculum is ongoing. During Spring 2019, the Dean of Student Affairs convened a First-year Programs Committee inclusive of faculty and staff across the College. The purpose of the First-year Programs Committee was to continue the work of developing and implementing co-curricular orientation, transition, and retention strategies to support students from the time they are admitted through the beginning of their second year of studies. The committee was meant to meet throughout the academic year to assess and coordinate the new student orientation program and to develop new initiatives to engage our new students. Committee members were to participate in the review of current co-curricular programs, the generation of new ideas and strategies, and the implementation of new initiatives. However, the goal of continuing to meet did not materialize due to shifting priorities at the College and challenges with bringing all the relevant stakeholders together. The Office of Student Life has continued to lead these efforts, however, and bring in additional personnel from across the College as often as possible.

The College continues to focus on intentionally building more opportunities for faculty engagement with students during new student orientation. Progress has been made each year, but efforts have traditionally been challenged by the time constraints created by the faculty Collective Bargaining Agreement (faculty return two weeks and one week before Fall and Spring semester, respectively), competing faculty development, and preparation tasks that can only happen in the week immediately prior to the start of the academic year. Despite these challenges, Student Affairs continues to find ways to connect during new student orientation through conversation with the Provost's Office. The Dean of Student Affairs meets on a bi-monthly basis with the VPAA/Provost and Associate Provost to address student learning and success with larger conversations

regularly added to Academic Council, Chairs Council and Cornish College Council for fuller discussion. Similarly, smaller working groups and committees are formed as needed to support improvements.

STANDARD 1.D.2

Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and post graduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

FIVE-YEAR GRADUATION, PERSISTENCE, & RETENTION DATA (DISAGGREGATED)

STUDENT ACHIEVEMENT INDICATORS

Cornish widely shares data related to student achievement (persistence, completion, retention, etc.) on its website and links to its IPEDS page. In Spring 2020, a Five-Year Demographic Study of 2015-2020 (Fall 2015 - Spring 2019) was disaggregated, analyzed and shared with the community via faculty/staff email communication and Academic Affairs discussions. This report built upon past efforts related to the identification and closure of equity gaps across the College. This report highlights a range of key findings on equity gaps based on race, gender and socioeconomic status (Pell eligibility), and first-generation status. Student accommodations, housing status (resident v. non-resident), and transfer students were identified as additional and meaningful institutional indicators at this time given the possibility of tracking statistically significant numbers and current College data tracking systems. These initial additional indicators were collaboratively identified by the Provost's Office, Chief Equity Officer, Dean of Student Affairs, IT director, Vice President of Enrollment and Student Affairs, and Dean of Academic Services in January 2020. The demographic study also ensured active and more formalized attention to the new 2020 NWCCU Standards.

Prior years' reviews of disaggregated data led to an increased College commitment to first-year student success in order to close equity gaps. Adding the positions of student success coaches and academic advisors created more points of contact and support for all students, and particularly first-year students. Similarly, creation of a common first-year writing requirement for performing and visual arts students provides better transitional and academic skill building support at a critical point. Further, the 2019-20 all-majors revision provided an opportunity for each major to re-examine first-year learning.

Rather than benchmarking itself to regional institutions, which do not really exist within NWCCU constituency, Cornish now reviews IPEDS at 20 institutions across the country. This practice has allowed for college-wide benchmarking, review of the arts college landscape writ large, and review of competition from public colleges (e.g. Cornish Competitive Landscape presentation). This process was started in the Enrollment division and is in its initial stages, as benchmarking practices are historically inconsistent at the College.

Going forward at the program level, the College will be identifying specific programs within institutions for correlative comparison at the peer and program review level. In consultation with the VP of Enrollment and Student Affairs and VPAA/Provost, faculty and chairs will identify and confirm their top five competitors, against which they wish to benchmark for the purposes of multi-year program review (see Standard 1.C.5). This process is needed in order to demonstrate full compliance with the NWCCU standard and will support College assessment work and monitoring of institutional effectiveness.

PROMOTING EQUITABLE OUTCOMES

Disaggregated student achievement data has led to critical changes and initiatives at the College to support and promote more equitable student achievement. Below are some highlights of these changes which are discussed in greater detail throughout this report:

» Student Emergency Fund.
» Nellie's Closet.
» Nellie Care: 24-hr medical and mental health TeleHealth for students via Timely MD.
» Creation of professional Academic Advising positions and student success coach positions.
» Creation of an Office of Institutional Equity.
» Faculty Development programming focused on such things as universal instructional design, culturally relevant curriculum, and rubric design to support standardized assessment.
» Increased support for first-year students and students in transition.

STUDENT EMERGENCY FUND

In January 2020, a Student Emergency Fund was launched to help students with their essential bills such as rent, food, medical care, etc. The fund was launched to provide micro-grants to students and be proactive in addressing unexpected expenses that might derail a student's ability to complete coursework in a specific term. In Spring 2020, 128 students received grants.

COVID-19 AID

The ongoing micro-grant emergency fund was complemented by targeted initiatives to address circumstances created by the pandemic. In Spring 2020, students received funds via the CARES Act. In August 2020, President Raymond Tymas-Jones raised funds for a newly created COVID Aid Grant Campaign program. Fundraising lasted for four weeks to assist enrolled students to meet funding gaps for the Fall. Over $100,000 was raised and 19 students received aid. Assistance supported students with medical bills or regular expenses they could not meet due to pandemic-induced loss of income. The fund was reopened during Giving Tuesday in December 2020.

NELLIE'S CLOSET & ADDRESSING FOOD INSECURITY

Nellie's Closet is a student support program which provides grab-and-go health and wellness items and non-perishable food. Funds for this program come from a restricted fund at the College. Students log the date they come in to acquire items and the number of items they take each visit. Nellie's Closet does not collect student names, however tracking indicates that the pantries (housed at Kerry Hall and Cornish Commons) are replenished every one to two weeks. With the pivot to remote learning due to the pandemic, the Office of Student Life has had to create a process to offer support to students in need virtually.

At the end of the year, students can donate to Nellie's Closet any unused meal plan funds up to $5,000. Nellie's Closet partners with Financial aid to confidentially place funds on students' meal plans when they are struggling with food insecurity. This process enables students to access Cafe offerings without having to publicly disclose their situation.

POSTGRADUATE SUCCESS:
IMPROVING UNDERSTANDING OF ALUMNI SUCCESS

ALUMNI RELATIONS

Cornish's definition of alumni includes all graduates and former students who have spent at least one semester enrolled in an undergrad program and are in good standing with the College. Cornish strives to engage, promote, and support alumni as essential stakeholders

in the College. Engaging alumni and supporting them in their long-term success is one of the College's primary goals with alumni relations.

To support those goals, the College added a new Director of Alumni Relations position to the Office of Alumni to perform the following:

» Oversee all activities and relationships with Cornish alumni.
» Develop and manage engagement and fundraising programs.
» Focus on increasing the number of alumni actively connected with the College.
» Connect with current students to make them aware of alumni benefits.

In addition, the Alumni Relations director takes a data-driven approach by overseeing the record keeping of alumni information and ensures it is secure and up to date, tracks the alumni fundraising programs and events, and monitors the performance of alumni relations and fundraising programs.

To realize these goals, in the Fall of 2020 the Office of Alumni Relations launched a series of new initiatives including a webpage dedicated to alumni, a bi-annual e-newsletter, and a survey to help track the post graduation paths of alumni. These new initiatives will not only improve engagement with the alumni community, but will also provide more accurate and consistent data. Other avenues of continued connection with alumni include social and professional platforms (LinkedIn and Facebook) and partnering with faculty and departments who are integral in maintaining meaningful relationships with alumni.

The alumni survey's primary method of delivery will continue to be through email, followed by social media posts, and a consistent feature on the new webpage. Disaggregated data from the survey is being collected in a spreadsheet and then entered into the main CRM system in advancement, Raiser's Edge.

Desired outcomes of new initiatives:

» Improve the accuracy of alumni data (updated contact, post-graduation path, etc).
» Develop a two-way communication between the College and alumni.
» Alumni find engagement opportunities via the alumni website and newsletter.
» Young alumni have a support system as they enter their professional career.

Metrics for evaluating new initiatives:

» Number of alumni creating a profile on the new site.
» Number of alumni actively networking on the new site.
» Number of survey responses.
» Number of new alumni participating in alumni social networking pages (LinkedIn, Facebook).
» Comparison from year one to following years in number of alumni profiles created.
» Tracking of alumni opening and clicking on the e-newsletter.

NEW ALUMNI PROGRAMS

In the Fall of 2020, Alumni Relations launched the first official Alumni Mentorship Program geared towards current students and recent graduates seeking career networking and guidance opportunities. The mentorship program is a year-long program with mentors and mentees meeting virtually for the duration of the academic year. In the Spring of 2021, Alumni Relations will launch the first day-long Virtual Career Day for new alumni to gain skills in interviewing and job seeking during the pandemic.

Desired Outcomes of new programs:

» Alumni careers are enhanced and engagement increased through connecting with more seasoned professionals in their industry.

» Alumni have access to resources to enhance their careers through networking.
» Alumni have access to life enhancing topics.
» Metrics to evaluate new programs.
» Track number of alumni participating and establish baselines.
» Track number of students participating.
» Conduct exit surveys to gauge immediate feedback on the programs.

ALUMNI DATA COLLECTION

The Office of Registration and Records shares information on the graduating class with the Advancement Department upon graduation. Alumni are then entered into the Advancement Department's CRM database, Raiser's Edge. Best practices are followed around alumni data security and confidentiality. Alumni relations invites academic departments to share all their alumni engagements, from invitations on campus, to email exchanges, and all other alumni related business. Ongoing goals includes entralizing and streamlining data collection while continuing to improve its accuracy.

STANDARD 1.D.3

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

As part of the institution's ongoing strategic efforts of improving data reporting, disaggregation and equity, a new Office of Institutional Research was created in Summer 2020 to refine prior College staffing and oversight of this need (an institutional research support position was first created in 2018 and, as discussed in the 2016 Mid-Cycle Report, this is a distributed responsibility). This office will engage in regular, methodical analysis of key indicators as well as identify new areas of focus while making that information available to constituents at the College in a digestible format.

Cornish participates in reporting which communicates metrics such as graduation rates and total enrollment and makes this information available via NCES. However, data is otherwise not broadly distributed in a consistent manner. In recent years, disaggregated metrics are compiled on a case-by-case basis to inform decisions referred to in section 1.B, or as requested by particular committees or departments.

The institution is currently engaged in the process of identifying what key indicators, beyond the standard metrics defined by NWCCU, should be tracked and which peer institutions to benchmark against (see 1.D.2 above). The College will then determine how to effectively utilize them to support diversity and equity and identify key populations of students requiring additional support. Broad availability of this information will better enable the College to bolster its equity efforts.

The dashboard creation process includes updating the current consumer information portions of the website, expanding it to include an integrated dashboard, and providing disaggregated data for broad consumption alongside documentation regarding student success and course evaluations (discussed in 1.C.5). The dashboard, which includes basic disaggregated information required for NWCCU accreditation in addition to other areas identified by the institution, will serve as the preliminary version of a broader, ongoing project. The dashboard will continue to be developed and will include a broader number of both enrollment and academic metrics which can be used by the college community. The Office of Institutional Research will provide more detailed information directly to constituents and as participants in data-sharing agreements through NSC. Additional robust reporting tools are being developed for the internal Cornish community.

Making these metrics available broadly will allow any stakeholder involved in College decision making immediate access to data about student learning and equity. Commencing in 2020, the Consumer Information pages housed academic program annual assessment plans, annual student learning templates and General Education Program aggregated and disaggregated data (collected since 2018). Annual Program Reviews are currently published internally with plans to publish them externally commencing in 2021.

STANDARD 1.D.4

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

Cornish has in place processes and methodologies for collecting and analyzing indicators of student achievement at the College, inclusive of direct and indirect data (see Section 1.B and discussion of Student Support Services and academic programs in 1.C and 1.D). The College is committed to enhancing its tracking of student achievement and using that data to make radical changes to mitigate achievement and equity gaps. Similarly, the College has illustrated a commitment to responding honestly and holistically to data which has surfaced equity and achievement gaps.

As described in 1.B, for example, academic programs commenced conducting standardized academic program reviews with measurable and assessable learning outcomes in 2019-20. These reviews are used to support continuous program improvement, particularly as they relate to closure of equity gaps and achievement in relation to progress to degree. The newly reconstituted cross-college Assessment and Institutional Effectiveness Committee (see 1.B.1) ensures processes are transparent and data is shared and analyzed collectively. Similarly, aggregated and disaggregated enrollment data (e.g. persistence, graduation, retention) is monitored on a semester by semester basis.

Historically, and as articulated in 1.B, student achievement data has often been siloed within academic programs, student support units and Academic Services with less attention to equity-related achievement. This trend shifted significantly starting in 2017 with the tuition reset, implementation of Academic Advising positions and student success coaches, increased student access to mental and physical health resources, and the creation of the Office of Institutional Equity. These initiatives and positions supported data collection and sharing and measures to mitigate equity and experience gaps.

The Five-Year Demographic Study (see 1.D.2) provides one snapshot of the type of data the College has been using since approximately 2017 to examine gaps in achievement and equity and impact continuous improvement. The Spring 2020 study itself provides, in part, data disaggregated by major to support Academic Affairs and student support conversations during the six-week long faculty professional development and work sessions (see Standard 1.B).

As discussed in prior sections, student learning and achievement are assessed at the course level and also via aggregated course level, program, division and College-level data (inclusive of student support services). For individual students, course-level data and outcomes, GPAs and student support referrals support tracking of their progress to degree, achievement and learning, and specialized needs. Faculty and chairs play a critical role in supporting student understanding of their progress to degree. Tracking of course-level learning and achievement is facilitated by the use of course-level outcomes noted in the syllabi, assignments, and rubrics which together support student understanding of specific criteria being assessed. Student learning experiences overall are evaluated by final course grades, as well as ongoing peer and faculty review and capstone requirements within their specific majors (e.g. theses, productions, exhibits). Moving forward, and as discussed in 1.C.2, it will be important for the College to enhance tracking of high impact and common learning experiences across disciplines and wtihin the General Education Program, particularly given the former's documented positive impact on supporting student retention and engagement.

Student needs are diverse and gaps in achievement and equity result in a wide range of actions and increased support, including: one-on-one faculty mentoring; academic advising; Writing Center tutoring; counseling; work with a student success coach; and work with Financial Aid counselors. Cornish recognizes that monitoring institutional equity is critical and the creation of the position of the Special Advisor to the President on Diversity and Inclusion in 2018 (and eventual Office of Institutional Equity) filled a critical need to focus on more holistic initiatives to support closure of equity gaps and ensure appropriate resource allocation. This position also provided students with an additional safe space for discussing their experiences.

STUDENT SATISFACTION INVENTORY 2008-2019

The College has collected Student Satisfaction Inventory data since 2008 and historically it is one of the longest-term data sets the College has had. In the last four years this data has been used consistently to identify equity, achievement and student support gaps and is often discussed at Academic Council, Academic Standards and Policy, within academic program meetings or Senate and within the Enrollment and Student Affairs division. More recently, a 10-year review (2008-2019 - see Student Satisfaction Inventory Synopsis 2019 and accompanying data table) was discussed with Academic and Student Affairs leadership, the BOT, and faculty members (review covers 2008-2019 - see Student Satisfaction Inventory Synopsis 2019 and accompanying data table).

SAMPLE DATA FROM STUDENT SATISFACTION INVENTORY SYNOPSIS 2019 & ACCOMPANYING: 2008-2019 DATA TABLES
(see previous link)

THE 11 QUESTIONS WHERE CORNISH SCORES BETTER THAN NATIONAL AVERAGE

On a 1-to-7 Likert scale, the GREEN numbers here are the difference between the Cornish performance gap and the National Average performance gap. For example, in the first question, the Cornish Gap is -0.38, while the National Average is 0.02, so the difference is (+0.40). This helps us to know how Cornish is doing compared to hundreds of other institutions.

GAP SCORE GUIDE
Very Satisfied (0-0.5) | Satisfied (0.51-0.75) | Moderately Satisfied (0.76-1.00) | Moderately Dissatisfied (1.01-1.25) | Dissatisfied (1.26-1.5) | Very Dissatisfied (>1.50)

1. -0.38   Library staff are helpful and approachable (+0.40)
2. 0.04   Library resources and services are adequate (+0.36)
3. 0.59   Residence hall regulations are reasonable (+0.36)
4. 1.17   Living conditions in the residence hall are comfortable (+0.26)
5. 0.57   Instructors are competent as classroom instructors (+0.25)
6. 1.58   Faculty are fair and unbiased in their treatment of individual students (+0.23)
7. 0.37   Class change (drop/add) policies are reasonable (+0.22)
8. 0.71   There are a sufficient number of weekend activities for students (+0.12)
9. 0.70   Nearly all of the faculty are knowledgeable in their field (+0.10)
10. 0.60   The student center is a comfortable space for students to spend their leisure time (+0.01)
11. 0.79   Freedom of expression is protected on campus (+0.01)

TOP 15 QUESTIONS WHERE CORNISH SCORES SIGNIFICANTLY WORSE THAN THE NATIONAL AVERAGE

On a 1-to-7 Likert scale, the RED numbers here are the difference between the Cornish performance gap and the National Average performance gap. For example, in the first question, the Cornish Gap is 2.08, while the National Average is 0.95, so the difference is (-1.13). This helps us to know how Cornish is doing compared to hundreds of other institutions.

GAP SCORE GUIDE

Very Satisfied (0-0.5) | *Satisfied (0.51-0.75)* | *Moderately Satisfied (0.76-1.00)* |
Moderately Dissatisfied (1.01-1.25) | *Dissatisfied (1.26-1.5)* | *Very Dissatisfied (>1.50)*

GAP

1. 2.08 ` Admission counselors accurately portray the campus in their recruitment practices (-1.13)
2. 2.55 Tuition paid is a worthwhile investment (-1.06)
3. 1.53 ` Faculty provide timely feedback about student progress in a course (-1.04)
4. 2.39 Adequate financial aid is available to most students (-1.03)
5. 1.59 There is a strong commitment to racial harmony on this campus (-1.00)
6. 2.21 Student activity fees are put to good use (-0.97)
7. 2.13 Channels for expressing student complaints are readily available (-0.93)
8. 1.79 There are adequate services to help me decide on a career (-0.90)
9. 1.24 The quality of instruction I receive in most classes is excellent (-0.85)
10. 0.87 Faculty care about me as an individual (-0.81)
11. 1.39 Faculty take into consideration student differences as they teach a course (-0.78)
12. 1.59 Student disciplinary procedures are fair (-0.77)
13. 1.49 I generally know what's happening on campus (-0.76)
14. 1.17 Tutoring services are readily available (-0.75)
15. 1.85 I seldom get the runaround when seeking information on this campus (-0.75)

|		2008	2017	2019	2008	2017	2019	2008	2017	2019
#	**QUESTION**		**IMPORTANCE**			**IMPORTANCE**			**GAP**	
3	Faculty care about me as an individual.	6.59	6.6	6.45	5.95	5.84	5.58	0.64	0.76	0.87
8	The content of the courses within my major is valuable.	6.88	6.81	6.69	5.63	5.48	5.15	1.25	1.33	1.54
16	The instruction in my major field is excellent.	6.89	6.86	6.72	5.74	5.71	5.43	1.15	1.15	1.29
25	Faculty are fair and unbiased in their treatment of individual students.	6.62	6.53	6.45	5.3	5.08	4.87	1.32	1.45	1.58
39	I am able to experience intellectual growth here.	6.75	6.72	6.69	5.83	5.8	5.63	0.92	0.92	1.06
41	There is a commitment to academic excellence on this campus.	6.5	6.38	6.23	5.32	5.03	4.94	1.18	1.35	1.29
47	Faculty provide timely feedback about student progress in a course.	6.55	6.47	6.41	5.23	5.01	4.88	1.32	1.46	1.53
53	Faculty take into consideration student differences as they teach a course.	6.51	6.58	6.37	5.63	5.26	4.98	0.88	1.32	1.39
58	The quality of instruction I receive in most of my classes is excellent.	6.85	6.81	6.7	5.87	5.68	5.46	0.98	1.13	1.24
61	Adjunct faculty are competent as classroom instructors.	6.54	6.62	6.42	5.92	5.91	5.85	0.62	0.71	0.57
65	Faculty are usually available after class and during office hours.	6.37	6.41	6.11	5.6	5.63	5.32	0.77	0.78	0.79
68	Nearly all of the faculty are knowledgeable in their field.	6.91	6.86	6.78	6.35	6.31	6.08	0.56	0.55	0.7
68	There is a good variety of courses provided on this campus.	6.7	6.69	6.5	5.07	5.26	4.82	1.63	1.43	1.68

One result of this data collection and discussion was the revival of Institutional Research which is currently cleaning and automating College data to reduce errors. Additionally, IR is providing ongoing data and tracking support for College units and faculty in collaboration with the Provost's Office and Assessment and Institutional Effectiveness Committee. Academic Affairs, Student

Affairs, Enrollment and Financial Aid conducted additional surveys, interviews, and focus group meetings to address such things as belonging, community and financial aid. The College's SSI data often provides a clear call for revision and improvement of practices and structures (see sample data below) and, over the last four years, use of this data has supported numerous meaningful and critical initiatives noted throughout this self study including:

» Creation of the First-Year Orientation Committee under the Dean of Student Affairs.
» Changes to New Student Orientation.
» Revisions to Registered Student Organization creation as an educational and inclusive process.
» Creation of more student gathering spaces on campus.
» Creation of the Student Emergency Fund.
» Enhancements to major and General Education Program curriculum.
» Anti-racism initiatives.
» Audit of marketing and admission materials to ensure common messaging by faculty and recruiters to manage expectations around collaboration between artistic disciplines.
» Revisions to the schedule of classes.
» Introduction of Course Dog to support a range of data tracking needs (e.g. space use).

It remains too early to use SSI data specifically to track student response to these and other initiatives. However, the Institutional Effectiveness Report noted in Standard 1.B.1 will support standardizing and regularizing the use of SSI data and include clear targets and action plans for responding to it (including accountability), in collaboration with other data sets. Similarly, the IER will support an overall shift toward more inclusive, integrated and data-informed institutional planning across the College. This data and analysis will then be used to support decisions, planning, and resource allocation across the College.
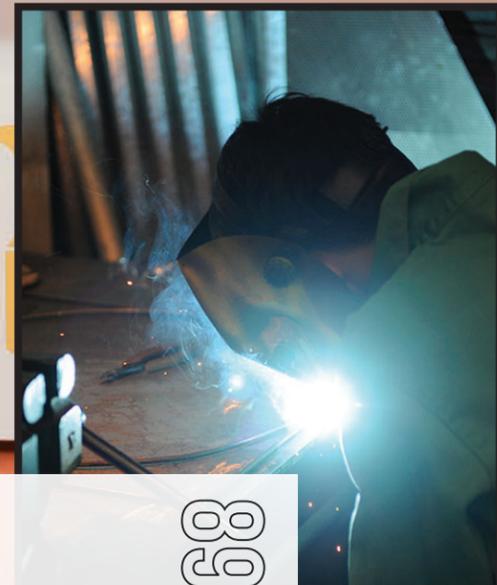
NIKKI LIM
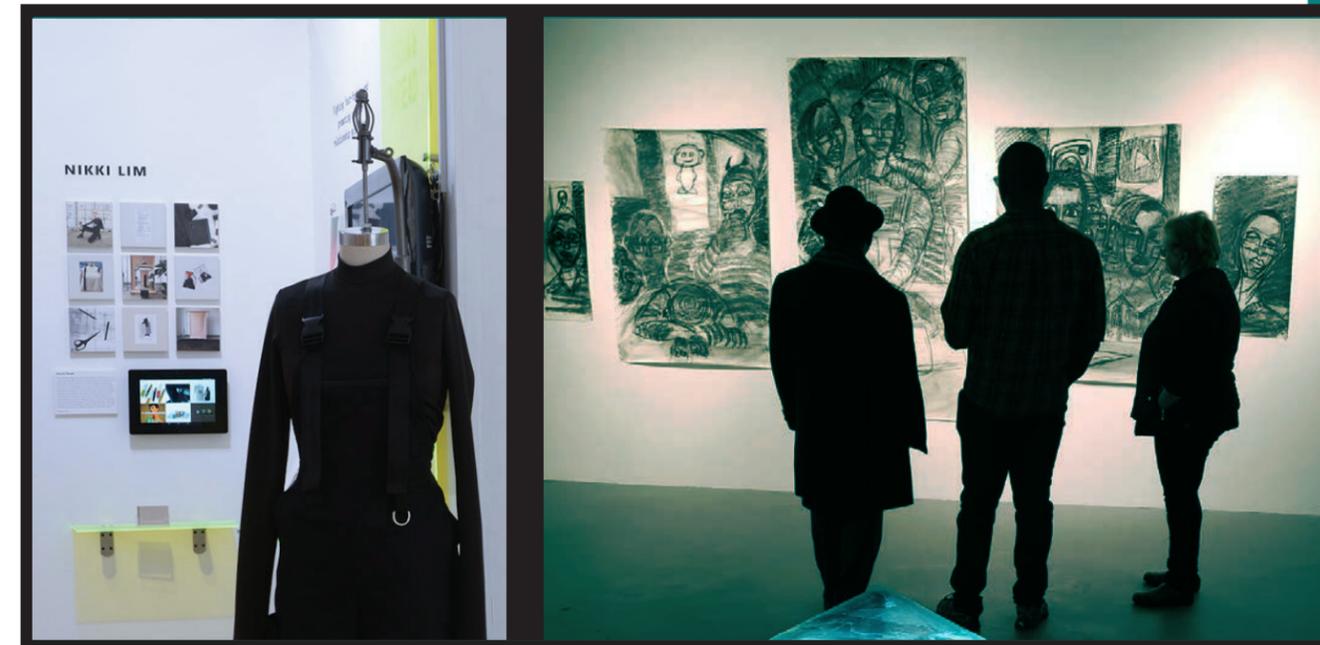
STANDARD TWO

GOVERNANCE RESOURCES & CAPACITY

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Cornish is overseen by a Board of Trustees comprised of no fewer than nine and no more than 29 members as described in the Amended and Restated Bylaws of Cornish College of the Arts. The current 19-member board—including the College President and the Faculty Senate President, who are ex-officio—is comprised of professionals from business, finance, law, real estate, higher education administration, publishing, philanthropy, technology, and the arts, including alumni. This group represents the diverse constituents of Cornish College of the Arts. The trustee recruitment process emphasizes regular assessment of the board's needs for specific skills and focuses on finding trustees able to fill identified gaps. For many years, the Cornish Board of Trustees consisted of a contained number of long-serving members, many of whom have recently retired from the Board. Since the appointment of Dr. Raymond Tymas-Jones as President in 2018, the Board has added seven new members, which have infused the membership with new ideas and deeper connections to the community.

Designed to parallel the functional structure of the College, the governance structure

of the Board consists of four operating committees—Academic Affairs and Student Success, Finance, Advancement, and Facilities—and four oversight committees—Audit, Executive, Trusteeship and Governance, and Presidential Review and Compensation [2020-21 Committee Chairs and charges]. This facilitates the efficient exchange of information necessary for oversight and strategic decision making. Each of the four board operating committees is supported by a Vice President, a faculty representative who sits as an ex officio member. The Faculty Senate President liaises with each representative to compile a monthly subcommittee report (sample). This provides avenues for the consideration of and contributions to the decision-making process. The Annual Board Calendar notes full and subcommittee meeting times.

The President's authority is delegated by the board and includes all responsibilities for day-to-day management of the College. In matters pertaining to academic standards, curriculum, and methods of instructional delivery, the Board of Trustees recognizes and relies upon the Curriculum and Academic Standards and Policy Committees (housed within Academic Affairs) as essential to achieving the educational goals of the College.

Members of the Board of Trustees are eligible to serve for a term of three full academic years with the potential for extension by up to three terms if approved by the board, taking into consideration level of engagement and retention of critical skills and institutional knowledge. Trustees have no contractual, employment, or personal financial interest in the College, and each must annually disclose any potential conflicts of interest and sign a Trustee Role and Responsibilities document.

As documented in the College bylaws, the board has the authority to do the following:

- » Control and dispose of the College's property and funds.
- » Amend the by-laws.
- » Elect new and incumbent trustees, or remove trustees as deemed necessary
- » Create the structure and processes that provide for the appropriate consideration of administration, faculty, staff, and students who have an interest in decisions made by the College.
- » Elect officers of the board.
- » Select, hire and regularly evaluate the College President, who serves as Chief Executive Officer.
- » Delegate to the President all responsibilities for day-to-day management of the College.
- » Appoint a replacement for the President in the case of disability or unavailability.
- » Create or dissolve standing and ad hoc committees of the board.
- » Act as a committee of the whole.
- » Review, revise as necessary, and exercise broad oversight of institutional policies, including those regarding its own organization and operation.
- » Adopt the annual operating and capital budget.
- » Incur debt.
- » Confer academic degrees.
- » Modify the College's Mission and purpose.

The President Review and Compensation Committee regularly evaluates the work of the president. In addition, whole-board functional effectiveness is measured annually by a Full Board Assessment, and, based upon trustee feedback, an improvement plan is developed and acted upon throughout the year.

Based on the need to develop more cohesive governing policies and timelines, the Board's Trustee & Governance Committee will work with the College leadership to consider the best and most efficacious annual timeline within which to conduct the Board's business that would align with necessary benchmarks for reporting, accreditation, financial, admissions, and operational timelines. Beyond the documents noted in 2.A1-4, the College's Policy Manual is currently being revised to include more cohesive and updated College governance policies overall, alongside full revisions of the Faculty and Staff Handbooks. More recently updated policies can be found on Compass (the College intranet, scroll down for list), inclusive of General Campus Policies, Academic Policy and newer policies and procedures (e.g. Pandemic Plan).

2.A.2

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The Cornish Board of Trustees approves the academic and administrative structure and delegates to the President the authority and responsibility for effective and efficient day-to-day management and operation of the College. As depicted in the organizational and leadership chart, authority increases at each ascending level, with the ultimate responsibility for each functional area residing with the person at the top. The person in that position has the authority to make final decisions in all matters associated with that functional area. All employees take part in annual review and annual evaluations, as well as informal review (see Standard 2.F Human Resources). In addition, each functional area establishes its own annual work plan and goals.

Cornish College of the Arts is led by a cabinet of highly qualified administrators consisting of the President, VPAA/Provost and Vice President of Academic Affairs, Vice President of Enrollment and Student Affairs, Vice President of Finance and Chief Financial Officer, Vice President of Institutional Advancement, Vice President of Operations, Chief Marketing Officer, and General Counsel and Title IX Coordinator. Their professional and academic qualifications are specified in each individual's curriculum vitae. This leadership team works collaboratively to implement the College mission.

2.A.3

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

The Board of Trustees selects, hires and regularly evaluates the College president who serves as the chief executive officer of Cornish College of the Arts, responsible for its day-to-day operations. The College president is an ex-officio non-voting member of the board and an ex-officio non-voting member of all standing board committees.

Raymond Tymas-Jones Ph.D. (Curriculum Vitae) was hired in July 2018 as Cornish's tenth president, charged with fortifying Cornish College of the Arts as a vibrant and sustainable 21st century arts College, including:

- » Building enrollment and increasing student retention.
- » Establishing a sustainable business model.
- » Improving fund raising efforts.
- » Developing a five-year strategic plan.

In late 2018, President Tymas-Jones, in collaboration with the Cornish leadership and the larger community, began to implement a plan for institutional growth in order to ensure the continued delivery of innovative arts education and the financial stability of the College. Taking into account changing demographic trends, student expectations, and student debt loads, the following actions were implemented or are in process (discussed in fuller detail in 1.B-D and Standard 2):

- » Reducing tuition by 20% beginning September 2019.
- » Hiring a new VPAA/Provost in Summer 2019.
- » Redesigning all existing Performing and Visual Arts BFA degrees to reduce the number of total and in-major graduation credit hours and better support a range of student needs (launched Fall 2020).
- » Streamlining credit transfer from other institutions.
- » Developing and accrediting new BFA degrees and academic programs - Animation, Illustration, Game Arts, Interaction Design (UX), Object Design, Environmental Graphics Design, and both a revised BFA in Theater - Acting and Original Works and a BFA in Musical Theater program with more vocal and dance instruction--launching in 2020-21.
- » developing and accrediting new BA (DTA) degrees in Music, Dance, and Performance Production.
- » Strengthening Student Support Services by creating a student success coach Program, dedicated Residence Life staff support, centralized Academic Advising, additional Counseling Services hours, and improved operations in Billing and Financial Aid.
- » Increasing classroom fill-rates.
- » Maximizing facilities usage
- » Streamlining the organizational structure, including such things as:
    - ◊ Deconstructing academic silos by sharing curriculum and administration across departments.
    - ◊ Changing student service workflows so that students aren't bounced from office to office.
    - ◊ Upgrading digital systems and record-keeping to get information out of paper files and facilitate collaboration.
    - ◊ Standardizing staff job descriptions.
    - ◊ Consolidating performance, gallery, and lab support under one department
    - ◊ Centralizing marketing services.
    - ◊ Reducing the number of buildings and unused square footage that Operations has to support, relieving pressure on College overhead so that more resources go to students and faculty.

◊ Upgrading systems to gain efficiencies so that staff can spend more time supporting students and less time pushing paper.

President Tymas-Jones has had a pronounced impact on Cornish College of the Arts since his arrival. He has been instrumental in increasing scholarship fundraising more than 165 percent to date. He is leading efforts to revitalize and expand the Cornish Foundation Board, which is dedicated to managing and growing the endowment. In mid-2019, his efforts led to a significant gift from a donor to build an expanded fabrication studio on campus which is scheduled to be completed in 2021. He launched an initiative to provide continuing education for Seattle's design professionals through Cornish's Extensions Program (launch shifted to Fall 2021 due to the pandemic). He played a significant role in advocating for the construction of a new Cornish auditorium and art gallery in the base of a nearby high-rise building that will be open for use in Spring 2022. In addition, President Tymas-Jones is working in concert with the board chair to lead the development of a five-year strategic plan.

In leading Cornish College of the Arts, President Raymond Tymas-Jones, Ph. D. continues his distinguished career in higher education. He served as Dean of the College of Fine Arts at the University of Utah for 12 years and became the University's Associate Vice President for the Arts in 2017. During his tenure, he established the Center for Interdisciplinary Arts in Technology and led the development of the CreateCONNECTIONS Project to foster interdisciplinary activity and infuse art and design practices into medicine, science, and business.

Tymas-Jones has served as the Chief Administrative Officer for the Utah Museum of Fine Arts, the Pioneer Theatre Company, the Tanner Dance Program, and UtahPresents Performing Arts Series. Prior to his time at University of Utah, Tymas-Jones served as Associate Dean of the Faculty of Humanities and Fine Arts at Buffalo State College (1990-93), Director of the School of Music at the University of Northern Iowa in Cedar Falls (1993-98), and Dean of the College of Fine Arts at Ohio University (1998-2005). He has taught at Washington University (1980-83), Buffalo State College (1983-93), University of Northern Iowa (1993-98), and was Professor of Music at Ohio University (1998-2005).

2.A.4

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

As noted earlier in the study, improving shared governance is a primary and ongoing goal at the College so as to better support the processes of strategic planning, mission development, inclusive planning and decision making (see, for example, 1.B.3 for discussion of strategic planning). While not yet as inclusive or integrated as the College strives for, Shared governance at Cornish includes a number of formal bodies inclusive of faculty, staff, administrators, and students that discuss critical College issues and provide guidance to the Cabinet and Board of Trustees on matters in which each has a direct and reasonable interest. The College's governance structure and organization is made publicly available on Compass and aspects of the governance structure undergo frequent review as the College seeks to enhance collaboration, communication, and accountability.

PRESIDENT'S CABINET

The **President's Cabinet** is comprised of all senior administrative leaders, including:

> » Vice President of Academic Affairs/Provost
> » Vice President of Enrollment and Student Affairs.
> » Vice President of Finance and Budget and Chief Financial Officer.
> » Vice President of Institutional Advancement.
> » Vice President of Operations.

> » General Counsel and Title IX Coordinator.
> » Director of Human Resources.

Members of the cabinet meet weekly at minimum, working together to support the College mission. The extended Cabinet group (Director of Information Technology, Staff Council President, and the Faculty Senate President,) convened in 2019-20 and meets with the Cabinet throughout the calendar year.

CORNISH COLLEGE COUNCIL (CCC)

The Cornish College Council (CCC) serves as a forum for raising and discussing major College issues as they arise. The Council meets regularly to address matters that impact more than one department or division, to promote effective communication, and to support efficient, collaborative efforts across campus. An important vehicle for problem solving, troubleshooting, and college-wide communication and information dissemination, the CCC membership gathers to address important college-wide issues, and then to communicate those issues to their own constituents. Further, the meetings provide a venue for the comprehensive membership to discuss, coordinate and communicate initiatives transparently across all functional divisions of the institution in support of decisions made at higher levels of governance.

The CCC meets every three weeks and includes faculty, staff, administrative and student representation. The CCC is an iteration of the former President's Roundtable developed in 2016 by Interim President Chris Kevorkian to support cross-college communication and transparency.

ACADEMIC COUNCIL

The Academic Council, comprised of Academic and Student Affairs leadership, promotes and supports the work of academic programs and student success. The group includes:

> » Vice President of Academic Affairs/Provost.
> » Associate Provost.
> » Dean of Student Affairs.
> » Dean of Academic Services and Registrar.
> » Faculty Senate President.
> » All academic department chairs and director of Humanities and Sciences.
> » Library director.
> » Creative Spaces and Event Services director.

Extended membership includes leadership for the Visual Arts Foundations Program, Writing Center, and Extensions Program. The AC meets once a week during the academic year to discuss ongoing College business and academic issues that arise and on a monthly basis during the summer. The AC or some iteration thereof has met since 2016.

CHAIRS COUNCIL

The Chairs Council - comprised of all academic department heads, the VPAA/Provost, and Associate Provost - meets once a week during the academic year and on a slightly reduced schedule during the summer. This working group promotes active collaboration across departments to ensure excellence in academic programs and consistency in policy and frequently engages with other administrative leaders to support the work of the College. The Chairs Council was launched in Spring 2018 under former Provost Star Rush. (Starting Spring 2021 it will include department heads only so as to support its focus as a working group.)

CURRICULUM COMMITTEE, ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS COMMITTEE, AND ACADEMIC STANDARDS AND POLICY COMMITTEES

The Curriculum Committee, Assessment and Institutional Effectiveness Committee, and Academic Standards and Policy Committees are housed within Academic Affairs under

the leadership of the VPAA/Provost, the Associate Provost, and Dean of Academic Services and Registrar. Each committee is comprised of faculty, staff, administrative, and academic representatives from across the College. These committees meet on a regular basis to support curriculum review and revision, assessment work, and student academic progress. Starting in Spring 2021 both the Curriculum and the Academic Standards and Policy Committees began a phased shared leadership and increased faculty membership transition per the Faculty Senate Restructure.

FACULTY SENATE

The Faculty Senate is a deliberative, advisory, and recommending body comprised of full and part-time faculty and advises the President's Cabinet. It operates according to the Faculty Senate bylaws. The Senate weighs in on academic matters as well as College policies, procedures, strategies, and goals. As a representative faculty governing body, the Faculty Senate is a constituent member of shared governance at Cornish, and oversees a variety of committees (e.g., the Faculty Development Committee, Promotions and Sabbatical Committee) that support academic programs and Academic Affairs as a whole. The Faculty Senate Executive Committee is comprised of up to two representatives from each academic department (up to 18 faculty members) and an Executive Committee that includes the President, Vice President, and Secretary. The Senate Executive Committee meets once a week and holds an all-faculty meeting once each semester.

As noted in Standard 1.B, the Faculty Senate is currently reviewing its structure, processes, and committees, in consultation with and with the full support of the President and VPAA/Provost, in the interest of supporting new structures and curriculum beginning in full in Fall 2021 and to provide the Cornish faculty with a more significant role in curriculum oversight (Faculty Senate Restructure Proposal). Phased implementation began January 2021 as noted above.

STAFF COUNCIL

The purpose of the Staff Council is to represent and advocate for staff members at Cornish College of the Arts. According to its charter, the council fosters a positive and productive work environment for all Cornish staff and promotes a culture of inclusion, transparency, collaboration, and recognition (also see https://www.cornish.edu/staff-council/). It is comprised of staff representatives from across the College and represents staff perspectives, issues, concerns, and initiatives directly to the president. As of Summer 2020, the Staff Council President sits on the extended cabinet.

CORNISH STUDENT SENATE

The Cornish Student Senate was established in September 2019 in its new form to contribute meaningfully to the Cornish community by advocating for and addressing student needs and creating a positive campus environment in collaboration with other students, faculty, staff and administrators. All enrolled students, regardless of full-time or part-time status, are represented by the Cornish Student Senate (CSS). The student body elects eight representatives each academic year to represent each of the academic departments at Cornish. In addition, a first-year representative is hired by the Senate in the Fall semester to ensure the first-year voice is highlighted in Senate work. CSS representatives receive stipends from the Office of Student Life to support students who might otherwise not be able to participate in this work. Representatives hold a one-year term, during which time they complete community projects, advocate for remedies to student concerns, and work closely with other groups on campus to improve the campus culture. Under the leadership of the Office of Student Life, the Cornish Student Senate replaced and enhanced a previous body, the Cornish Student Leadership Council.

CORNISH BOARD OF TRUSTEES

The Cornish Board of Trustees maintains a commitment to shared governance, as defined in article 2 of the bylaws. Each of the four board operating committees is supported by a Vice

President, a faculty representative who sits as an ex officio member, and the President of the Faculty Senate, who serves as an ex officio member of the board. This provides avenues for contributions to the decision-making process. Development of the five-year strategic plan, which is currently in process, involves all-college stakeholders (administration, alumni, faculty, staff, students, and trustees) with each constituency represented on the Strategic Planning Steering Committee.

The above bodies allow College constituents opportunities to discuss policies and issues that arise among faculty, staff, students, and administration and senior leadership visit these bodies on a regular basis. Substandard 1.B.4 in particular outlines the manner in which these groups monitor their internal and external environments and enable community input and how ad hoc bodies (e.g. Task Forces, subcommittees) are often engaged to provide more intensive work on specific needs. In addition to these more formal structures, the College President, VPAA/Provost and other College leadership host town halls or unit meetings (e.g. Academic Affairs) for faculty, staff, and administrators to discuss all-campus issues.

STRATEGIC PLANNING (SEE 1.B.3 FOR FULLER DISCUSSION)

An inclusive strategic planning process was initiated by President Tymas-Jones in Fall of 2019 but was suspended due to the unprecedented circumstances of the pandemic. Due to this interrupted process, the Cabinet has developed a Four Year Opportunity Plan based on previous strategic planning work. For a full and detailed discussion of this process, please see 1.B.3.

2.B.1

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

In the foreword to founder Nellie C. Cornish's autobiography, Miss Aunt Nellie, Nancy Wilson Ross writes, "Once having engaged a faculty member she [Nellie Cornish] left him—or her—strictly alone to work out his own teaching program within the School's elastic boundaries. She welcomed the interplay of dissimilar points of view. Her concern was to awaken in her students an undying appetite for the experiences of art in whatever guise it might assume." From the beginning, academic freedom has been seen as a cornerstone of the institution, fostering the next generation of artists, citizens, and innovators.

Cornish College of the Arts recognizes the principle set down in the opening paragraphs of the American Association of University Professors and of the Association of American Colleges' (now the Association of American Colleges and Universities) 1940 Statement of Principles on Academic Freedom and Tenure, that, "Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights."

Cornish adheres to a set of strong principles of ethics, academic freedom, and integrity. The mission and values of Cornish College of the Arts reflect the importance of service, access, diversity, inclusivity, community engagement, and innovation. These are core values. Embedded in the history of Cornish is the idea that the College serves as a model for community responsibility in education, community service, mentoring academic and artistic excellence and creativity, and helping to produce artists, citizens, and innovators who contribute toward meaningful cultural and civic life locally, regionally, nationally, and internationally.

In *The Original Purposes of the Cornish School*, Nellie C. Cornish reflected, "I had realized that the attainment of the purpose of such a School was dependent first of all, upon the character of the teaching force. An aggregation of teachers does not constitute a School. Its faculty must not only be trained in their fields, as teachers, but they must have common ideals, a common purpose, and be willing to work together, toward a common ideal."

The College continues to recognize the importance of holding and working toward "common ideals," balancing that with academic freedom and freedom of expression. For example, in the Academic Freedom and Responsibility section of the the the Collective Bargaining Agreement with the Cornish Federation of Teachers, the College affirms the freedom of faculty members to conduct research and pursue creative activities:

> **4.5.1** Academic freedom and freedom of expression are essential to the functioning of the College as well as being a fundamental working condition. The College provides an open intellectual forum where varying shades of opinion may be freely expressed and fairly debated.
>
> **4.5.2** Faculty members are entitled to full freedom in

research and other creative activities and in the publication, performance or exhibition of the results. Research or consultation is not to interfere with the satisfactory performance of commitments to the College.

> **4.5.3** The faculty member is a citizen, a member of a learned/artistic profession and an employee of the College. When they speak or write as a citizen, they shall be free from institutional censorship or discipline.
>
> **4.5.4** To encourage creativity and constructive dissent, a faculty member is entitled to full freedom of discussion in all established College bodies without reprisal. The foregoing is subject to the proviso that academic freedom and right to expression do not extend to activities which impair the safe functioning of the institution or interfere with the rights of other persons.

Furthermore, within the context of its mission and values, the College actively promotes an environment that supports independent thought and creativity in the pursuit and dissemination of knowledge and expression. The College affirms the freedom of faculty, staff, administrators, and students to share their scholarship and creative endeavors with others. While the College and individuals within the College may hold to a particular personal, social, or religious philosophy, the College's community is afforded and encouraged to freely examine, reason, and share different perspectives of truth. Additionally, the College actively safeguards the freedoms that allow others to do the same at all levels within the College. This has been the case historically and continues to this day.

B.2

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

As noted in Standard 2.B.1 above, Cornish cultivates and has codified in the CBA (Section 4.5), the idea that, "Academic freedom and freedom of expression are essential to the functioning of the College as well as being a fundamental working condition. The College provides an open intellectual forum where varying shades of opinion may be freely expressed and fairly debated." The College recognizes and supports creativity and constructive dissent. These freedoms of expression and dissent are carefully balanced so as to ensure the "...safe functioning of the institution [and to not] ...interfere with the rights of other persons." Faculty members are responsible for maintaining high professional standards of scholarship and instruction, adhering to legal and ethical standards, and nurturing a vital learning community.

Freedom of expression and dissent extend to all of the Cornish community: students, faculty, staff, administrators, and trustees. Each has the right to foster independent thought, the sharing of ideas, to openly discuss and debate, all without fear of reprisal, and all within the framework of the common good. The College encourages individuals to respect the rights, and model the responsibilities, that bring about a clear and consistent practice of respecting differing points of view. This is reinforced by the Cornish values statement, "Creating a College environment that demonstrates respect for equal opportunity for all persons and the inclusion of diversity in the curriculum and in the ranks of the student body, faculty, staff and Board of Trustees." This same careful balance between one's own individual freedoms and those of others is clearly documented.

The College Mission Statement advocates and promotes an educational program of "the highest possible quality, in an environment that nurtures creativity and intellectual curiosity, while preparing [students] to contribute to society as artists, citizens, and innovators." As part

of fulfilling that mission, the College focuses on developing creative practice, expanding knowledge, promoting critical thinking, and refining artistic and intellectual skills. Best practices are cultivated within the College through academic freedom and dialogue. It is held as essential that each faculty member is free to establish the structure of courses and the methods to deliver instruction without undue interference. These values are echoed in the Collective Bargaining Agreement:

Faculty members are entitled to full freedom in research and other creative activities and in the publication, performance or exhibition of the results. Research or consultation is not to interfere with the satisfactory performance of commitments to the College.

As further evidence of open and genuine engagement within the College, there is an annual Faculty Satisfaction Survey (sample - **Spring 2020 Survey Results**), first administered for the 2014-15 academic year. The survey is taken in the Spring of each academic year to gain a clearer understanding of faculty concerns, perspectives, and feedback, all of which is intended to be used in improving the working and educational environment of the College. The ability to point to specific data and narratives when addressing issues within classrooms and the College generally has enabled discussions and planning to be built around concrete concerns and needs. Survey results are shared with the College community at the end of each academic year and discussed with the Board of Trustees and Faculty Senate President on an annual basis. Rankings point to needed areas of improvement while also offering a clear sense of what faculty are feeling, thinking, and experiencing—which creates an essential starting place for a productive conversation.

The suite of policies, mission and value statements, collective bargaining agreement, and faculty survey all serve as vehicles to ensure that the College clearly defines, adheres to, and promotes academic freedom and responsibility.

The rights of Cornish students regarding academic freedom are clearly outlined in the Academic Conduct Policies section of the 2020-2021 Student Handbook (p. 7), guaranteeing their rights of free inquiry and expression and protecting them from prejudicial or arbitrary and capricious academic evaluation.

Students are further encouraged to adhere to principles of academic freedom in the Student Rights and Responsibilities as outlined in Appendix A of 2019-2020 Student Handbook:

» The student has freedom of research, of legitimate classroom discussion, and of the advocacy of alternative opinions to those presented in the classroom.
» Students are free to examine and discuss all questions of interest to them and to express opinions publicly and privately. They are free to support causes, provided they do so in an orderly manner which does not disrupt the regular essential operations of the College or violate the Student Code of Conduct. It must be made clear to the College and to the community that in public expression and demonstration, students speak only for themselves. The instructor, in class or in conference, should encourage free discussion, inquiry, and expression relative to the subject of the course.
» Students are free to take exception to data or views offered and to reserve judgement about matters of opinion, but they are responsible for learning the content of the course and for completing all assignments of any course of study in which they are enrolled.

Opportunities for community gathering and the open exchange of views among Cornish faculty, staff, students, and administrators—in town halls, in the governance structure, and in other College bodies—serve to illustrate a commitment to intellectual freedom and freedom of expression throughout the Cornish community.

See Standard 2.F Human Resources for additional discussion about support of the campus community. Also, implementation of a regular employee satisfaction survey, akin to the faculty survey, will support a clearer understanding of staff concerns related to this and other topics.

2.C.1

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

The Cornish transfer-of-credit policy details the requirements for transfers to the College from other institutions and internal transfer between programs within the College. Transfer credits are accepted to fulfill comparable degree requirements in majors and in general education courses. Accepted credits are applied to ensure that year placement and the projected date of graduation are synchronized.

Transfer credit is accepted from regionally accredited colleges and universities for courses in which students have attained a grade of C or better, or have achieved the minimum required test score. This includes Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Board exams (CLEP), College testing systems (e.g. Music Theory Placement Exams), Credit By Examination (CBE), and Prior Learning Experience (PLE).

Courses transferred from other institutions are evaluated in the Registration and Records Office by the Assistant Registrar/Transfer Credit Evaluator. Transfer credit is awarded based on College policy as well as degree and in-major requirements. The Assistant Registrar consults with faculty as needed to ensure that transfer awards meet in-major requirements and general education transfer equivalence.

Transfer awards go through a multi-step process:

1. An initial evaluation of the academic transcript to determine that:
   » The minimum transfer grade has been achieved.
   » The transfer credit has been awarded by an institution holding regional accreditation standing.
   » The courses are equivalent to the student's placement level in the degree program (first-year, second-year, or junior-year).
   » The courses are recorded on an official academic, AP, IB, or CLEP transcript.
2. The final review of the transfer credit is completed once the student has been admitted to the College and the student's class placement has been set by department review. Students are notified by the Registration and Records Office of their class placement and acceptance of transfer credits.
3. The Assistant Registrar/Transfer Credit Evaluator creates an advising template for all admitted students with transfer credits, noting which transfer credits apply to which Cornish courses. The advising template also indicates the projected date of graduation.
4. If admitted students have questions, they may request a secondary review, which is completed by the Registrar and Dean of Academic Services. The admitted student is subsequently advised as to whether the award has been revised or upheld.
5. Credits awarded are applied to the student's academic record.

Cornish College of the Arts participates in the Inter-College Relations Commission (ICRC) Transfer Articulation Agreement among two- and four-year Washington institutions. In accordance with

the ICRC Transfer Articulation Agreement, Cornish awards 30 credits of general education requirements (the complete general education requirement, with the exception of the history-in-major, second-year professional practice course, and writing-intensive requirement) to applicants who have completed an Associate of Arts and Sciences degree or a Bachelor of Arts degree at a College participating in the Direct Transfer Agreement. Credits applied toward degrees are noted on the student's academic transcript.

The College informs students and the public about transfer-of-credit policies through the Cornish College of the Arts website (see Transfer/Nontraditional Credits section at bottom of Academic Policies page) and the Student Handbook.

In order to remain current with best practices in the field, staff members responsible for managing the transfer-of-credit policies refer to other institutions' policies, course descriptions, course syllabi, and other published materials.

Also, see substandard 1.C.8 for a discussion of policy, practice and curriculum changes since 2014 to enhance transfer student mobility and success.

2.C.2

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Cornish College of the Arts has policies and procedures related to student rights and responsibilities, including provisions related to academic honesty and conduct, appeals, grievances, and accommodations for persons with disabilities.

ACADEMIC INTEGRITY

The Academic Integrity Policy is stated in the Student Handbook (p. 7), which can be found on the Cornish website and on Compass (the College intranet). This policy includes examples of behaviors that constitute a violation of policy, procedures for reporting alleged violations of the policy, consequences for violating the policy, and rights regarding the appeal process.

CONDUCT

The Student Code of Conduct appears in Appendix A of the Student Handbook (p. 40). It explains the code of conduct and its application, including student rights and responsibilities, core values and behavioral expectations, authority for administering the code, an overview of the process, alternative dispute resolution procedures, formal conduct procedures, how to report an alleged violation, interim actions, notifications, hearing procedures, the appeal process, sanctions, the application of the preponderance of the evidence standard in findings, amnesty policy, safe harbor policy, retaliation policy, group violations, parental notification, FERPA policy in relation to conduct records, and disciplinary records retention policy.

APPEALS

The process for appeals is included within the applicable policy.

GRIEVANCES

The Academic Grievance Policy (p. 11) and the Non-Academic Grievance Policy (p. 22) both appear in the Student Handbook.

The Academic Grievance Policy guides the College's response to "allegations of arbitrary or capricious evaluation of academic performance." It does not apply to errors in calculating grades, academic or conduct dismissals from the College, or questions of professional judgement about

course content or instructional methods. The Grievance Policy for Non-Academic Concerns provides students with a method for addressing concerns that may arise regarding possible violations to the College's academic or administrative policies. A student may use the procedures established in the policy "if they believe they have been dealt with arbitrarily, unfairly, or in ways which violate established rules, policies, procedures, or past community practice." The policy also specifies grievable and non-grievable matters under the policy.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Cornish College of the Arts makes its programs accessible to qualified students with disabilities, consistent with state and federal laws. The Office of Student Life works cooperatively with College programs to support compliance with the Americans with Disabilities Act (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973.

The Cornish philosophy on accommodations and accessibility centers on access, equity, and self-advocacy, all of which are integrated into processes. Student Life Staff members coordinate accommodations for students with disabilities in academic and non-academic programs.

Accommodations may include, but are not limited to: accessible facilities, materials and media, alternative testing arrangements, note-taking services and audio recording, and flexibility in course deadlines. In addition to coordinating accommodations, staff members also assist students with building self-advocacy skills.

Information related to accommodations can be found in the Student Handbook (p. 37), on Compass (the College intranet), and on the Cornish website. Policies within the Student Handbook (updated annually) are reviewed on a regular basis, work which is supported by the Academic Standards and Policy Committee.

2.C.3

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

ADMISSION MATERIALS

A student applying for admission to Cornish College of the Arts submits a comprehensive application, which includes:

» A statement of interest.
» Information about individual goals.
» One letter of recommendation.
» Academic transcripts from all secondary and post-secondary institutions attended.
» An audition or portfolio submission of materials related to the intended artistic discipline.
» Standardized test scores are not required.

ADMISSION POLICY

The Cornish admission policy includes a two-step process that includes artistic review and an admission evaluation completed by admission professionals.

Artistic Review
All Applicants must submit evidence of their artistic practice via an audition or

a portfolio. Applicants' materials are reviewed by at least one appropriate professional (department chair, faculty member or admission counselor) who ranks the work on a scale from one (admission not recommended) to nine (extraordinary candidate). A narrative evaluation and a recommendation for placement (first year, second year, or third year) are used together to ensure that students' skills and experience meet the standards needed for success in the program.

Admission Evaluation
Every completed application is reviewed and assessed by the specific program's Admission Counselor and the Director of Admission. This review is the primary decision-making body regarding program admission.

Academic Policies, which can be found on Compass, are regularly reviewed by the Academic Standards & Policies Committee. A review of the entire College Policy Manual, inclusive of academic and administrative policies, has been ongoing since Summer 2019. Policies related to continuation in and termination from academic programs, including the appeal process and readmission policies/procedures can be found in the (Academic Policies, 1.36 - 1.40)

Also, see substandards 1.C.4, 1.C.8 and 2.C.1 for further discussion about support of transfer student mobility and success and other policies which guide the enrollment of students.

2.C.4 ▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Cornish College of the Arts takes seriously the responsibility to ensure integrity of student records, and we have developed policy, training, and documents to secure and manage both the digital and the hard copy academic records.

RECORD RETENTION AND SAFETY

The official repository for student education records is the College student information system, Jenzabar. Faculty enter grades through Compass, the front-facing portal for the Jenzabar student information system. Grades entered into the Compass portal are maintained in Jenzabar as the official academic record. All computer data is protected by a system of electronic back-up and managed by the Information Technology office under the guidance of the VP of Finance. IT Policy determines levels of access to digital data and technologies to restrict access to data systems, software and hardware.

Hardcopy academic transcripts are stored in fireproof file cabinets and kept in a secure, locked file room. Hardcopy documents are accessible to personnel in the Registration and Records office and are made available to College personnel by permission of the Registrar.

Backups for these systems include data redundancy and failover maintained in offsite backup servers. Records are retrievable through reporting functions available to those granted administrative rights by their employee roles.

Student course education records kept in Canvas (the learning management system used by the College) are password-protected and restricted. Qualitative assessments and completed course materials that are uploaded to Canvas are accessible only by the instructor of that course and the Department Chair. Student success coaches and academic advisors may access course syllabi with permission from the student, in the course of assisting the student with managing their course workload or fulfilling an approved accommodation under the ADA. Course evaluations, completed by students, are executed in Canvas and are available after submission to the instructor and their Department Chair. Materials and information in Canvas are subject to the College's document retention policy, outlined in the IT policy document.

FAMILY EDUCATIONAL RIGHT TO PRIVACY ACT (FERPA)

Cornish has developed procedures to protect student privacy in compliance with the Family Educational Right to Privacy Act (FERPA). A description of FERPA and its relevance to student privacy is published in the College Catalog, Compass, the faculty and student portal and the Student Handbook (p. 28). During the Fall and Spring registration periods, each student completes a Student Directory Form to indicate which information about themselves may or may not be disclosed. A student may change their disclosure request through Compass at any time. Faculty are notified of students' disclosure status on the class list, and changes to disclosure are updated in real time. Faculty and staff are also advised of students' declarations through the Student Directory on Compass. Should a student need to release specific non-directory information (e.g., term grades to a third party), they can arrange to do so via the Student Directory Form.

ANNUAL DISCLOSURE

Each Fall, the Registrar advises students of their FERPA rights to withhold directory information from release, to inspect and review their record, to request amendment of their academic record, and to file a complaint with the Department of Education if the College fails to comply with FERPA regulations. Information about FERPA and opt-out policies are also found on the College website and Compass, the College information portal.

RECORDS RETENTION SCHEDULE

Each student's enrollment agreement, grades, and academic transcripts are permanently stored in the student's record. Other student records may be destroyed based on the records retention schedule, which is available through the Registration and Records office.

EMPLOYEE TRAINING

Employees are required to review the federal FERPA policy when they are hired and again annually. Each Fall, the Registration and Records office sends a FERPA advisory to faculty members, describing privacy rights and training them in appropriate computer usage, the protection of students' private records, and how to securely return graded student materials.

DIGITAL SECURITY AND MANAGEMENT

DATA BACKUP AND RETENTION

Cornish utilizes Microsoft Data Protection Manager 2016 and the following retention schedule and media types:

» Short Term Network (quick recovery): seven days or 15 days (depending on the server/service).
» Long Term Tape (long term recovery): Weekly, Monthly, Quarterly, and Semi-Annual.

Depending on the service, data is backed up every 15 minutes, daily, or weekly. To protect against fire, flooding, and other catastrophes, the College maintains off-site storage of encrypted hard drives. Recovery simulations are conducted semi-annually for training purposes, data validation, and confidence testing. Backups are regularly monitored and investigated by Information Technology staff for resolution, when necessary.

CYBERSECURITY

Cybersecurity is a top priority in the design and maintenance of the Cornish network. The College operates a Microsoft Windows client and server environment that utilizes Microsoft's server update services to continuously push security patches. The College also uses Trend

Micro endpoint antivirus protection. Approximately 96% of PCs on Cornish secure network have updated end-point protection. As an added layer of security, the network is comprised of several VLANS which allow for the separation of traffic, thus isolating confidential data and reducing threats to security. At the core of the Cornish network is a SonicWall firewall. In this application, the College utilizes a gateway antivirus service which is updated continuously via Sonicwall. This service allows for viruses to be blocked at the campus gateway before they enter the network.

ACCESS AND PERMISSIONS

Access is granted on a role-based permission model to systems, services, and databases. In the case of a newly created role, the Director of Information Technology together with the manager of this new role will examine the appropriate level of access permission to assign. Users and their roles are periodically audited to maintain appropriate access levels for employees.

PRIVACY

Cornish employees are required to lock their computers when they are away from their laptops and workstations. Additionally, the College has a Microsoft Windows Group Policy in place that automatically locks computers when inactivity is detected. Privacy screens are used throughout administrative areas on campus to protect privacy in open work areas.

LEARNING MANAGEMENT AND RECORDS SYSTEMS

Student records are maintained electronically within the College's student information system, Jenzabar, and the learning management system, Canvas by Instructure. Cornish uses a web-based document management and workflow system called FEITH, which was first implemented in 2019 by the Financial Aid office. In 2020, the College is implementing FEITH in the Registration and Records department. All the above systems are password protected. Canvas is hosted on Amazon Web Services.

2.D.1

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

Cornish College of the Arts values clear, accurate, and consistent communication about the institution and its programs and services. To that end, the College employs a Marketing and Communications team that manages public communication and collaborates with administrative and academic leaders to ensure that information about programs, services, and community impact are accurate and up to date (Also see 1.B.1 for discussion of this department).

The Cornish website is one of the College's primary channels for communicating essential information to prospective and current students as well as to the public. The Cornish website provides access to clear, accurate, up-to-date information about academic programs, the admission process, student support services, and highlights of student and alumni artistic work, in addition to information about tuition and fees, financial aid, and graduation and retention rates. Cornish social media channels direct students and the public to our website, which is frequently refreshed.

Compass, the password-protected College intranet, provides current students with access to information regarding Student Life, Housing, Academics, Student Accounts, and Financial Aid.

Cornish has recently invested in a digital catalog, which integrates with the primary website and outlines all degree requirements, courses offered, course descriptions, and program milestones. As we develop this resource, we will add academic policy and an interactive version of the Student Handbook.

The Cornish Marketing and Communication team reviews and publishes web content on a continuous basis and printed recruitment materials on an annual basis, at minimum (an external team supports recruitment). Each Summer, the academic content is updated with any approved changes, and changes are integrated into the application for admission as appropriate. The College Catalog, along with an accompanying Fact Book (2016-17 Academic Year Sample) that includes graduation and completion rates, are published each year by the Office of Registration and Records and made available on the College website.

Cornish recently established an Office of Institutional Research to manage institutional data. Discussion about the College dashboard under development can be found in 1.B.1 and 1.D.3.

2.D.2

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators,

staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Cornish College of the Arts ensures a commitment to the fair and equitable treatment of students, faculty, staff administrators and other stakeholders and constituencies through its policies and practices. For example, the institution's statement on difference and inclusion, as published in the 2019-2020 Student Handbook, states that:

> Cornish commits to demonstrating respect for individual expression and integrity; to promoting equality of opportunity and the rights of all persons within the community, and to actively encouraging and maintaining the representation and inclusion of diverse cultures and backgrounds within the student body, faculty, staff, and curriculum.

The College Discrimination and Harassment Policy, published in Appendix C of the 2019-2020 Student Handbook and the Office of Institutional Equity's website (as well as Compass), applies to all members of the Cornish community, including, but not limited to faculty, staff, students, trustees, contractors, volunteers, and guests. Per the Staff Handbook, staff are required to complete online anti-harassment training every two years.

Cornish is committed to implementing federal, state, and local laws and regulations governing equal access and opportunity, which include the following provisions:

> » Section 504 of the Rehabilitation Act and the American with Disabilities Act (ADA).
> » Title VI and Title VII of the Civil Rights Act of 1954.
> » Title IX of the Education Amendments of 1972.
> » The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics (Clery Act).
> » Drug-Free Schools and Communities Act.
> » The Higher Education Act including the Violence Against Women Act (VAWA) amendments.

Additional policies which articulate the high ethical standards of the College's management and operations include (Student Handbook):

> » Student Code of Conduct (p. 40).
> » Sexual Misconduct Policy (p. 59) (also housed on Compass and the College website).
> » Academic Integrity Policy (p. 7).
> » Acceptable Use and Network Policies (p. 14 and 17).
> » Residence Hall Policies and Procedures (p. 29).

RESOLUTION AND GRIEVANCE PROCESS - STAFF, FACULTY AND STUDENTS

The College has published grievance policies. Students can find the Academic Grievance Policy (p. 11) and Grievance Policy for Non-Academic Concerns (p. 22) in the 2019-2020 Student Handbook. These policies articulate a clear process for bringing complaints forward and outlines a timeline for when students can expect responses to their formal grievances.

RESOLUTION PROCESS

The staff at Cornish includes individuals with various work and communication styles. Combining various styles strengthens the effectiveness of the College and may, occasionally, cause friction or conflict. Concerns that cause conflict are best addressed quickly and fairly by those involved. The College encourages those directly involved to discuss and resolve differences using the Resolution Process as follows:

> » State the concern in a neutral, non-threatening manner. Identify the impact on the department, individuals or yourself. Suggest alternative solutions and listen

to understand others. Explain the individual and department benefits. Reach a conclusion and agree on a solution.

> » Staff are encouraged to utilize the Resolution Process to strengthen the department's dynamics and their own interpersonal relationships. It may be necessary to seek a third party facilitator to assist in the Resolution Process. Depending on the circumstances, this may be the immediate supervisor, a representative from Human Resources or a member of the President's Cabinet or Executive Council. If the problem, concern or conflict involves your supervisor and you are reluctant to discuss it with him or her, you may bring the concern directly to the Director of Human Resources or to the appropriate President's Cabinet member.

Faculty grievances are handled as discussed in the Collective Bargaining Agreement (CBA). Also, see discussion of the College's staff Conflict of Interest policy (Staff Handbook) in 2.D.3 below.

ACCREDITING AGENCIES

Cornish accurately and fully discloses all relevant information for evaluation and accreditation purposes to the Northwest Commission on Colleges and Universities (NWCCU) and the National Association of Schools of Art and Design NASAD) in a timely manner and to the best of its ability. This work is supported by the Accreditation Liaison Officer who works in conjunction with the entire campus community.

IN-HOUSE GENERAL COUNSEL

Cornish has traditionally had a General Counsel, though from an external law firm. Beginning in 2020, the College added a General Counsel and Title IX Coordinator position while retaining access to external services. The General Counsel provides more immediate support related to internal affairs, policy, risk assessment, compliance, contract review, and legal advisement. Differently from the external support, an in-house GC can gain greater understanding of the culture, objectives and mission-relevant activities at the College by interacting with the community on a regular basis. As federal regulations and educational case law is rapidly evolving in an increasingly globalized world, the General Counsel provides critical support when the laws, guidance and regulations are vague or open to interpretation. The GC supports institutional integrity, effectiveness, and mission fulfillment in a wide range of ways.

2.D.3

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Cornish College of the Arts places a high value on academic integrity and intellectual freedom, and we seek to protect these institutional values by providing clearly defined policies for trustees, administrators, faculty, and staff.

TRUSTEES

Cornish trustees are held to a high standard of responsibility to the institution and to the community, fostering intellectual and academic freedom while upholding the public trust. They are required to complete an annual disclosure of any potential conflicts of interest. This is addressed in Article 1 Section 1.11 of the board's bylaws].

> » Conflict of Interest. Trustees will be required to sign a Conflict of Interest Statement annually. Trustees shall disclose to the Board involvement in any matter which comes before the Board in which the Trustee directly may derive financial benefit as specified in Article XI.
> » Right to Indemnification of the Articles of Incorporation. The interested Trustee

shall abstain from voting on any issue in which he or she has a conflict of interest.

The College's Gift Acceptance Policy also applies to Trustees and the campus community.

STAFF

All Cornish employees are responsible for abiding by the provisions of applicable federal and state laws as well as College policies relating to conflicts of interest. They may seek guidance on such matters from—and make disclosures to—their direct supervisors or the Office of Human Resources. This is addressed in the Staff Handbook (p. 21).

Conflicts of Interest
In order for the College to maintain integrity and efficiency in its operations, employees are expected to avoid any action that may appear to be a conflict of interest with the business of the College.

Examples of such actions include, but are not limited to: conducting business on behalf of the College with relatives, domestic partners and family members accepting gifts, payments, commissions, or rewards (except those of nominal value) from vendors and consultants supplying, or seeking to supply, goods or services to the College using College facilities or equipment for personal financial gain.

Any exceptions to this policy may be made only with the written approval of the President.

FACULTY

Cornish faculty members are responsible for upholding high standards in teaching, mentoring students, and artistic/scholarly achievement. Their value to the College is enhanced by their professional relationships with individuals and organizations in their fields, and yet care must be taken to ensure that the responsibility to students is not compromised. This is addressed in the Faculty Handbook (p. 39).

Conflict of Interest
In order for Cornish to maintain its integrity and operational efficiency, all faculty members must avoid engaging in any action that might appear to have a conflict of interest with the business of Cornish College of the Arts.

Examples of such action include but are not limited to: Conducting business on behalf of Cornish with relatives, domestic partners, and family members; Accepting gifts, payments, commissions, or rewards (except those of nominal value) from vendors and consultants supplying, seeking to supply, goods or services to Cornish; or using Cornish facilities or equipment for personal gain.

Exceptions to this policy may be made only with the written approval of the President.

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

The Finance Committee of the Board of Trustees works in partnership with the College President, the Vice President of Finance and Chief Financial Officer, and other members of the leadership team to oversee the financial stability of Cornish College of the Arts. They are supported in this work by the Office of Finance, which stewards the budgeting, accounting, and reporting procedures and systems.

The financial reporting defined in NWCCU's 2017, 9-15 Ad Hoc Report continues to provide the framework by which the Cornish Office of Finance generates consistent and comparable financial statements which are reported to the Finance Committee of the Board of Trustees. Two new CFOs have been hired since 2017, and both continued to refine the reporting processes to provide meaningful information.

At the suggestion of the Finance Committee of the Board of Trustees, the format of the operating income statement was updated in 2019 to make it easier to evaluate. Financial reports are supported by drilled-down detail, providing easy analysis. (The detailed expense categories, departments. and definitions of coding for specific expenditures remain as they were defined in 2017.)

Risk assessment and prevention strategies identify and mitigate risk exposure that could affect the institutional mission, vision, and core values. Annual forecasts are prepared on a regular basis and compared to the budget for review by the Finance Committee and Board. In addition, multi-year forecasts are developed to identify financial risks and priorities. The Vice President of Finance facilitates internal and external processes including management of cash flow and real estate assets, analysis of budget variances and assurance that expenses are planned and approved to provide reasonable assurance of financial stability.

Internal controls are established by the Controller who maintains the integrity of the financial records, including two-step authorization for defined spending limits and confirmation of proper contract approvals. Assessment of the effectiveness and efficiency of operations, reliability of financial reporting, and compliance with applicable laws and regulations are standard practices of the Finance Department. The Finance Department obtains supporting documentation and ensures that invoices are approved prior to recording, and the Controller reviews all payments prior to release of funds. The Controller reviews all spending and adjustments compared with the budget, performance goals and available resources. This includes regular analysis of cash flow along with management of substantial real estate assets which provide reserves.

The Finance Department reviews all transactions monthly as well as each semester in order to ensure proper account designation and to check that all transactions accord with internal policy and external audit requirements. If any infraction is found, the responsible party meets with the supervisor to review the situation, and additional training is provided as needed to prevent reoccurrence.

External control processes include annual financial auditing. The audit history of Cornish College of the Arts shows a positive trend in financial and internal controls, as well as stronger measurements and metrics as illustrated by an improving balance sheet. The financial audit of the College's consolidated financial statements for the fiscal year ending May 31, 2019—conducted by Clifton Larson Allan, LLP—found that the financial position of Cornish College of the Arts was represented fairly in all material respects. These results were provided to the Board of Trustees, the State of Washington, and the Department of Education. A separate compliance audit by Clifton Larson Allan was completed in accordance with the Department of Education's Guide for Audits of Proprietary Schools and For Compliance Attestation Engagements of Third Party Servicers Administering Title IV Programs Servicers. The audit reported no substantial findings, including no monetary findings.

Cornish College of the Arts strives to maintain a culture of open communication between the Finance Office and the unit budget managers to strengthen the financial success of departments and programs within the College. Efforts are made to successfully prepare individuals in each program and department to successfully manage their budgets by providing financial information and training to allow them to make effective decisions within their areas. Budget managers have access to real time reports to facilitate close monitoring of their respective budgets and spending.

BASIC INSTITUTIONAL DATA FORM

2.E.2

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

When the previous Cornish Strategic Plan (2013-2018) was developed, the Seattle region was at the edge of an explosion of building and development, with rapid population growth fueled by the rise of tech giants such as Amazon. Enrollment levels were between 750 and 830 students, and in anticipation of future growth, the College built a new residence hall and café and launched two new departments in Film and Interior Architecture. Cornish took over the lease of what is now the Cornish Playhouse on the Seattle Center campus, and future plans included a capital campaign for a new visual arts facility (known as the "Centennial Lab"), and a new facility for an expanded Dance program. The investment in the residence hall and café, for which Cornish took on significant debt, was to be paid through a combination of tuition increases and fundraising.

Unfortunately, national household wages remained flat while the cost of living in the Seattle metro region skyrocketed. Middle-class families, formerly a backbone of Cornish enrollment, were hit particularly hard. These families were unable to afford the increased tuition. The resulting drop in enrollment and tuition revenue pushed Cornish operations into deficit spending. Funds that would normally have been invested in facilities or reserves were instead needed to cover the operating deficit. According to withdrawal forms and exit interviews, the majority of students who left Cornish during this time cited financial reasons for their departure.

In 2017, the Board of Trustees negotiated a refinance of the existing debt, which gave the College time to pivot away from the goals of the previous strategic plan that could no longer be realized. Simultaneously, the Board negotiated a sale of the property at 1000 Virginia Ave ("Centennial Lab") and a parking lot on Lenora Street in order to reduce the size of the outstanding debt and infuse the College with needed liquidity. The goals of the capital campaign for 1000 Virginia were repurposed to a new art gallery at Boren and Lenora, a new fabrication studio located in the existing Main Campus Center, and relocation of Art studios to the 6th floor of the Main Campus Center. In addition, the Board secured a gift towards the creation of a new multi-disciplinary auditorium space at Boren and Lenora, which will provide needed space for both the Film and

Music programs, as well as an additional small-scale performance and lecture space for other programs.

Cornish College of the Arts is solvent, with over $40 million in unrestricted net assets. The loss of over 200 students in just four years has precipitated an operating deficit, which in turn halted progress on investments in new facilities and programs. In January 2019, the Cornish administration developed a three-year plan that would restructure the organization to be sustainable at 600 students and invest in new academic programming for areas where there is demonstrated market opportunity. This included:

» Reducing the number of buildings that the College owns and/or leases, containing several thousand square feet of unused space, thereby reducing non-instructional overhead expenses.
» Reducing administrative expenses by leveraging technology to reduce staff inefficiencies in admission, registration, financial aid, human resources and academic support.
» Reducing academic administrators and instead using those resources to bolster faculty training, compensation, and strategic hires.
» Assessing, after several recent retirements of core faculty positions, how to realign and formalize core faculty lines to reflect current and future student needs.
» Launching cost-neutral degree programs in the art and design-related fields of Animation, Game Arts, Illustration and Interaction Design (UX) to bring in new populations of students.
» Improving mobility and permeability of curriculum to attract transfer students and give students more choice in their degree plans.
» Refinancing Cornish debt to reduce the annual debt burden and increase the percentage of tuition that goes to faculty and student support.
» Improving fundraising efforts by growing the size of the Board of Trustees, dedicating resources to Alumni Affairs, and hiring a full-time Grant Manager and a Major Gifts Officer.
» Partnering with local institutions with a housing shortage to create additional revenue from the residence hall, as well as possible rental revenue from unused space.
» Investing in the development of continuing education and online education through evening/weekend courses offered in the Extensions division as a source of alternative revenue.

The new administration, under President Raymond Tymas-Jones, reset the Cornish tuition rate and restructured its financial aid leveraging in order to bring immediate relief to middle-class families (for full discussion of the tuition reset, please see 1.B.1.) All academic departments reduced the number of required courses in order to provide better mobility for transfer students and more choice in existing pathways. As part of this effort, academic departments worked to standardize faculty course loads to reflect actual workload and to share as much curriculum as possible to reduce duplication of effort and foster more interdepartmental collaboration. The College has begun to pilot more community programming as well as adult/continuing education courses, in order to develop a sustainable source of revenue outside of undergraduate tuition.

The College has made immediate investments in student support. These investments include a contract with Capstone On-Campus Management to provide Residence Life and Housing services, the creation of student success coach positions, and the hiring of full-time academic advisors. For more discussion of these improvements and the use of data-driven decision-making therein, please see 1.B.1, 1.C.7, and 1.D.1.

In 2018-2019, Cornish contracted Hanover Research to produce a series of market studies to assess whether there were degree programs that would bring in new populations of students (see institutional data reviewed such as Cornish Four/Six-Year Graduation Rates, Cornish Enrollment/Persistence Projections, Design Enrollment, Historic Program Enrollments). The resulting research showed that, under a new tuition structure, there were significant opportunities for Cornish in Animation, Illustration, Game Arts, and Interaction Design (UX). A review of over

20 peer institutions and the National Clearinghouse showed that significant enrollment potential existed in these new areas. Cornish launched new degree pathways in these fields, along with substantive revisions in Music and Musical Theater aimed at improving retention and mobility and creating a more industry-relevant student experience. Cornish faculty members are also investigating opportunities in Sound Studies.

The precipitous drop in enrollment and the availability of cash reserves to continue operations resulted in an equally rapid adjustment of College operations and curricular mobility. Cornish considers these necessary changes to set the stage for a sustainable future, and must now include a much broader group of stakeholders in determining institutional priorities. In Spring 2020, the College was to engage in a widespread series of community meetings and workgroups around a new Strategic Plan, using the goals of the three-year plan but gaining critical input from faculty, staff and students on priorities, implementation, and areas of opportunity. Unfortunately, this effort was postponed due to the pandemic and the immediate shutdown of in-person instruction by order of the Governor of Washington State.

As mentioned in the section above on Governance, all governance documents have been reviewed and/or are being updated to improve transparency of the colleges finances and to implement procedures for strategic planning. This includes the bylaws for the Board of Trustees, the Faculty and Staff Handbooks, and the charters for the Faculty Senate, Staff Council, and Student Senate. In particular, the consolidation of facilities will require extensive review by faculty and students to ensure that the institution continues to provide sufficient instructional space and equipment for our academic programming.

In the coming year, Cornish plans to conduct a comprehensive analysis of employee compensation and benefits given the explosive increase in cost of living for the Seattle area. Since Cornish has invested in technology systems to improve efficiencies, it will become necessary to also re-examine job descriptions to focus on student success, and then realign compensation structures accordingly.

The College continues to operate at a deficit and to utilize funds generated from prior sales of real estate to maintain liquidity. In January and February 2020, an aggressive Three-Year Opportunity Plan (executive summary attached) - was prepared by the Cabinet and adopted by the Board of Trustees - as a road map to financial sustainability based on four key elements:

1. Reorganize the academic infrastructure to create synergies among the myriad artistic disciplines and the significant overlap.
2. Invest in the areas with the most potential for immediate growth, namely design, animation, film, illustration, gaming, and the digital experience.
3. Eliminate program barriers and advance educational access by streamlining expenses, amending assessment and academic policies, and incorporating web-enhanced learning.
4. Revitalize the reputation of Cornish in the community by opening the doors to partnerships, resource-sharing, programmatic cooperation, and mentorships with organizations in the arts, design, entertainment, technology, and education.

Implementation of the Three-Year Opportunity Plan was interrupted by COVID-19 and the need to focus on immediate delivery of curriculum online to complete instruction for the Spring 2020 semester. Despite the impact of the pandemic, however, work proceeded on these initiatives, new programs were established, and significant moves toward a streamlined academic infrastructure were achieved. With the transition to remote learning required by health officials, the College invested in live-streaming equipment and software to facilitate online teaching and learning. Faculty Professional Development Sessions (six-weeks) were run to provide additional training for faculty to prepare for a mix of in-person, hybrid and online teaching for the Fall semester (see Preface).

Fall 2020 enrollment fell by 19% from Fall 2019, necessitating a revision to the Three-Year Opportunity Plan to reflect current forecasts. Emergency measures to protect the sustainability of the College's finances were taken in September, including salary cuts for highly compensated individuals, reductions in benefits, and budget reductions across all departments. Declarations

of Emergency and Financial Exigency were made by the Board and provided the means to a coordinated process with the Cornish Federation of Teachers and Faculty Senate to address potential reductions in force. This process will be completed in February 2021.

In response to lower enrollment and the longer timeframe needed to meet enrollment objectives in the Three-Year Opportunity Plan, the process to create a Four Year Opportunity Plan began in September 2020. All programs are currently being evaluated using a student credit hour model to assess viability, future growth potential, and adherence to core mission. The Student Credit Hour model evaluates programs based on credits delivered and the cost of delivery, defines enrollment goals necessary to cover spending, and brings transparency and a consistent measurement tool for programs. With this analysis, resources can be prioritized to support opportunities for immediate growth.

The Four Year Opportunity Plan also includes:

- » Consolidation of the campus to reduce facility costs.
- » Expansion of community education and lifelong learning opportunities as a source of additional revenue.
- » Reduction in administrative overhead through sharing of resources and more efficient use of technology.
- » Continued growth in fundraising.

Next steps include establishment of implementation timelines and revised business model for presentation and adoption by the Board in February 2021.

2.E.3

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

BUDGET

Cornish College of the Arts has clearly defined policies that support the oversight and management of financial resources by the Office of Finance and communicates those expectations to its constituents. Management of financial resources is communicated to the relevant constituents via the budget process, real time access to financial data and periodic reporting of financial results to the Finance Committee. In accordance with the bylaws, the Board of Trustees has general oversight over the College and its budget. The Finance Department is responsible for facilitating the annual budget process and overseeing budget management throughout the year.

Cornish has a strong financial management team led by the Vice President of Finance, who serves as the institution's chief budget officer. She is responsible for managing the budget development process, creating fiscal projections, and creating and maintaining the institutional operating line-item budgets. The reporting structure and the distribution of information across constituent groups provide the transparency desired by the College and ensure that a budget manager has ownership and is aware of the allocation of resources throughout the year. All unit budget managers have access to budget variance information in real time via CCA's internal communication platform. A monthly report is also provided to the President's Cabinet for their review. Ongoing assessment of the achievement of objectives related to effectiveness and efficiency of operations, reliability of financial reporting, and compliance with applicable laws and regulations occurs. The Finance Committee of the Board of Trustees meets quarterly to review performance reporting for this same period. Twice a year, the Board of Trustee reviews the results of all financial reports and budget performance results.

During the budget cycle, each operating unit submits a proposed departmental budget to the responsible vice president and to the Finance Office, which analyzes the data and compiles an annual budget for review by the Finance Committee of the Board of Trustees. It is then sent to the full Board of Trustees for their approval. Each department is responsible for managing its

spending to meet its budget goals.

Annually the College goes through a financial and compliance audit by Clifton Larson Allan, LLP. Those results are then sent to the Board of Trustees, the State of Washington, the NWCCU, and the Department of Education. While Cornish has not published an annual report recently, plans are to revive this practice.

DEBT MANAGEMENT

The debt of Cornish College of the Arts is secured by various campus buildings and requires specific loan covenants, including required minimum operating cash and operating results. Operating cash and compliance with minimum net operating results are monitored on a monthly basis and reported to the Finance Committee. The interest rate became fully variable as of December 1, 2020, and principal repayments of the debt begins in FY22. The College is currently analyzing campus capital facilities to determine which assets might be released from bank collateral. The goal is to free up potential sources of capital to support the transition to a sustainable business model described in the Four Year Opportunity Plan.

INVESTMENT AND OTHER POLICIES

The College's Investment Policy is currently being reviewed by the Board of Trustees, and other financial policies are documented in the annual review of internal controls by the external auditors. Check signing authority is established by resolutions with the related banks or institutions.

FINANCIAL TRANSPARENCY

The Office of Finance added a website page in 2020 that provides Form 990s and graphs illustrating data from the most recent audited financial statements. In addition, the Cabinet and VP of Finance have begun to regularly share a range of data with the campus, including Student Senate, Faculty Senate and Staff Council. The Cabinet has also held multiple Town Halls over the past year to review and discuss College finances as a result of the pandemic.

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

The mission of the Office of Human Resources is to support and develop unique individuals and cohesive teams as they strive to reach their full potential as participants in and creators of the Cornish community.

The College starts the process of keeping all employees informed of employment information when they are hired. Offer letters to faculty and staff detail terms and conditions of their employment, including benefits. Orientation sessions with human resources personnel, supervisors, and other key stakeholders continue the process of welcoming new employees and ensuring their understanding. Binders are provided to each employee containing the applicable handbook, benefit election information, campus maps, and contact information sheets. Additional information sessions are held with faculty members to cover the Collective Bargaining Agreement and discuss pay options. Mandatory compliance training on sexual harassment, FERPA, and other topics is assigned to each employee using SafeColleges, our online compliance training system.

New staff members have a 90-day introductory period during which they are provided initial training and guidance from their direct supervisor and other staff and faculty members that they will engage with. At the end of this period, they are evaluated to ensure they understand the expectations of their position at the College.

Cornish currently has both Faculty and Staff Handbooks that outline conditions of employment, benefits, and rights and responsibilities. Both of these documents are undergoing a comprehensive review to be completed Spring 2021, and they will be consolidated into an Employee Handbook that covers the entire community. During this revision process, new and updated Cornish policies are published to the Compass homepage for access by all, and the community is made aware via email. The CBA, which details the conditions of employment for Faculty, expires in May 2021 and is being renegotiated during the 2020-21 academic year.

Beyond these avenues, employees are engaged, informed, and provided with opportunities to give feedback through a variety of means. In Fall 2019, employees were introduced to a new payroll system provided by Paycom via multiple training sessions on all three campus locations (South Lake Union, Capitol Hill, and the Cornish Playhouse at the Seattle Center). Additional individual training was provided by HR as needed. Annual benefits renewal for all eligible employees occurs through in-person and live-streamed events at both the main campus building in South Lake Union and Kerry Hall on Capitol Hill. Human Resources conducts surveys for both Faculty and Staff to gather sentiment on various topics key to each group, and the results are presented to the President's Cabinet and the Trustees of the College, then distributed to the participants.

The College offers frequent Town Halls to provide opportunities for community building and information sharing with faculty and staff, and to discuss institutional needs and decision-making. These gatherings have been particularly valuable during the COVID-19 pandemic.

Specific information about the evaluation procedures can be found below in 2.F.4.

2.F.2

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Cornish College of the Arts is committed to the professional growth and development of the staff and faculty, and provides opportunities and support within our means.

Cornish faculty members have multiple opportunities for professional growth and development throughout their tenure. Development begins at the start of each academic year with college-wide and department-level training on curriculum development, syllabus requirements, co-curricular activities, the learning management system (Canvas), and other tools essential for teaching and learning. Faculty return to campus 10 and five business days, respectively, prior to the start of each academic term in order to participate in this work.

To support faculty scholarly and artistic work, the College funds up to three sabbaticals each academic year. Recent restructuring of the sabbatical program (a consultative process involving Human Resources, the Provost's Office, and the Faculty Senate) moved towards merit-based versus seniority-based criteria.

All benefits-eligible faculty are eligible to apply for support for professional development through the Faculty Development Fund. These small grants are distributed annually via a process set forth by the Faculty Senate and approved by the VPAA/Provost. During the 2019-20 academic year, $26,500 was approved for distribution to faculty.

Staff professional development is funded annually through departmental budgets. These funds provide financial support for continuing education and certifications, seminars, conventions, presentations, and other professional development opportunities. In addition to these funded opportunities, staff have participated in manager training provided by HR, and lunch-and-learn professional development sessions provided by Cornish staff and faculty.

Both faculty and staff have opportunities for continued growth through Cornish undergraduate and Extension classes. For the 2019-20 academic year, $21,440 of Cornish undergraduate and extension classes were funded for staff and faculty.

Beginning in Fall 2018, Cornish launched all-faculty professional development workshops, a New Faculty Academy, and faculty/staff luncheon workshops focused on student success and learning (see 1.B). Topics at successive workshops have focused on such things as universal instructional design, retention initiatives, equity and curriculum design, governance, outcomes-based learning, assessment of student learning, and using instructional technology to enhance student learning. Workshops have been led by on-campus faculty and staff, as well as colleagues from other institutions of higher education. These regular workshops were launched in order to address a systemic lack of on-campus support for cross-departmental faculty professional development related to teaching and learning. They continued into the 2019-20 Academic Year and the Provost's Office increased its staffing to provide continued support for such initiatives. Additionally, the Faculty Senate restructure will support oversight of such programming (See 1.B.1 for additional discussion about Faculty/Staff Professional Development programming).

2.F.3

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Cornish College of the Arts is an equal opportunity employer intent on supporting the diversity and inclusion of faculty, staff, and students. Our goal is to create a learning environment comprised of people with varied experiences and perspectives. We hold ourselves responsible to fulfill the mission of Cornish by preparing students "to contribute to society as artists, citizens, and innovators," and believe that the mission is best served by actively cultivating a positive environment in which to explore and express the diverse perspectives of a pluralistic society. The material below demonstrates the College's compliance with this substandard and complements discussion in the Preface in relation to recommendation 3.

Cornish College of the Arts is an equal opportunity employer intent on supporting the diversity and inclusion of faculty, staff, and students. Our goal is to create a learning environment comprised of people with varied experiences and perspectives. We hold ourselves responsible to fulfill the mission of Cornish by preparing students "to contribute to society as artists, citizens, and innovators," and believe that the mission is best served by actively cultivating a positive environment in which to explore and express the diverse perspectives of a pluralistic society. The material below demonstrates the College's compliance with this substandard and complements discussion in the Preface in relation to recommendation 3.

All faculty and staff hiring begins with job descriptions (sample) that are created or revised for current needs. Postings are made on the Cornish website, along with national sites such as Indeed and LinkedIn. Specialized roles may be posted to job-related association sites and/or recruiting services may be engaged. Applicants are screened by the hiring manager and HR, detailed reference checks are conducted, and the top candidates are interviewed by a hiring committee. Staff hiring committees are comprised of individuals from the respective unit and also generally include individuals from other units who work in close collaboration with the position. Faculty hiring committees are developed in consultation with the Department Chair and the Provost's Office and include at least one faculty member outside the hiring department.

Once an applicant has been selected and an offer letter accepted, the on-boarding process begins through Paycom. The selected candidate creates their payroll profile, signs authorizations for background checks, and acknowledges Cornish policies on harassment, discrimination and sexual misconduct.

At the end of the Spring 2020 semester, Cornish College of the Arts employed 334 full and part-time staff, faculty, and work-study students. Additionally, the College employs over 80 arts professionals who work as musicians, electricians, costumers, lighting designers, guest artists, models, and directors to support academic programs and productions. These individuals provide Cornish students valuable interactions with the arts communities to which they belong.

As stated above, Cornish experienced a precipitous drop in enrollment from 2014 to 2019. However, because each program required 84 unique disciplinary credits out of 120, the College was unable to appropriately reduce the number of courses being run. This resulted in courses being run with very small student class sizes and a disparity in the faculty teaching loads, depending upon how each department was affected. As the College took action to improve student mobility and share more curriculum across the College, the degree course requirements were reduced. Combined with reduced enrollment, reducing required courses had the immediate effect of eliminating jobs for scores of instructors. Cornish simply had fewer students, and therefore fewer courses that needed to run. Following this, in Spring 2020, multiple vacancies occurred in core faculty ranks through retirement and attrition.

Going forward, Cornish has the opportunity to realign core faculty lines towards the areas with the largest enrollments and with the largest potential for future growth. The balance between core faculty oversight and a valuable instructor (adjunct) workforce will be restored in the next three years and is a central topic between the College and the CFT. The renegotiation of long-term debt, reduction of facility-related overhead, and efficiencies in administrative expenses will allow Cornish to invest in appropriate instructional support based on current student populations.

Ideally, the College would aim to realize a 50/50 ratio of core faculty to instructors, with 50% of student credit hours delivered by core faculty, and 50% by instructors, respective to each academic discipline. This ratio would ensure qualitative assessment of the ongoing curriculum

while also fostering innovation and industry connections through part-time instructors. Achieving such a ratio will take at least the next four or five years, as some areas now find themselves with too many core faculty and others have too few. Disciplinary pathways that are unable to achieve sufficient enrollment to support the full-time load of a core faculty member will be evaluated for viability.

Currently, student support staff members have an active caseload of 250-300 students per employee. This caseload cannot increase without running the risk of students Falling through the cracks. The College must monitor, not only overall student population growth, but also the specific needs of these populations. As of Spring 2020, the College employs 2 FTE in Counseling Services; 3 FTE in Student Affairs and Disability Support; 4 FTE in Housing and Residence Life; 3 FTE in Academic Advising; 3 FTE in Library Services; 5 FTE in Student Financial Services; 0.5 FTE in Writing Center; 8 FTE in Visual Arts lab tech support; 5 FTE in Performing Arts venue and scene shop support; 1 FTE in International Student and Veteran's populations; and 6 FTE in Admissions.

A biannual Student Satisfaction Inventory provides students with the opportunity to evaluate the faculty, staff, and administrators in relation to academic programs and student support services. An annual Faculty Satisfaction Survey provides faculty with an opportunity to offer feedback on College administration, shared government, operations, facilities, and so on. Feedback from students and faculty is taken into account by the Cornish leadership as plans are made for the following year.

See Compass for the 2020-21 College Organizational Chart (organization).

2.F.4

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Cornish is committed to a culture of evaluation for all employees so that individuals can re-ceive regular feedback from supervisors and have opportunities for growth. The material below demonstrates the College's compliance with this substandard and complements discussion in the Preface in relation to recommendation 3.

STAFF EVALUATIONS

The work performance of staff members is evaluated on an annual basis (after the completion of the Spring semester) by immediate supervisors. The purpose of the evaluation is for staff to receive individual feedback on their overall work performance, progress toward goals, and achievements during the previous 12 months, as well as to set goals for the upcoming year. Managers are able to use an evaluation process that best fits the employee under review and their role at the College. The focus of the evaluation process is candid discussion between the employee and supervisor, rather than the completion of an evaluation form.

The staff member's role is to identify accomplished goals, recommend and discuss future goals, and discuss areas of strength as well as identify any areas where improvement may be needed. The supervisor gives feedback, offers recognition for good work performance, provides support for the achievement of goals, and discusses both strengths and areas for improvement. Through the evaluation process, the supervisor provides direction and information required for staff members to be successful. The staff evaluation process is currently being reviewed to include more frequent check-ins that are aligned with organizational cycles. This update will be completed during the 2020-21 Academic Year.

FACULTY EVALUATIONS

At the beginning of each academic year, faculty members set goals for the coming year and review them with their department chairs. As the Spring semester comes to a close, faculty members write a narrative self-reflection that forms the basis of their annual evaluation. Included in the evaluation process are discussion of the completion of goals related to teaching, service, and scholarship/creative practice achievement, as well the provision of supporting evidence (e.g. student course evaluations, classroom observations, teaching materials, student learning data). Per a revision to the 2018-21 Collective Bargaining Agreement, which was reviewed and revised during the 2017-18 academic year, department chairs also include a direct classroom observation of faculty in their first three years at Cornish. This was informally extended to all faculty in Spring 2019.

As discussed in the Preface, the faculty evaluation process is currently being reviewed by a body of senior faculty members working in conjunction with the Provost's Office and Director of Human Resources. The goal of this work is to provide faculty with more opportunities to provide evidence of effective teaching and learning, while also offering greater support for each faculty member's growth as teachers and mentors, whether new to Cornish and or more advanced in

2.G.1

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Cornish College of the Arts maintains effective learning environments through a variety of services, programs, and resources that support student achievement and success. The College continuously assesses student support services through a range of methods, making use of tools such as the Student Satisfaction Inventory and annual reports from Counseling Services, New Student Orientation, the Writing Center, and the Library. Direct and indirect data are used to assess the effectiveness of services and determine areas that need improvement. (Further discussion about student support resources and programs can also be found in 1.B-D through the lens of institutional effectiveness, student learning and achievement.)

A concerted focus on equity, the closure of equity gaps, and the provision of personalized support has informed the work of the College over the past several years. New administrative leadership at the College as well as restructuring and new hires, particularly within Enrollment and Student Life, have greatly supported these efforts. In 2018, the College created two student success coach positions, housed within Student Life, and new Academic Advisor positions housed within the Registration and Records Office. In 2019, the College hired a Chief Equity Officer. The work to address equity gaps and improve services that support student success and learning have been wide ranging and include such things as the assignment of all students to major-specific student success coaches and Advisors, a reorganization of the oversight and implementation of student accommodations, a decrease in annual tuition costs to support student retention and degree completion, and campus-wide discussions and training around equity and anti-racism.

LEARNING ENVIRONMENTS

Effective learning environments on-campus address the diverse needs of the College's majors across the performing and visual arts, as well as the General Education Program curriculum. Academic spaces include such areas as traditional classroom spaces, visual arts labs, painting and printmaking studios, dance and music studios, a fabrication lab, rehearsal and performance spaces, and exhibition galleries. In addition, Canvas, the College's learning management system, provides a virtual learning environment for web-enhanced, hybrid, or fully online curriculum. Additional instructional technology tools support teaching and learning, such as Zoom, Panopto, and GoReact.

The College Library, computer labs, dedicated student studios, and designated common areas provide students with quiet and/or group study space. Students are able to reserve classrooms, studios, and other spaces in advance through an online portal to facilitate their studies. Additionally, the 2017 decision to create a closed, secure, card-entry campus made it possible in 2019-20 to provide students with more access to technology housed in classrooms (e.g. computers, overhead projectors) that previously had been locked and only accessible to faculty.

The College regularly reviews facility needs in consultation with the Vice President of Operations, who chairs the Facilities Committee, a cross-college group that includes staff and faculty members. The Facilities Committee worked together with the College leadership to address the loss of space caused by the recent sale of the Centennial Building. As a result, Cornish will be opening a new gallery space in Fall 2020 to house the annual BFA exhibition and other academic events. Additionally, in response to student requests, a room in Kerry Hall (on Capitol Hill) is being refitted as a computer lab and student lounge.

REGISTRATION AND ACADEMIC ADVISING

The Registration and Records Office, in addition to offering walk-in registration support and continuous communication to students related to such things as course scheduling, Veteran's Benefits, transcript review, and transfer student support, houses three academic advisors who report to the Dean of Academic Services and Registrar.

Academic advisors provide students with comprehensive advising and support concerning academic plans, progress to degree, academic schedule, choice of major, resources, and career guidance. Students are assigned an Academic Advisor upon accepting an offer of admission, and Advisors are assigned by major so that the student may stay with the same Advisor during their entire tenure at Cornish (Also see, 1.C.4, 1.D.1 and 2.G.6 for additional discussion about Academic Advising, including position descriptions and policy).

STUDENT SUCCESS COACHES

To support student success and retention, each student is assigned a student success coach upon enrollment in the College. Student success coaches provide proactive, intensive, and personalized support when students need the following:

> » Individual coaching, crisis management, conflict resolution or mediation assistance.
> » Assistance with time management, goal setting, problem solving, self-advocacy, and learning strategies.
> » Accommodations for disabilities.
> » Information on ways to get involved on and off campus.
> » Assistance seeking off-campus resources.

The role of the student success coach was first implemented in the 2018-2019 academic year. In this first year of the program, student success coaches had 511 one-on-one student meetings, 113 meetings with faculty or staff, 77 meetings with department chairs, 13 meetings with parents, and two meetings with alumni.

ACADEMIC CONCERNS AND STUDENT OF CONCERN REPORTING

Cornish College of the Arts makes use of a reporting system to provide responsive support services for students who may be in need. Faculty and staff access appropriate reporting forms via Compass, the College intranet.

The Academic Concern Report form is used to report academic concerns such as absences, tardiness, failure to complete assignments, and otherwise not meeting the expectations of the course as outlined in the syllabus. The student success coach, Department Chair, and Dean of Student Affairs each receives a copy of the report when filed. The student success coach coordinates intervention and outreach to the student, and collaborates closely with the Department Chair and faculty member.

The Student of Concern Report form is used to report personal, emotional, and behavioral concerns that faculty or staff members become aware of that may require additional support services or resources. A student who is experiencing a personal hardship, for example, may appear to be in emotional distress or exhibit a sudden change in appearance or performance. This prompts a faculty member to file a report, which goes to the student success coach and the Dean of Student Affairs. The student success coach takes the lead in reaching out to the student to get more information about the obstacles the student is experiencing and may offer referrals to both on- and off-campus services. When indicated, a copy of this report is forwarded to the

Director of Counseling Services. (See sample monthly ACR and SCR data).

There are also reporting forms for alleged Academic Integrity Violations and alleged Student Code of Conduct Violations.

The Dean of Student Affairs oversees ongoing training on student reporting in order to support student success and achievement and regularly updates forms.

ACCOMMODATIONS AND ACCESSIBILITY SERVICES

Students with disabilities have the right to an equal opportunity to participate in educational activities and programs at Cornish College of the Arts. Students who choose to exercise these rights have the responsibility to initiate and participate in the accommodations process. Accommodations in postsecondary education are governed by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

To begin this process or to review/revise accommodations, the student completes the online form available on the Cornish website or in the Student Life section of Compass. The student success coach then reaches out to the student to schedule an initial intake appointment. At that appointment, the student completes an intake form and a consent form for the confidential exchange of information related to the accommodations process, and provides supporting documentation from an appropriate licensed professional.

Every semester, students are reminded via email to submit requests to review and/or revise their accommodations. Students are provided with the link to the online form to make this request. Once the Office of Student Life receives a request and any necessary revisions have been agreed upon, the student receives a copy of their letter of accommodation. Students arrange for a time to speak with the faculty members teaching courses in which they want to use their accommodations. Students are asked to discuss their letter of accommodation with faculty and agree upon how those accommodations will be used in that particular course, using the course syllabus as a reference point for the discussion. Both the student and the faculty member sign the letter of accommodation, and the faculty member returns the signed letter of accommodation to the Office of Student Life. A copy of the signed letter of accommodation is sent to the student and faculty member and a copy is placed in the student's file.

The College has traditionally offered only a few fully online courses each Summer and a few hybrid courses each academic year (the College does not have distance education programs). In order to support students with accommodations working in those learning environments, the Dean of Student Affairs works directly with the Department Chair, faculty members, and students. With the pivot to online learning in Spring 2020 as a result of the pandemic, Student Life created guidelines for supporting students with accommodations in the online learning environment. Additionally, Student Life provided a learning session for faculty before the transition to remote learning in March 2020 and worked closely with Academic Affairs during Summer 2020 to ensure that students were well supported in the transition to Fall 2020.

The Dean of Student Affairs oversees ongoing training on accommodations support and processes.

COUNSELING SERVICES

Each Cornish student has up to 15 counseling appointments available to them each academic year through the on-campus Counseling Services office. The student works in consultation with their counselor to determine the frequency of appointments and the methods and duration of services according to their individual needs. Counselors can provide crisis intervention, consultation, and referral to community resources, and Counseling Services also maintains a list of online resources and a list of off-campus providers.

There is no fee for Cornish Counseling Services. Counseling Services is open Monday through Friday and holds daily designated walk-in hours, in addition to scheduled appointments. The office is located in the Cornish Commons on the South Lake Union campus. Office hours are also available to students on a weekly basis at Kerry Hall on Capitol Hill.

Cornish counselors use a variety of therapeutic approaches to assist students, including developmental, cognitive behavioral, Gestalt, narrative therapy, and brief solution-focused counseling. Cornish counselors participate in professional consultation and continuing education annually.

Students new to services are asked to complete a 20-30 minute screening in order to understand their specific issues and mental health history and to better pair students with one of the counselors. After the initial screening, a 90-minute intake session is scheduled. Subsequent sessions are 50 minutes in duration.

Counseling Services provides an annual report to the Dean of Student Affairs which includes information on:

> » The accomplishments of the academic year.
> » Counseling appointment data, including number of clients and total sessions utilized.
> » De-identified client data, including top self-reported conditions, class year, gender, major, ethnicity, and residential status.
> » Percentage of clients that have a lifetime experience of self harm, suicidal ideation, or suicide attempts.
> » Percentage of students reporting past traumatic experiences.
> » Counseling Services indicators and outcomes, including results of Counseling Center Assessment of Psychological Symptoms (CCAPS-62) at intake and conclusion of services.

Counseling Services conducts a yearly assessment to improve services to students, and tracks and logs time used in non-direct service to students. During Spring 2020, and for the 2020/21 academic year, the College has been able to offer virtual Counseling Services to students to provide seamless, uninterrupted service.

HOUSING & RESIDENCE LIFE

The Housing and Residence Life team operates a state-of-the art living environment for students in the Cornish Commons. Each residential floor includes a community lounge for students to gather and connect. Staff host programs and activities to build community among residential students.

ORIENTATION, TRANSITION AND RETENTION

The mission of the Orientation, Transition, and Retention Program at Cornish College of the Arts is to support student success and the development of the whole person by facilitating a program that prepares students for their academic responsibilities, integrates them into the social and cultural life of the College, and articulates the values held by the campus community.

This program supports first-year students, first-generation College students, and transfer students, while also providing resources and information for the student's own support networks (parents/family members/guardians/family of choice), so that they can become effective partners in the growth and development of students as artists, citizens, and innovators.

Cornish uses the standards provided by the Council for the Advancement of Standards in Higher Education to develop orientation programs, build student learning outcomes, and guide assessment efforts.

Before their arrival on campus, students are provided with online training introducing them to campus prior to their arrival. This Canvas course has modules on values and expectations, life on campus, safety and security, academic and student support resources, and involvement on campus. This supplements in-person activities during the first week on campus—new student orientation week.

In-person activities during new student orientation week focus on navigating the campus environment and on-campus support resources, along with building skills in time management, goal-setting, resiliency, and bystander intervention.

As of June 2020, Cornish partners with Get Inclusive to provide online training that introduces students to the concepts of salient identities and inclusion, alcohol and other drugs, consent and sexual violence, and hazing and bullying.

First-generation College students and transfer students have specific programming options to meet their particular needs.

CORNISH STUDENT SENATE

The Cornish Student Senate is comprised of elected representatives from each department and one appointed first-year student representative. The constitution and bylaws articulate its mission, purpose, and values, while outlining eligibility requirements for serving as a representative and defining the roles and responsibilities of members.

REGISTERED STUDENT ORGANIZATIONS

Student organizations provide opportunities outside the classroom for students to participate in educational, intellectual, interdisciplinary, and cultural events and activities, and to develop leadership and citizenship skills. Information on how to start a Registered Student Organization is available to all students on the Cornish website.

ORIENTATION LEADERS

Students are hired each year to serve as orientation leaders during new student orientation, which takes place the week before classes begin each Fall semester. Orientation leaders complete an online training over the Summer via Canvas and also participate in in-person training prior to the arrival of new students on campus. On completion of the training, students will be able to:

» Identify and describe campus resources that are available to new students and their families.
» Demonstrate effective communication and leadership skills through facilitating NSO workshops, programs and color group meetings.
» Apply knowledge of basic student development theories in interactions with new students during orientation week and beyond to offer peer support and build community.
» Create a safe, inclusive and supportive community by fostering positive relationships among and with new students, continuing students, staff and faculty.

There is a half-day orientation session offered in the Spring semester for new transfer students. Orientation leaders that served during the Fall semester are asked to assist new students during this program as well.

Orientation leaders receive compensation in the form of a stipend for training activities and activities led during new student orientation and throughout the first semester.

RESIDENT ASSISTANTS

Housing and Residence Life hires students each year to serve as resident assistants in the Cornish Commons living community. These students support student success through direct student interaction, creating and maintaining a safe and supportive living environment on campus, and hosting programming.

WRITING CENTER

The Cornish Writing Center provides students with free, personalized writing support. Writers

can visit the Center for consultation on academic papers, short stories, song lyrics, resumes and cover letters, artist statements, and other kinds of writing projects. Individual conferences are 30-minutes long and focus on the student's goals and concerns, providing practical feedback and helping students arrive at solutions. The Writing Center also offers an online response service via Canvas.

The Writing Center Director—a full-time faculty member—teaches a semester-long course on Writing Center pedagogy and oversees a team of peer consultants who have successfully completed the training.

OFFICE OF INSTITUTIONAL EQUITY

Cornish College of the Arts prohibits discrimination, harassment, and sexual misconduct. Students, faculty, and staff members are informed of the College's Discrimination and Harassment Policy and Sexual Misconduct Policy through the Faculty Handbook, Staff Handbook, and Student Handbook, as well as through employee on-boarding and New Student Orientation. It is the responsibility of every member of the Cornish community to report incidents of discrimination, harassment, and sexual misconduct to the Office of Institutional Equity for investigation.

The College's Chief Equity Officer and Title IX Coordinator worked until Fall 2020 to oversee the College's equity initiatives, as well as Title IX processes. The Chief Equity Officer works closely with the President's Cabinet, faculty, staff, and students to support initiatives focused on equity and closing equity gaps. Work during 2019 and 2020 has included such things as faculty professional development sessions, student focus groups, discipline/departmental specific conversations, and the management of a College task force focused on revision of pertinent policies.

The Office of Institutional Equity has worked in close consultation with the Office of the President, Human Resources, Student Life, and the President's Task Force on Institutional Equity to create policies and procedures to ensure compliance with federal nondiscrimination laws. The President's Task Force was composed of faculty, staff, students, administrators, and other Cornish stakeholders to ensure that voices are heard from across the College community. In addition, the Office of Institutional Equity investigates and addresses allegations of discrimination, harassment, and sexual misconduct.

The Office of Institutional Equity works with Human Resources and the Office of Student Life to provide web-based and in-person civil rights investigator training, partnering with the Association for Title IX Administrators to provide appropriate, consistent, and accurate resources. As discussed in the Preface (Recommendation 3 Response) and Standard 1.B.1 the structure of this Office is under review.

COMMUNITY TOWN HALLS AND OPEN COMMUNICATION

The President and Cabinet are committed to providing opportunities for community building and information sharing with faculty, staff, and students. In addition to the scheduling of regular Town Halls for faculty and staff, the President and other campus leaders regularly join the Cornish Student Senate to discuss topics of interest or respond to concerns, particularly as they relate to student learning and success. The President also operates an "open door" policy.

FUNDING REVIEW

In 2017-18, Cornish instituted a process of Funding Review, where students may apply for additional financial resources in order to complete their degree. Students are informed of the process during Orientation, in the Student Handbook, and email reminders are sent in advance of the February 15 deadline. Students applying for Funding Review submit a one-page statement, a monthly budget, and a letter of recommendation from a Cornish faculty member who can speak to their work and achievements. Requests may be need-based or merit-based.

Cornish strives to make the Funding Review process easy and to offer plenty of support. Financial Aid counselors assist students with creating budgets, and the process helps Cornish educate

students about managing expenses and living within a budget. Writing Center and Library staff members may also assist students with writing their one-page statements.

Students who are granted additional aid under Funding Review may receive $1,000 - $6,000 of additional aid from the institution, depending upon their requested amount and demonstrated financial need. Some merit-based aid may be awarded without regard to demonstrated financial need.

CAMPUS SAFETY & SECURITY

The Office of Campus Safety and Security is committed to providing a safe, secure living and learning environment by preventing, preparing for, and responding to various emergencies, accidents, injuries, and serious illnesses that may occur on campus. The VP of Operations oversees campus safety and security. (Additional information can be found in Standard 2.I Physical and Technology Infrastructure.)

INFORMATION TECHNOLOGY

The Information Technology Department is the center of technology resources for the College and is responsible for all data communication, network, and telecommunications. They maintain College computer labs, internet, email, and the telephone system and provide direct student support. (Additional information about the IT Department and services can be found in Standard 2.I Physical and Technology Infrastructure.)

2.G.2

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

Cornish College of the Arts is committed to providing students, faculty, staff, trustees, and the public with accurate, up-to-date information about the College mission, programs, degrees, requirements, policies, and procedures. Important information is accessible through a variety of channels noted below with processes in place for annual review and updating.

STUDENT HANDBOOK

The Cornish Student Handbook shares the College Mission Statement, core values, statement of difference and inclusion, rights and responsibilities of community members, academic conduct policies, other College policies and procedures, College services and resources, the Student Code of Conduct, Sexual Misconduct Policy, Discrimination and Harassment Policy, and department-specific student guides. The Student Handbook is published on the College website and is also posted as a downloadable PDF within Compass.

COURSE CATALOG

The Cornish course catalog is published on the College website as well as on Compass, and lists courses and their descriptions, as well as degree and program completion requirements, expected learning outcomes, course sequences, and program schedules. The Catalog is updated every year as required by federal law under Title IV.

The College curriculum is reviewed regularly by faculty and chairs in their respective academic programs. A formalized Annual Program Review process began for all majors in 2019-20 (see

1.B.1) and, under the Senate restructure noted above, Curriculum Committee will be housed within Senate and in addition to oversight of regular curriculum review and revisions will oversee more comprehensive curriculum reviews in conjunction with the Provost's Office via multi-year internal program reviews. Incremental shifts in oversight of Curriculum Committee commenced in January 2021 to support implementation of the Senate restructure (Academic Standards and Policy has undergone a similar incremental shift commencing Jan. 2021).

Moving forward, the College needs to build enhanced systems within its Curriculum Committee in order to ensure that courses that have not been run for a period of time are run (currently three years). Shift to the Senate Structures noted above will ensure that this is built into each standing committees' annual work plan.

FACULTY AND ADMINISTRATOR BIOS

Administrator bios are available on the "About" section of the College website. Faculty bios are available on the Academics page under "Resources." Both include degrees held and conferring institutions.

TUITION & FEES

The Tuition and Fees page on the Cornish website notes the tuition and fees for all programs, room and board charges, deposits, other fees and fines, the College refund policy, and a net price calculator.

FINANCIAL AID

The Tuition and Financial Aid page on the Cornish website includes general financial aid information, information on Free Application for Federal Student Aid (FAFSA), and types of financial aid (College booklets such as Student Financial Services 2018-19 also provide support).

Cornish also publishes a Student Financial Services Handbook on Compass that provides comprehensive financial aid and student account information for students. The College also maintains a Financial Aid FAQ on the Cornish website.

The Tuition and Fees page on the Cornish website notes the tuition and fees for all programs, room and board charges, deposits, other fees and fines, the College refund policy, and a net price calculator.

ACADEMIC CALENDAR

The Academic Calendar can be found within the Course Catalog as well as on Compass. The calendar contains all semester start and end dates, add/drop and other relevant deadlines, as well as campus holidays, commencement dates, and other College events.

2.G.3

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Cornish College of the Arts publishes detailed, accurate information about educational programs on its website (link to Academic Programs landing page with links for individual departments and programs), along with printed admission materials.

Cornish offers just one program that requires unique licensure: Interior Architecture.

2.G.4

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

As mentioned above, Cornish College of the Arts publishes a Student Financial Services Handbook on Compass that provides comprehensive financial aid and student account information for students. The College also maintains a Financial Aid FAQ on the Cornish website.

As an accredited institution of higher learning, Cornish participates in Title IV federal financial aid programs as well as financial aid programs offered by the State of Washington. Cornish requires a completed application for admission in order to award institutional merit grants. For all other forms of financial aid, Cornish requires the Free Application for Federal Student Aid (FAFSA) to be sent to the College by using our school code of 012315. There is no institutional application for financial aid, and a FAFSA is not required to set up an interest-free payment plan.

The Tuition and Financial Aid page of the Cornish website describes all forms of financial aid that are available to students in degree programs at Cornish. These include Cornish Merit Scholarships, Endowed Scholarships, Federal or State Grants, Federal or State Work Study, Federal Student Loans, and Private Student Loans. The State of Washington also provides financial aid for undocumented individuals via the WASFA application, and Cornish can assist students with applying for these funds.

Cornish does not reduce institutional financial aid when a student brings in a scholarship from outside the organization.

Some Cornish endowed scholarships require application to the department, depending upon the donor's instructions, and these are only awarded to returning students at Cornish.

Cornish also provides interest-free payment plans for families who choose to pay institutional charges in monthly installments over the course of a year. Payment methods, payment plan options, and contact information for Student Accounts are available on the Tuition and Financial Aid page of the Cornish website.

Upon receiving an offer of admission to Cornish, candidates are provided with an electronic financial aid award letter that details the categories of financial aid for which the candidate is eligible, and provides the amount of each award category. The award letter provides the entire Cost of Attendance budget for the academic year to which the candidate applied, and then calculates any out-of-pocket expenses that remain after the application of grant or scholarship assistance. The award letter goes on to explain the categories of aid, and to describe the options for financing any remaining amount.

Continuing undergraduate students receive an updated award letter each Spring, once the tuition and fee rates have been announced for the following academic year.

Cornish maintains an Emergency Fund for students who experience small financial constraints during the year that might hinder their degree progress. In addition, Cornish offers a process of Funding Review where students may apply to receive either need-based or merit-based consideration for additional funds in the next academic year.

2.G.5

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

The Student Financial Services Handbook provides information on financial aid interest rates,

grace periods, and repayment terms. Students who borrow federal student loans must complete federal entrance counseling requirements before the funds will disburse to their account. Exiting students must complete exit counseling as required by federal regulations. Exit counseling and instructions for completing the process online are sent to students' school emails.

Information about the institution's loan default rates can be found at: https://www.cornish.edu/tuition-financial-aid/financing-options/

2.G.6

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Academic advising is a critical component of the educational experience at Cornish. Each student is assigned to a major-specific Academic Advisor who works in close consultation with the Dean of Academic Services and Registrar and Department Chair to provide comprehensive academic advising, monitor their progress to degree, and offer advising specific to their academic goals and career interests. This support and mentoring continues throughout each student's time at Cornish.

The academic advising calendar is designed to ensure that students meet with advisors on a regular basis and at critical junctures during their programs to support short and long-term educational goals. Academic advisors meet with students to review degree requirements, including course selection, course requirements and prerequisites, appropriate course sequencing, and registration, and to support timely progress towards degree completion.

The Dean of Academic Services is responsible for the oversight of academic advising, and delegates coordination, training, and outreach strategy to the Lead Academic Advisor. The Vice President of Enrollment and Student Affairs provides leadership and college-wide strategy to ensure that consistent advising services and resources are available to all students. (See 1.C.4 and 1.D.1 "Continued Support After Admission" for further discussion and exhibits).

2.G.7

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

At the time of this report, Cornish does not offer any distance education programs.

In response to the pandemic, Cornish offered fully online curriculum for the ninth to fifteenth weeks of the Spring 2020 semester as per flexibilities granted by the United States Department of Education and Northwest Commission on Colleges and Universities and as required by Washington State mandate. Cornish continues to offer a mix of fully online and hybrid curriculum during the 2020-21 academic year as a result of the continuing pandemic. The NWCCU has been apprised of Spring and Fall plans as outlined and requested by the Commission.

2.H.1

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

LIBRARY STAFF

Consistent with its mission, the College employs qualified library personnel, including 3 FTE Librarians (including the director) and 1 FTE Library Specialist. The Library employs and provides ongoing training for 10 work-study students, totaling 2.5 FTE Library Assistants at full staffing.

» Director of Library Services: Master in Library and Information Science, Master in Museology, BFA in Art with a focus in Photography.
» Visual Arts Librarian (currently unfilled)
» Performing Arts Librarian: Master in Library and Information Science, BA in Music Therapy.
» Access Services Librarian: Master in Library and Information Science, BFA in Painting.
» Library Specialist: AAS Library Technical Degree plus one-year undergraduate studies in Music.
» Library Assistants: 10 library-trained work-study students.

ACCESS TO LIBRARY RESOURCES

The Cornish Library provides access to library and information resources through a variety of services. Library services are listed on the Library web page and more concisely in the Library Handout which is posted on the Library web page and available for pickup at the Library's front desk. The Cornish Library Annual Report 2018-19 provides statistical reporting on library services as well as collections and operations (Library reports since 2013-14 can be found on the Consumer Information's Academic Programs and Student Learning page).

Students have consistently given the Library the highest satisfaction ratings in the Cornish Student Satisfaction Inventory for the following two areas:

» Library staff are helpful and approachable.
» Library resources and services are adequate.

The Cornish Library is located in the Main Campus Center in South Lake Union and is open Monday through Thursday, from 8 a.m. to 9 p.m., Friday 8 a.m. to 6 p.m., and Saturday and Sunday, from 1 p.m. to 5 p.m. The circulation desk is staffed by work-study Library Assistants or other Library staff.

A librarian is available for questions at the reference desk from 9 a.m. to 6 p.m. Monday through Friday. Students and faculty can also schedule in-depth consultation sessions with librarians during those hours, and questions can be emailed or called in. Evening and weekend reference questions are fielded by work-study Library Assistants, to the extent that they are able, and reviewed by

librarians the next weekday.

The Library provides interlibrary loan through OCLC WorldShare service.

The main collection is classified by the Library of Congress. The Library uses the Koha Integrated Library system. Bibliographic records are obtained from OCLC. The online public catalog is listed on the Library web page and is accessible via direct URL link.

Library orientations are offered to new employees as part of Human Resources' on-boarding process whenever requested. The Library sends welcome emails outlining basic services to new employees as they are added to the Library database. Students receive library orientation as part of Information Literacy Instruction.

Since the Music and Dance departments are located in Kerry Hall which is several blocks away, students and faculty can submit requests in the Library catalog to have materials sent to Kerry Hall via daily campus mail delivery. This makes the physical collection more accessible.

INFORMATION LITERACY INSTRUCTION

Librarians teach Information Literacy sessions for classes and also offer student library orientations. Student feedback is collected using online Google Forms that are completed at the end of a session.

Library Research Guides are developed and maintained on the LibGuides platform to support a variety of classes, research assignments, and general collection access.

In Spring 2019, the librarians started using Credo Instruct to provide video and text tutorials that complement in-class presentations. These are embedded in Canvas for viewing before or after the library instruction session as appropriate.

During welcome week in August, first-year students receive a brief tour and basic orientation to library services.

In the first year, students receive Information Literacy instruction connected to Writing and Analysis I and II, required classes for Fall and Spring semesters. In the Fall, first-year students receive an overview of library resources and interactive instruction in finding materials in the collection. In the Spring, students participate in a Spring Research Studio, which introduces the research process and supports a specific research assignment. Instruction is delivered in the Library's computer lab. Librarians also visit classrooms when appropriate.

Beyond the first-year, librarians work closely with some departments to offer annual instruction for specific required classes during years two through four. Otherwise librarians respond to faculty requests for library instruction as needed.

The Library's long-term goal is to scaffold Information Literacy instruction across all four years for all departments, and to that end the librarians have developed student learning outcomes specific to Information Literacy. The outcomes were adapted from concepts promoted by the Association of College and Research Libraries in their Framework for Information Literacy for Higher Education. These learning outcomes were approved by the Provost in Fall 2018.

In addition to information literacy instruction, the Library also sees evidence of the integration of library and information resources into the learning process through the variety of reference questions posed and the degree to which Library resources are used. Librarians provide assistance with assignments and all facets of student work. Reference statistics, database usage statistics, and circulation statistics are included in the Cornish Library Annual Report 2018-19.

LIBRARY POLICIES

Library policies can be found on the Library page of the Cornish website. An overview of policies is also kept up to date in the Library Handout which appears on the Library web page and is

available for pickup at the Library's front desk.

LIBRARY FACILITIES

The Library footprint is about 7,000 sq. ft. with a total of 3957 active linear feet of collection shelving (3516 ft. of open stacks and 414 ft. of closed stacks). Other storage includes 10 CD cabinets, twoshelves for vinyl records, one poster case, seven large and eight small 35mm slide cabinets, and four file cabinets for exhibition catalogs.

There is an open student computer lab with 12 PCs and a printer, also used for library instruction sessions. There are three public computer stations with a printer. There is also one large color Xerox copier/printer with printing access from all networked Library computers.

Students have access to eleven group study tables and six lounge chairs. There is a media room with digital and analog equipment for listening, viewing, and recording of all media types in the collection.

LIBRARY COLLECTIONS

Cornish Library collections provide information resources with a level of currency, depth, and breadth sufficient to support and sustain the College mission and programs. The Collection is reviewed annually and maintained according to the Library's Collection Development Policy.

Each department has a faculty Library Liaison to facilitate requests for materials to support classes. Individual requests from students, faculty, and staff are filled by interlibrary loan or purchased for the collection.

The Library maintains an acquisitions budget () for title requests from faculty and students, as well as selections from the librarians.

PHYSICAL COLLECTION

Using a title count, the physical collection consists of 28,145 books, 171 periodicals and newspapers, 2,800 videos (DVD and Blu-Ray), 4,710 music scores, 7,039 sound recordings (mostly CDs), and 45,014 slides.

Media equipment is available for individual and classroom use. Examples include carts with large monitors and DVD/Blu-ray players, CD players, converter cables, phone and laptop chargers, and external Blu-ray disc drives.

The Cornish Library also maintains a limited archival collection. Materials focus on the history of the College and supplemental materials previously donated to Special Collections at the University of Washington.

ELECTRONIC COLLECTION

Electronic resources consist of nineteen research databases with access to 155,000 electronic books, 9,225 full-text journals, 2.5 million digital images, 2.2 million streaming music tracks, 3,080 streaming videos, and four online encyclopedias. These are accessed from the Library web page and links are provided on the Library Database Page.

LIBRARY RESOURCES FOR SUBSTANTIVE CHANGE CURRICULA IN 2020

The College reported to the NWCCU Spring 2020 on a number of curricular changes. The Director of Library Services serves on the Curriculum Committee and reviews each proposal to determine if it represents a significant change in subject offerings and whether the Library has adequate resources to support the proposed class or degree. Because there has been a conscious effort on the part of the department chairs to build on existing course content for recent curricular revision and new degrees, Library subject coverage has basically stayed the same. All new curriculum proposals this year have been within the subject scope of the existing

collection, with no need for new resources beyond what would normally be purchased for each program within a fiscal year.

PANDEMIC RESPONSE

In preparation for the Spring 2020 Washington State mandated campus closure librarians developed a guide for Remote Learning Library Resources. The Library adapted library instruction sessions to online delivery using a combination of video and text tutorials with synchronous and asynchronous online presentations as needed. Reference services are available by phone, email, and chat. Online consultations are available by appointment. All online resources have been promoted to students and faculty. Additional e-books have been purchased as needed to support class reserves and assignments. Interlibrary loan has shifted to digital document delivery. Both remote and limited in-person services have been offered during the 2020-21 academic year given the ongoing pandemic.

2.1.1

Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

PHYSICAL INFRASTRUCTURE

The mission of Cornish College of the Arts is to provide students aspiring to become practicing artists with an educational program of the highest possible quality, in an environment that nurtures creativity and intellectual curiosity, while preparing them to contribute to society as artists, citizens, and innovators. Consistent with that mission, Cornish maintains safe, secure physical facilities that are sufficient in quantity and quality.
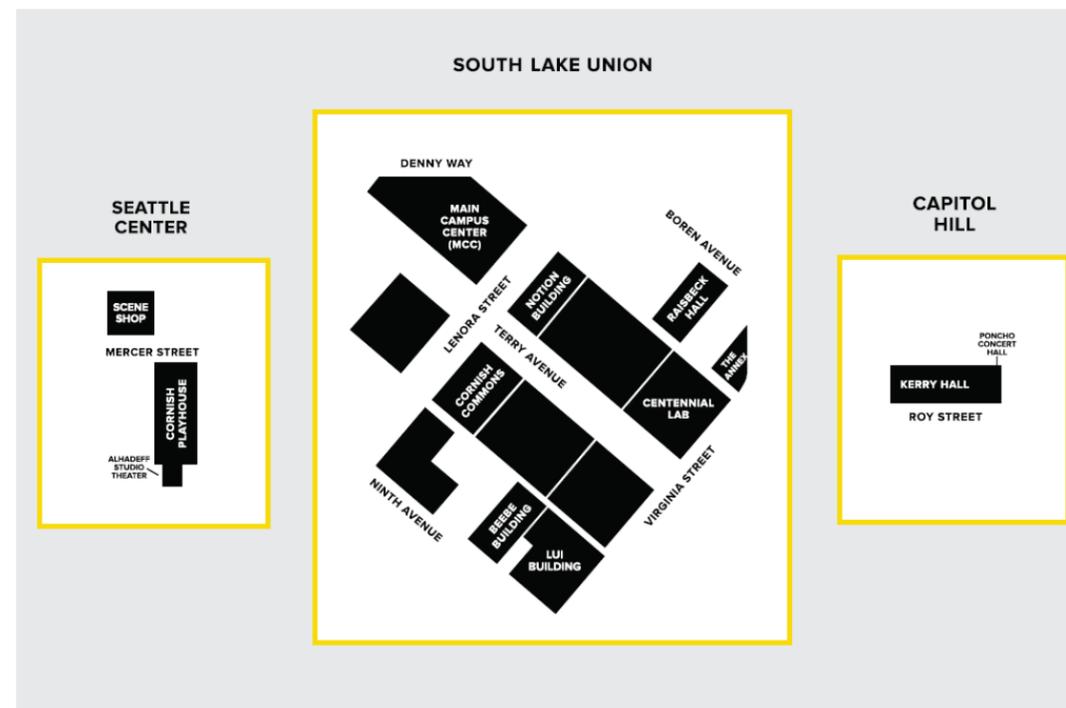
Overall, the Cornish physical facilities encompass a total of 318,331 gross square feet across 10 buildings. Five buildings are under long-term leaseholds. Kerry Hall, which currently supports the Dance and Music Departments, is located in the Capitol Hill neighborhood, while the Cornish Playhouse and Scene Shop reside in the Queen Anne Neighborhood. All other Cornish facilities are contained within the South Lake Union neighborhood.

During the College's last Master Planning efforts in 2013-2014 (Cornish Master Plan 2013; Cornish Master Plan Update; One Cornish Master Plan)—which integrated goals defined in the 2013-18 Strategic Plan]—several academic opportunities and facility-related improvements were identified. In response, resources were allocated to develop a new student housing facility, the Cornish Commons, and to renovate Nellie's Café in the Main Campus Center, both buildings located in

the South Lake Union campus. Additionally, significant investments were made in both the Kerry Hall and Playhouse facilities to address structural deficiencies.

In 2018, the Board of Trustees approved the purchase of a public-facing gallery and a multi-purposed auditorium on the first floor of a new 40-story residential tower located directly within our South Lake Union campus footprint. Both spaces, which are expected to be completed in 2022, will directly support both our visual and performing arts programs. Moreover, Cornish will curate a versatile art wall on the exterior of the new tower. (See BOT Facilities Committee Charter).

The Cornish Board of Trustees has stated its desire to consolidate the campus by moving all degree programs to South Lake Union. A decision will be made by Summer 2021, due to the timeline of the refinancing options. In addition, there are plans to renovate the Notion Building to provide faculty office space and to evaluate the availability of dance studio space in the South Lake Union area.

Cornish is currently renewing Master Planning efforts.

SAFETY COMMITTEE GUIDELINES & OPERATING PROCEDURES

SAFETY AND COMPLIANCE

Cornish College of the Arts is committed to fostering a culture of safety and mutual responsibility for the campus community, while maintaining compliance with the Clery Act, Title IX, and other regulations. All campus facilities are controlled by an exterior key-card/fob access control system 24/7. Cornish contracts with a non-sworn third-party vendor for a full-time unarmed 24/7 security department with post locations at the Kerry Hall, Main Campus Center, and Commons facilities. All campus parking locations, along with the majority of exterior campus facilities, have motion-detected surveillance capabilities. Additionally, the majority of common areas within the interior of campus facilities have also been equipped with security cameras. Law enforcement-related services are provided by the Seattle Police Department. We utilize an Emergency Notification System, Omnilert, a multimodal mass notification system that allows a member of the Crisis Communications Team to send time-sensitive simultaneous notifications and messages to the mobile phones of registered users, all Cornish email addresses for employees and students, along with Cornish social media accounts.

Cornish has an active Safety Committee comprised of both staff and faculty members who meet regularly throughout the academic year to review accident reports, recommend prevention measures, and review safety concerns that arise during the year (2019 Annual Security and Fire Safety Report). Additionally, policies are in place for adherence to procedures regarding the use, storage, and disposal of hazardous or toxic materials (Chemical Spill Policy). All departments that deal with hazardous or toxic materials are supported by lab supervisors, who conduct training for all aspects of safety management, including responsible use, storage, and disposal of chemicals, protective equipment training, tool use, accident reporting, and emergency response procedures. To enhance training efforts relating to safety training and the tracking thereof, Cornish has procured a web-based training system which was implemented prior to the start of the 2020-21 Academic year.

TECHNOLOGY INFRASTRUCTURE

The mission of the Information Technology Department at Cornish College of the Arts is to provide excellent and effective infrastructure and quality support for computer, audio/visual, voice, and application services to the College. The Information Technology Department takes on campus-wide leadership in providing guidance, support, and innovation to bolster the College's mission and enable all the departments to meet their goals

RECENT AND CONTINUING IMPROVEMENTS

In an effort to improve the student experience and staff efficiency, Cornish has made a concerted effort to modernize technology systems and resources. IT has introduced a range of new systems

and services to the College and is developing an Information Technology Master Plan using the Four Year Opportunity Plan and a new Strategic Plan as roadmaps.

A. Modernization
In 2014, the College moved email services to the cloud using Google Suite for Education from an on-premises hosted Microsoft Exchange service. Additionally, in 2014, the College implemented the Canvas Learning Management System. In 2017, the College implemented the Slate CRM system for recruitment. Finally, in 2019, the College implemented the FEITH document management system in Financial Aid.

B. Risk Mitigation
Led by the Director of Information Technology, Cornish is proactively mitigating risks to its technology infrastructure. Cybersecurity has become a great concern as almost all personal and institutional information is stored either directly online or on systems that are accessible through the web. Internal and external vulnerabilities include:

  » Phishing attacks/attempts (sample email from IT).
  » Malware.
  » Distributed Denial of Service Attack (DDoS).
  » External or Internal network breach.
  » Employees sharing passwords.

Cornish implements the following countermeasures to mitigate risks:

Training and Ongoing Communication | Information Technology takes proactive measures to train employees to be vigilant and understand the risks associated with clicking on malicious emails, links, attachments, or websites. The Information Technology Policy outlines responsibilities and best practices for the entire community. Additionally, Information Technology regularly communicates about emerging threats and risks, and updates the community about Information Technology improvements and resources. At the beginning of each semester, the Information Technology office works with faculty to further develop their knowledge of Canvas and the Google Suite.

Firewall | Cornish uses Sonicwall firewalls for isolating, routing, and securing network traffic. To this end, the College manages several VLANs to isolate network traffic between different services. The firewalls also receive continuous gateway antivirus updates from Sonicwall as the main shield of defense against malware. Intrusion protective services and botnet filters are enabled to mitigate the risk of a DDOS attack.

2-Factor Authentication | Adding an additional layer of security helps to prevent unauthorized access to email accounts through phishing. This is utilized by 48% of staff, and the College intends to enforce it with all faculty in Fall 2020.

Data Backup | The College follows a strict and rigorous backup schedule in the event that disaster does strike, that recovery is available via regular network backups and weekly off-site backups.

Endpoint Ransomware and Anti-Virus Protection | In addition to Gateway anti-virus protection, the College utilizes TrendMicro OfficeScan antivirus to help protect against ransomware. This detects encryption activities at the endpoint and stops them by terminating or putting the process in quarantine.

SYSTEMS OVERVIEW

The College currently has a blend of enterprise applications that are hosted in the cloud and hosted on-premises. The table below is a list of the applications utilized by Cornish staff and their respective security protocols.

Service	Application Type	Function	Accessibility	Security
Jenzabar	Student Information System	The primary system for records. Registration, student housing, grades, transcripts, courses detail, etc.	On-Campus Desktop application.	Both Network and database password authentication are required.
Compass/Jenzabar Internet Campus Solution (JICS)	Faculty, Staff and Student Campus Portal	Online registration of classes, class rosters, student, faculty submit grades, and student check grades, etc.	Hosted on-premises, web based application.	SSL encryption; Password & access protected
FEITH	Document Management System	Electronic document storage and workflow solution	Hosted on-premises, web based application.	SSL encryption; Password & access protected
Canvas LMS	Enterprise education learning management system (LMS) by Instructure Inc.	Administration, documentation, tracking, reporting, & delivery of educational courses/programs.	SaaS web-based system accessible via any reliable internet connection.	SSL encryption; Password & access protected
G Suite for Education	Productivity suite (G Suite Apps) & file storage (Google Drive).	Institution-wide email, calendar sharing, office productivity apps (e.g. documents, forms, spreadsheets, presentations), & cloud storage.	SaaS web-based system accessible via any reliable internet connection.	SSL encryption; Password & access protected; MFA enabled
Slate	Customer Relationship Management	Recruitment and Enrollment. Online application, record management, and reporting.	SaaS web-based system accessible via any reliable internet connection.	SSL encryption; Password & access protected; MFA enabled
Private Network	Local area network for faculty and Staff.	Secure network used by Faculty and Staff to access network resources and on-premises services.	Network authentication and remotely accessible via secure SSL VPN.	Password-protected and access levels granted via database permissions and group policy.

TECHNOLOGY SUPPORT

Information Technology provides Helpdesk support services for students, faculty, and staff, as well as limited support for hardware repairs for student-owned desktop or laptop computers. The Helpdesk assists in diagnosing specific problems or hardware failure, and helps determine and verify the laptop warranty with the manufacturer. The Helpdesk also provides a variety of support services to students, faculty, and staff for ap pl icati ons, printing, and general operating system troubleshooting. During the academic year, the Helpdesk is open from 8 a.m. until 7 p.m. Monday through Thursday, and 8 a.m. until 6 p.m. on Friday.

COMPUTER LABS

Cornish College of the Arts maintains computer labs to support teaching and learning. There are three Student Resource Computing labs at the Main Campus Center and one at Kerry Hall. Student Resource computers generally have access to Microsoft Office applications, Adobe Acrobat, and printing capabilities. At the Main Campus Center, there is one computer lab dedicated to multimedia and digital design. This lab consists of 15 iMac computers for students and one iMac for the instructor. It is outfitted with the entire Adobe Creative Suite as well as 3D modeling programs. Finally, there is a computer lab at Kerry Hall that has the Adobe Creative Suite installed as well as music editing and notation software.

LOOKING AHEAD

CONCLUSION

The cross-college collaboration, reflection, and institution-wide scope offered by the self-study process has clarified areas for continued improvements or renewed attention. The College community is proud of the range of improvements made in recent years, but the Year Seven Self-Study was a much needed institution-wide cataloging and reflection on the changes noted throughout this report.

Although equity and inclusion work related to mission fulfillment is ongoing, the pandemic and recent upsurge of social justice movements emphasized the College's commitment to multiple initiatives and the need for swifter timelines in certain areas. These commitments manifested in actions such as implementation of the Anti-Racism Task Force, review and improvements of anti-ractist curricular actions occurring within departments/programs in 2020-21, and the purchase of instructional technology tools to support all faculty and students during virtual and hybrid instruction.

Overall areas of improvement have been discussed in broad strokes within the Preface and then more particularly within each substandard. They include, for example, the following initiatives already in process:

- » Implementation of renewed structures and policies to enhance shared governance and build community, including transparent mapping of accountabilities, responsibilities and communication expectations, and unsiloing structures, policies and practices.
- » Continuously monitoring external and internal environments to ensure a sustainable business model and mission fulfillment within a consistently changing higher education and arts education landscape.
- » Development of an annual Institutional Effectiveness Report to ensure comprehensive data collection and analysis, enabling the college-wide shift to data-driven instructional planning, resource allocation, and continued refinement of ILOs.
- » Support of academic programs and student support services to assess student achievement and learning via faculty/staff professional development, tracking systems, and committee oversight (e.g. AIEC).
- » Outcomes-based curriculum and program development, inclusive of instructional technology upgrades and support for faculty and students in order to enhance student learning and success.
- » Investing in student health and wellness.
- » Initiatives focused on access and closure of equity gaps (e.g. Anti-Racism Task Force).
- » Enhancing connections with and support of Cornish alumni.
- » Facilities upgrades and planning aligned with student learning outcomes and program requirements.
- » Monitoring of faculty, staff and administrative sufficiency, as well as enhanced employee support to ensure mission fulfillment.

Both progress and further changes must be closely monitored within the 2020-21 Institutional Effectiveness Report and for the 2021 NWCCU Annual Review Year, including areas identified in 2013 for improvement via recommendations and which remain pertinent in broad strokes. Priorities for the coming year will include key College initiatives and assessment of targets, metrics, and goals related to student learning and achievement.

Due to the pandemic, the College has been engaged in strategic planning (via the Four Year Opportunity Plan) in parallel with this self-study; these parallel processes have crystallized the need to focus on access, community, sustainability, collaboration, and achievement. Prioritization of these areas had already been set in motion through all of the work discussed in this self-study, but ongoing work must be closely tracked and effective cross-college systems put in place to ensure continuity of process and practice regardless of senior leadership changes. Similarly, clearly defined priorities with timelines must be set

to ensure appropriate resource allocation and revenue generation for all identified needs.

In the coming years, the College will continue to offer excellence in visual and performing arts education, while also conducting a mission review, continuing investment in new degrees beyond the BFA (e.g BA - DTA), exploring strategic community partnerships to enhance student learning and career preparation, reviewing processes for measuring student success and closing access and equity gaps, enhancing interdisciplinary arts-education opportunities, and more.

Key decisions will be made in the coming months about organizational restructuring and employee staffing, targeted plans for degree program sustainability and growth, campus facilities rightsizing and feasibility of a one-campus plan, and prioritization of student learning and support initiatives. Overall, and as discussed in the Four Year Opportunity Plan, the College will be reallocating resources from debt service and unused facilities to increase support for students, faculty and staff, inclusive of academic tutoring support, equity and instructional design initiatives, and faculty/staff professional development; this reallocation will be critical to student success and achievement.

The College looks forward to discussing these plans with the self-study team and will provide additional documentation as needed to support evaluation and understanding of key institutional priorities, the vision for the future of arts education at Cornish, and the mission of preparing global citizens, artists and innovators.

LINK INDEX

143
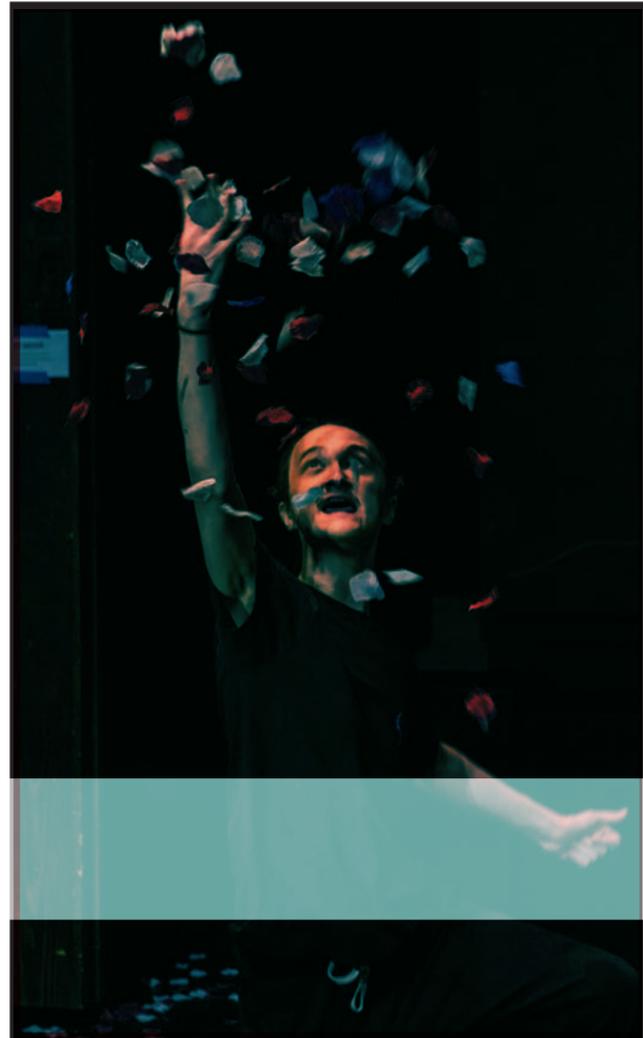
CORNISH COLLEGE OF THE ARTS

1000 Lenora St.
Seattle, Washington