

**PARIS COLLEGE OF ART
INSTITUTIONAL SELF-STUDY | AUGUST 2018
PREPARED FOR
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES**

INVITATION FOR PUBLIC COMMENTS

Paris College of Art will undergo a comprehensive evaluation visit September 23-26, 2018, by a team representing the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges.

The Commission is recognized by the U.S. Department of Education and accredits approximately 240 institutions in New England. Paris College of Art became eligible for candidacy for accreditation in 2016.

For the past year and a half, Paris College of Art has conducted a self-study of its own effectiveness, addressing the Commission's *Standards for Accreditation*. A team of peer evaluators will visit the institution to gather evidence that the self-study is thorough and accurate. The team will recommend to the Commission a status for the institution. Following a review process, the Commission will take the final action.

The public is invited to submit comments regarding the institution to:

Public Comment on Paris College of Art
Commission on Institutions of Higher Education
New England Association of Schools and Colleges
3 Burlington Woods Road, Suite 100
Burlington, MA 01803-4514
United States
Email: cohe@neasc.org

Public comments must address substantive matters related to the quality of the institution. The Commission cannot settle disputes between individuals and the institution, whether those involve faculty, students, administrators, or members of other groups. Comments will not be treated as confidential and must include the name, address, and telephone number of the person providing the comments. Comments must be received by September 26, 2018.

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INTRODUCTION AND ACKNOWLEDGMENTS

This self-study is the outcome of a collective effort initiated in the summer of 2011, with a visit by Paris College of Art's President and Dean to the CIHE headquarters in Massachusetts to meet with the President of the Commission, Barbara Brittingham, and Senior Vice President Pat O'Brien. This very first meeting led to the drafting of an eligibility report in 2013, which was finalized in 2015 and followed by a site visit by the President of the Commission to Paris in June 2015. A formal request for eligibility for candidacy was submitted following that visit and in April 2016 a three-person site visiting team came to PCA, resulting in NEASC'S Commission on Institutions of Higher Education determining that Paris College of Art is eligible to proceed with an application for candidacy for accreditation within two years. It is as a next step that this self-study is being submitted and a site visit planned for September 23-26, 2018.

In the November 30th 2016 letter from the Commission granting eligibility, the following areas were highlighted to be given particular attention in this self-study. Each one of the 5 points is addressed in this document, and in the table below we have outlined where it is addressed in detail and what progress has been made to date. Gaps to full compliance with standards and plans to close the gaps within the next 5 years are discussed in each chapter.

(1) Developing governance structures, including the governing board
A formal governing board was elected in March 2016 for a 3-year term, and has met twice per year since. An additional board member is scheduled to be elected at the December 2018 board meeting. Please refer to Standard 3 for additional details.
(2) Increasing enrollment to enhance sustainability
Enrollment numbers in AY1617 were: 124 degree students and 54 CUPA students (total: 178 students), increasing slightly to 153 degree students and 47 CUPA students (total: 200 students) in AY1718, and are projected to be 172 degree students and 50 CUPA students in Fall 2018 (total 222). For AY1819, the total of 222 students does not include summer or spring 2019 students. In AY1920 we are launching a joint degree with Emerson College expected to enroll 25 students. Please refer to Standard 5 for additional details.
(3) Integrating financial planning with academic and long-range strategic planning and enhancing financial oversight, including oversight by the governing board
At the December 2016 meeting the board voted for a 2-year budget review and approval process. Prior to that there was no board oversight. Long-range strategic planning, including financial planning, is on the agenda for every December board meeting and a 5-year plan was adopted in AY1718. Please refer to Standards 2 and 7 for additional details.
(4) Enhancing its general education/liberal studies course offerings
At the December 2016 meeting the board voted to require 3 credits in math or science out of the required 42 general studies credits for all undergraduate degree students. The Spring 2017 College Council agreed on a multi-year plan to broaden the course offering by rotating courses in social sciences & humanities, arts & literature and math & science. Please refer to Standard 4 for additional details.

(5) Publishing information on retention, graduation, and as appropriate, loan default rates on its website

The fact sheet containing information about graduation, retention and other educational effectiveness data that is included in the annual report prepared for the board is now also published for the public in the PCA's website "About" section. Please refer to Standard 9 for additional details.

The writing of this self-study commenced in earnest in 2017, and was conducted in parallel with the preparation of a self study for re-accreditation by the National Association of Schools of Art and Design (NASAD), which was submitted in early 2018 and followed by a site visit in April 2018. The NASAD self-study, NASAD site visitor team report, and PCA optional response are all available for consultation.

Academic and administrative staff members were invaluable for compiling information, and the Dean would specifically like to acknowledge the following for their contributions to the Self Study

- Bogart, Tara - Photography Technician
- Bouchard, Christopher – Business Office Manager
- Breton, Marie – Admissions Counselor
- Briggs, Chloe – Chair of Foundation
- Cospen-Gharibian, Emmanuelle – Coordinator for Modern Languages
- De Mercey, Alix – Chair of Interior Design
- Devoldere, Veronique – Chair of Fine Arts
- Fruchtnis, Klaus – Chair of Photography & Associate Dean of Graduate Studies
- Johnson, Joe – 3D Technician
- Krauskopf, Sara – Executive Director for Admissions and Communications
- Kumar, Tarun – Information Technology
- Letellier, Mary Ann – Director of the Center for University Programs Abroad (CUPA)
- Manga, Alana - Registrar
- Montefalcone, Barbara – Chair of Liberal Studies
- Potard, Donald – Chair of Fashion Design
- Prebay, Aude – Executive Director
- Rainier, Jeremy – Human Resources manager
- Russo, Lucrezia – Chair of Communication Design
- Shimada, Yoshiko – Student Life manager
- Tierney, Megan – International Programs manager

We also wish to thank Carol Anderson at NEASC for her thoughtful guidance throughout the submission process.

INSTITUTIONAL OVERVIEW

Paris College of Art (PCA) is a proprietary institution, which is legally comprised of two distinct entities:

- PCA France in France holds all the employment contracts (except for one employee of PCA Inc.) and the building lease,
- PCA Inc. in the United States is the entity that has National Association of Schools of Art and Design (NASAD) accreditation and degree granting authority from the State of Delaware.

Paris College of Art is also recognized as an institution of higher education by the *Réctorat de Paris*, the local authority for institutions of higher education, and has two degrees (communication design and fashion design) recognized by the *Commission Nationale de la Certification Professionnelle*, the French registry of professional certifications.

Both legal entities (PCA France and PCA Inc.) are part of the Hildegarde group (<http://www.hildegarde.com>), a French education and media holding company with activities in publishing, magazines, digital media, television and film production as well as film, art, and design education. Hildegarde's mission is to bring together creativity and entrepreneurship to empower the creation of first-rate media content and education to inspire people around the world. Hildegarde SAS is owned at 90% by PCA's President Reginald de Guillebon and at 10% by Audacia, a private French investment firm. PCA holds leases on two facilities in Paris, one for each of its two main activities:

- The Center for University Programs Abroad (CUPA) is located at rue Vavin in the 6th arrondissement of Paris, and welcomes students from elite U.S. institutions for one or two semesters of study abroad at French institutions. CUPA offers methodology classes and extra-curricular activities but does not award credit;
- Paris College of Art credit and degree granting programs are located at 15 rue Fénelon in the 10th arrondissement of Paris.

PCA became a fully autonomous institution in 2010, but for many years one of its divisions, known as *École Parsons à Paris*, maintained links with other institutions, most recently Parsons The New School for Design. That history was described in the 2015 eligibility report to NEASC, and is summarized on our website (<https://www.paris.edu/home/about/history-leadership/>) and in the joint statement issued by the Deans of PCA and Parsons, which is also available on the website.

The transition to autonomy and the change of name to Paris College of Art has strengthened the institution and its academic offering (which since 2015 includes graduate programs), but inevitably lead to some decrease in enrollment, especially in the year that followed the name change (2013), which also saw the establishment of a new branch campus for Parsons The New School in Paris, offering some overlap in degrees and the transfer of students in design management and fashion design from PCA to Parsons. Undergraduate enrollment declined from 200 students in Fall 2012 to 162 students in Fall 2014 (-19% between F12 and F14). Another dip in enrollment occurred in Fall 2016,

after the January and November 2015 and July 2016 terrorist attacks in France that had a negative impact on foreign travel to France, including for students. Undergraduate enrollment for Fall 2016 was 109 students, but returned back up to 127 in Fall 2017 and with an expected enrollment for Fall 2018 of 131 undergraduates (+ 20% between F16 and F18). The expected combined enrollment for Fall 2018 (undergraduate and graduate) is 170 students.

Enrollment projections are thus on an upward trend for the second fall semester in a row, and thanks to diligent financial management and some restructuring the financial situation of the institution is improving. After a period of transition we are now poised to enter a period of incremental growth. It seems important however to provide a brief history of the financial difficulties that the institution has faced, in order to put the financial documents and audits in context.

In late 2016, PCA France's financial situation was tense, with decreased enrollment directly impacting revenue. In addition, there was litigation with the owner of PCA's main building (PCA campus at 15, rue Fénelon), with a legal threat of eviction, which represented a direct threat to our ability to carry out our educational mission (this litigation has since been resolved as part of the settlement on "frozen debt", and the risk of eviction completely lifted). In order to prepare for the 2017 spring semester when, based on cash flow previsions, PCA would have had serious shortages, we decided as a precautionary measure to request a safeguarding procedure ("*Procédure de Sauvegarde*" in French) for the French structure. This procedure freezes all ongoing litigations, making eviction legally impossible during the length of the procedure. The request was granted by a judge in January 2017, given that assets covered liabilities. A *Sauvegarde* is similar to a chapter 11 in the U.S. The advantages of a safeguarding procedure, in addition to making eviction impossible, are that:

- (1) the company director oversees the implementation of the procedure
- (2) the procedure allows you to suspend all previous debts
- (3) all service providers are required to honor the terms of ongoing contracts
- (4) the company has increased flexibility in terms of terminating employment contracts (this was not used in the end, all staff reductions undertaken were settled amicably).

Once granted, PCA entered a period of temporary receivership and throughout the *Sauvegarde*, responsibilities were shared between two court-appointed judicial representatives: an *Administrateur judiciaire*, an administrator that accompanies the company throughout the procedure, and a *mandataire judiciaire*, an overseer whose primary responsibility is act on behalf of the company's creditors.

The safeguarding procedure began in January 2017 with an observation period of 6 months, which was renewed in July 2017 for another 6 months, in light of the steady growth in enrollment. In January 2018, given the continued growth in enrollment, the observation period was renewed for a final six-month period, during which PCA was asked to propose a *Plan de sauvegarde* (recovery plan), detailing how its debt would be paid over a 10-year period. The "recovery plan", which was approved by the judge on June 26th 2018, proposes a timetable to repay the previous debt, meaning PCA will have to show that the cash flow over the next 10 years enables the company both to have a positive income and to repay the debt that was suspended at the beginning of the

procedure. The approval of the proposed plan has the following consequences and conditions:

- End of the observation period (meaning end of the temporary receivership and return to normal operational procedures)
- The business and its assets (“*fonds de commerce*”) are declared inalienable until completion of the plan
- All debt under 500€ (~US\$600) are to be paid immediately (total 4,827€ ~US\$5,792)
- 11k€ (~ US\$13.2K) of labor settlement to be paid immediately (case litigated prior to *sauvegarde* procedure)
- The rest of the debt will be paid in 9 annuities, in increasing percentages (from 2.5% in 2019 to 15% starting in 2023), with 50% of each annuity to be provisioned 6 months in advance.

This 10-year repayment plan is in response to applicable French rules and regulations, but the institution will be financially stable and viable before the 10-year mark, as projected in the 5-year business plan (AY18/19 through AY22/23) provided after the Standard 2 Data First forms and further discussed under standards 2 and 7. Since we are not legally required to settle the debt in less than 10 years we will take advantage of the interest-free credit that this repayment plan represents. We could however repay the debt over the next 5 years and still be profitable by AY1819. Additional details on this procedure as well as the repayment plan are provided in appendix.

Barring another terrorist attack or other major event beyond our control, we are realistically optimistic about steadily growing enrollment over the years to come, notably through increased degree offering (for further details please see chapters devoted to Standards 4, 5 and 7) and by growing name recognition. While our tuition for undergraduate programs is very high compared to other institutions of higher education in Europe, where significant public funding masks the real cost of education in the advertised tuition rate, we are more competitively priced compared to other European institutions at the graduate level and have seen an increase in enrollment from 7 graduate students in 2015 to 39 students (projected) in fall 2018. We are also launching a joint undergraduate degree in film with NEASC-accredited Emerson College in 2019, which will leverage Emerson’s applicant pool for a new Bachelor’s degree that students complete over 9 semesters on PCA’s campus in Paris and Emerson’s campuses in the United States and the Netherlands.

We believe that access for talented students from different socio-economic backgrounds is a point of concern, and aim to increase the percentage of undergraduate students on institutional financial aid and to grow the percentage of tuition reduction for graduate students. Even during our financial difficulties described above, we were able to maintain roughly one third of all undergraduate students on some form of institutional financial aid and this is a principle that we are deeply committed to. In F13 the average discount percentage versus gross tuition was 12% and it had increased to 22% in F17. We aim to further increase it to 30% by 2023 and to offer up to 80% tuition reduction to the most qualified graduate students (versus a maximum of 50% today) by that same date. These plans are further discussed under Standard 5.

We acknowledge that there are many areas where we can improve, including but not limited to enrollment and financial stability, evaluation of institutional effectiveness, governance, planning and public disclosure. These were the themes that were first highlighted by the 2016 Commission letter, and confirmed in completing this self study, as well as from the NASAD self study process, and we are confident that the discussion during the NEASC site visit and subsequent report will assist us in engaging more deeply with these questions. We are planning to speed up the strategic planning cycle to fully benefit from the accreditation process feedback and have proposed to the Board to develop a new strategic plan to be implemented in AY1920.

A few notes on how to read this document:

- In this document, financial information is typically expressed in euros (€) since tuition and the vast majority of expenses are in euros. Over the last 180 days, the average euro-dollar exchange rate was 0,85 € = 1,00 U\$ as per the currency converter www.oanda.com. Throughout the text we use this average conversion rate to express sums in U\$. For the financial Data First documents we use the currency exchange rate provided by our certified auditors each year.
- Each standard is addressed with a description of the current state of affairs, including a historical perspective when appropriate, an appraisal of strengths and weaknesses and a gap analysis, and projections for future plans to close the gaps within the next 5 years. Each Standard is followed by the relevant Data First forms.

STANDARD 1: MISSION AND PURPOSES

DESCRIPTION

The current Board-approved statement reads: "Paris College of Art was established as an independent degree-granting institution with the mission to: 1) provide the highest international standard of art and design education taught within an American pedagogical paradigm while being influenced, informed and drawing from our French/European environment and 2) open up French educational opportunities to the world and international education to the French."

To fulfill its mission PCA currently offers:

Undergraduate Degree Programs

- Bachelor of Fine Arts (BFA) in Communication Design, Fashion Design, Fine Arts, Interior Design and Photography; Bachelor of Arts (BA) in Design Management. Additional programs have received NASAD approval and we expect to launch a BFA in Film in AY1920.

Graduate Degree Programs

- Master of Arts (MA) in Design for Social Impact, Fashion Film and Photography, Interior Design, Photography and Image Making and Transdisciplinary New Media; Master of Fine Arts (MFA) in Photography and Image Making and Transdisciplinary New Media. Additional programs have received NASAD approval and we expect to re-launch an MA in Fashion Design that previously ran in 2016-2017 and to launch an MA/MFA in Drawing in AY1920.

Study Abroad Programs

- The Center for University Programs Abroad (CUPA) focuses on direct matriculation and optimal academic and personal support, to provide a high quality study-abroad immersion experience in Paris to linguistically advanced and highly motivated students from US colleges and universities.
- PCA Study Abroad is a study abroad option for college juniors and seniors who wish to investigate art, design, and the culture of Paris in an intensive semester- or year-long program.
- PCA Summer is a set of intensive courses in art, design, business, culture, and language with a modern edge in the historically complex city of Paris. Course levels include pre-college and college (undergraduate level) options.

Non-Degree Programs

- Certificates are offered in all the disciplines in which we offer undergraduate degrees. To complete a certificate the student must earn at least 30 credits, with at least 50% of those credits in the major area (e.g. fashion, fine arts, photography, etc.). The certificate certifies the completion of undergraduate credits and is not a degree. This program is ideally suited for mature students wishing to launch a career transition, refine a professional level design portfolio, or prepare for entering a Masters degree program.

With the exception of the CUPA program, all instruction is provided in English, and serves a very international student population, with representatives

from over 50 countries and no dominant national group. Though American citizens tend to be the most numerous (and are the majority in the CUPA program), they do not typically represent more than a quarter of the total student body.

PCA's methodology is ultimately intended to provide students with a multicultural awareness that emphasizes ethical interaction within society and prepares them to be critically engaged citizens able to contribute positive change to our increasingly global and mobile societies. It encourages students to think and act globally while seeking inspiration locally in the rich cultural environment that is Paris.

PCA promotes curricular innovation and embodies a supportive, creative community of committed students, faculty, administrators and alumni. We believe in the notion of a curated education in which each student develops her own path to academic success, choosing from among available international models.

APPRAISAL

The mission statement is used to frame discussions with the Board, in order to ensure that we remain a mission-driven institution. It is also well represented on our website

(https://www.paris.edu/home/about/mission_accreditation/) and in our print catalogue.

Our broad mission guides our decision making at every step, enabling us to set more specific goals and establish objectives measuring to what extent we are reaching our goals. The Board however has raised the issue of developing a more detailed mission statement adding a more aspirational statement about the institution's pioneering impact on cultural identity to develop transcultural and trans-disciplinary creative professionals who are truly global citizens. The Board stressed the importance of providing compelling reasons for studying at PCA beyond Paris, and this led to an initial faculty-wide discussion about the expected outcomes for PCA graduates in spring 2018. The faculty discussion will be pursued at the Fall 18 faculty-wide meeting, and an expanded mission statement proposed to the Board at the December 2018 meeting.

In addition, in order to strengthen our mission to "open up international education to the French" we are considering offering continuing education classes for the local community once again. Such classes have been offered in the past, but were discontinued in 2013 because enrollment numbers were low (in the last semester that we offered continuing education, only one class was running and it just broke even) and the logistical and human efforts required to manage the programs did not seem justified by the interest that the classes garnered. We are researching the feasibility of offering classes again, changing the offering to include classes in French taught by our bilingual faculty and using the American pedagogical approach of broad faculty-student interaction and room for discussion and experimentation, a pedagogical model that is different from the classical French approach to teaching and is likely to appeal to a French audience. In the chapter devoted to Standard 4 we discuss currently running degree granting programs and plans for a new joint degree (BFA) with Emerson College.

STANDARD 1: PROJECTIONS

We plan to revise our mission statement in the next five years to integrate institutional learning outcomes and to develop a new strategic plan based on this self- study and the 2018 NASAD and NEASC site visitor reports.

Specifically, we project to undertake the following actions:

Improvement Goals	Target timeline	Office responsible	Status (August 2018)
Provide additional detail on student outcomes in the mission statement	Developed by the Dean in Fall 2019 for submission for faculty vote in October 2019 and board vote in December 2019	Dean	In planning stage
Identify institutional learning outcomes in alignment with the mission and coordinate curricular and co-curricular mission and outcomes	<p>Faculty develop an initial list of institutional learning outcomes</p> <p>Pursue faculty discussion of learning outcomes at the Fall 2018 and Spring 2019 meetings</p> <p>Faculty discussion results submitted for vote by the faculty in October 2019 and the board in December 2019</p>	Dean	<p>Initiated at the Spring 2018 general faculty meeting</p> <p>On-going</p>
Develop a new strategic plan to start in AY1920 including measures of institutional effectiveness, and financial and resource planning in alignment with the mission	Develop a revised strategic plan for initial board review December 2018, followed by a vote in April 2019	Dean	In planning stage

STANDARD 2: PLANNING AND EVALUATION

The Institution is lead by a small and tightly coordinated management structure, both at the academic and administrative levels.

Planning and evaluation of academic programs is an on-going process that includes course evaluations every semester and yearly program evaluations. Major changes to existing and new curricula are discussed in an academic retreat bringing together the Deans and Department Chairs before the beginning of the academic year to plan for the year ahead and ensure synergies between departments both in terms of course content and equipment. The changes discussed during the retreat are voted on during College Council the following fall. Planning for new academic programs is also aligned with a 5-year strategic plan developed with the Board of Trustees and reviewed yearly.

The yearly academic planning and evaluation cycle follows this calendar:

August	October	December	January	February	March	May	June/ July
Chairs' retreat to discuss changes to existing programs and development of new programs or other academic initiatives	College Council: review and vote on changes to existing programs, review of proposed new programs; General faculty meeting	Fall course evaluations; Board meeting and vote on new programs approved by the faculty	Fall course evaluation reviews	College Council	General faculty meeting; Board meeting and vote on new programs approved by the faculty	Spring course evaluations; Budget preparations for following academic year	Spring course evaluation reviews

Administrative planning and evaluation are done collaboratively by the Executive Director and President on an on-going basis, and proposed plans are presented at the December and April board meetings for review and approval. We are planning to move to an integrated planning calendar, as outlined under "Projections" below.

Given the size of the institution, academic and administrative planning meetings can be called on an ad hoc basis as need arises, for example when the launch of a new graduate program requires allocation of designated space on campus. The institution however is moving toward a more strategic planning process and ad hoc meetings should become the exception rather than the norm.

PLANNING

DESCRIPTION

Each administrative unit (Admissions, Career services, Communications, Dean's office, Human Resources, Registrar, Student Services, etc.) has a perpetual annual calendar, outlining the main tasks to be accomplished every month. These are valuable for planning and ensuring that every unit has adequate staffing and for sharing responsibilities in case of leave for example.

The most recent comprehensive planning effort was made in December 2016 - January 2017 as part of the decision to engage in a financial safeguarding procedure and to prepare a complete institutional overview to support our request for the judge's consideration. It entailed decisions about instructional programs (effectively deciding to suspend the Bachelors programs in Art History, Theory & Criticism and in Illustration to save on faculty costs once the very few currently enrolled students had graduated¹), facilities (subletting space on the Fénelon campus to two animation production companies that are part of the Hildegarde holding group), and personnel (negotiating the departure of staff members through early retirement and other incentives). It also informed the NASAD 2018 self-study, which was a follow-up to our 2013 NASAD self-study. These five-year self-studies are the most consistent planning and evaluation effort at the institutional level.

Annual planning cycles in specific areas include Academic planning (budgets, curriculum, faculty, course revisions and course creations), Admissions outreach and travel targets, and Information Technology (hardware and software replacement and upgrade plans). The Registrar's Office and the Academic Deans use a joint planning calendar to create course tables which are aligned with academic budget planning.

The annual budget development procedures used at PCA are designed to create a collaborative, efficient, and transparent process. Guided by PCA's overall mission and strategic plan, the process is focused on ensuring that the allocation of resources is sufficient to support operating expenses and existing as well as new academic programs.

PCA plans for financial contingencies linked to labor costs (providing for retirement and possible labor disputes, which are not uncommon in France). As of AY 1819, in order to protect the contractual rights of students, PCA will also be required by the Secretary of the Delaware Department of State to provide a surety bond, for an amount adequate to provide refunds to students for tuition and fees but not less than \$500,000 for baccalaureate and post-baccalaureate-degree granting Institutions.

A preliminary two-year institution-wide operational budget for the forthcoming and subsequent academic years is presented to the Board each June. At that time the Board also sets and approves a firm tuition cost for the second academic year of the two projected at that time (e.g., in June 2018 it approved the tuition rate for AY 1920). After enrollment for the fall semester has stabilized in week 5 (there is no partial tuition reimbursement for withdrawal after week 4), the Board approves a final budget for that academic year. To develop this preliminary estimate we incorporate into the previous fiscal year's budget any tuition or fee increase, fixed cost increase (including increases in the institutional financial aid, salary increases, facility improvements, capital needs, departmental program and administrative resource requests) and the school's enrollment during the previous fiscal year, and any additional funds deemed necessary to support current programs and projected new programs. Three versions of the preliminary budget are presented to the Board: one based on a

¹ The timing was such that we did not jeopardizing the stability of academic programs enrolling students. The Illustration program was suspended in May 2017 after the last enrolled student graduated (i.e. we did not accept any Illustration sophomores or junior transfers in September

10% decline in enrollment, one based on stable enrollment, and one based on a 10% increase in enrollment as compared to the academic year that has just concluded. The final budget for the current academic year is adjusted and approved by the Board as final enrollment and tuition data for the year become available after the 5th week of classes.

Based on the global preliminary budget envelope pre-approved by the Board, each administrative unit (academic departments and administrative units) develops a detailed annual operating budget in May and June and submits it to the Business Office. The Business Office consolidates all the budget requests and puts together a global request that is then presented to the President for final review. Approved budgets are then communicated back to every department and program in July so that purchases can be made and orders placed before the new academic term. Each administrative and academic department monitors its expenses on a regular basis throughout the year.

Day-to-day financial planning is a multi-level, ongoing effort and cash projections are generated on a regular basis.

APPRAISAL

PCA is a young institution (full independence from The New School was only achieved in 2014), with an even younger Board (the by-laws were adopted in 2015, after all dealings with The New School were fully completed, and the first Board members elected in March 2016), some initial turn-over in administrative leadership (four executive directors between 2011 and 2015), with limited scope and size, and it is almost entirely tuition dependent. For all these reasons, planning has been nimble to quickly adapt and respond to changes, and largely conducted by the President.

As stated by the NEASC visiting team and in the 2016 Commission letter, “PCA’s entrepreneurial instincts have served well in the past” but “the institution would benefit from engaging in “longer-range planning that is more strategic”. Efforts to close the gap between current practices and full compliance with NEASC standards within the next five years have started, with the adoption of a 2-year budgeting procedure under the supervision and approval of the Board and the development of a 5-year projection for enrollment, staffing and finances. The 5-year business model / financial forecast has been developed based on enrollment projections for existing and new academic programs provided by the academic leadership, enrollment projections provided by Admissions, and revenue and expense projections developed by the administrative leadership. This 5-year forecast was presented to the Board in December 2017 and will henceforth be updated and reviewed annually by the Board.

We have also stabilized the leadership team, and the institution is now poised to formalize multiyear academic, administrative, and financial planning mechanisms, and the integration of comprehensive and coordinated planning across academic and administrative functions. The planned process is described in the next section.

PROJECTIONS

We are planning to implement an integrated calendar for planning and evaluation across all units for each fiscal (Year Y: July 1 to June 30th) and to

hold a quarterly meeting between the Director of Admissions and Communications, the Deans, the Executive Director and the President and other parties as needed. The Board meets twice a year, in the 2nd and 4th quarters.

	1 ST QUARTER: JULY, AUGUST, SEPTEMBER	2 ND QUARTER: OCTOBER, NOVEMBER, DECEMBER	3 RD QUARTER: JANUARY, FEBRUARY, MARCH	4 TH QUARTER: APRIL, MAY, JUNE
ACADEMICS	Finalize course catalogue and schedule for fall semester	Finalize course catalogue and schedule for spring and summer semesters		Director of Admissions, Dean and Executive Director review enrollment status and decide which programs to run and which to suspend
ADMISSIONS & COMMUNICATIONS	Finalize catalogue for Year Y	After Oct.1 deadline for Spring financial assistance applications discuss adjustments to global aid envelope	After Feb.1 deadline for Spring financial assistance applications discuss adjustments to global aid envelope	
BOARD		Approval finalized budget for year Y (after week 5)	Review and approve update on the 5-year financial forecast and strategic plan	Approves tentative budget for Y+1 and Y+2 and sets the tuition rate for Y+2
FINANCIAL			Mid-year financial review and update of spring semester revenue forecast	Budget preparations for following academic year (Y+1) Executive Director provide update on the 5-year financial forecast and strategic plan to the board for review and approval
I.T.	Implement I.T. upgrades and replacements			Review soft-ware and hard-ware upgrade and replacement request
STAFFING & H.R.	Search and hire for new permanent staff positions	Review of Employee evaluations (every two years)		Proposals for new permanent staff positions due and reviewed based on projected enrollment in Y+1

EVALUATION

DESCRIPTION

Academic programs are reviewed and evaluated every five years through NASAD accreditation review, which involves writing a self-study, a visit by a team of external reviewers, a report by the visiting team preliminary to a final decision on reaccreditation by the NASAD Commission. The report and subsequent determination by the Commission are reviewed and discussed with the PCA academic staff and the Board. After receiving a formal approval by the NASAD Commission, new programs, like the BFA in Interior Design or the graduate programs, are reviewed at the end of the first semester, and then at least yearly as modifications are made in response to student and faculty feedback.

Once a semester all the department chairs, program coordinators and selected faculty members meet in College Council to discuss (and vote on) curricular changes. These changes are typically in response to changing practice and scholarship, or in response to the needs of students or those expressed by alumni and employers. For example, for AY1819 we are adding a course in community management, as that is a competency increasingly requested of our Communication Design graduates.

Each syllabus details the learning objectives of the course, and ties them to assessment and grading, but we do not currently have clearly defined learning outcomes at the degree program level. We have initiated development of programmatic outcomes at the graduate level and intend to extend that effort to all programs.

In the Foundation year (core first year for BFA students) we collaborate on a joint student project with Central Saint Martin's Foundation course every year since 2014, and in the MA/MFA in Transdisciplinary New Media student develop a joint exhibition with peers from ESAT in Valencia, Spain. These are examples of opportunities to benchmark the quality of our students' work against that of students from more competitive European institutions.

It should be noted that department chairs view the 5-year NASAD curricular program review as a positive and beneficial experience and appreciate the opportunity it provides to review programs and take stock of achievements and areas for improvement. All the program chairs worked collaboratively to reflect on how we can strengthen current student evaluation practices and to develop the responses to the NEASC E-Series Option 3 chart.

APPRAISAL

In the years since its full autonomy and academic independence, there have been a number of changes in the academic offerings at PCA, the most noticeable being the introduction of the first graduate program in 2015, for which we only have formative evaluations so far. At the undergraduate level, we consistently collect student feedback through course evaluations, exit interviews and end of semester interviews with visiting and study abroad students. We also sporadically survey alumni about continued studies and professional careers, as well as internship supervisors. We also receive anecdotal appraisals from our graduates' employers, but to date we lack a systematic, cross-sectional and

long-term evaluation of student outcomes. We are not participating in any of the large US surveys, such as NSSE, CSS, or SNAAP, as the cost does not seem justified given our international student make-up and other investment priorities.

For library usage we keep track of which faculty take their students to the partner libraries (there is at least one required visit to the American Library in the first year of each program, undergraduate and graduate), and we have nominal lists of which students sign up for library cards at each partner institution.

We aim to become more intentional in collecting data at an institutional level and at closing the loop to integrate data collection with resource allocation and planning. We also need to more systematically collect information about our graduates (acceptances to competitive graduate programs and fellowships, exhibitions, publications, etc.) beyond reporting them in news stories on our website (<https://www.paris.edu/category/news/>) or highlighting certain achievements in our annual reports.

PROJECTIONS

There is much room for improvement both in planning (should be more long term, integrate academic and financial areas, and involve more constituents) and in evaluation (of alumni, libraries, and students), and we acknowledge that we are weak in the following areas related to Standard 2: systematic data collection to improve planning (2.2), systematic assessment and feedback from students (2.7), and that we lack a demonstrable record of success in using the results of evaluation to inform planning (2.8). Specifically, we project to undertake the following actions to improve compliance with Standard 2:

Improvement Goals	Target timeline	Office responsible	Status (August 2018)
Develop integrated processes for long-range academic and administrative planning	Two-year provisional budgets approved by board starting in AY1718	Executive Director, President, Board	First bi-annual budget proposal approved December 2017, to be repeated annually
	Five-year enrollment, staffing, revenue and expense projections reviewed by the board starting in AY1718	Dean, Executive Director, President, Board	First 5-year plan presented to the board in December 2017, to be repeated annually
	Systematic implementation of integrated annual planning calendar by AY 1920	All administrative units	In planning stage
Develop student outcomes for each degree program,	Develop initial student outcomes by degree through	Department chairs and academic deans (with revised	In planning stage

and map learning activities and assessment to expected outcomes	<p>consultation with faculty in AY1819</p> <p>Map learning activities and assessments to expected outcomes in AY1920</p> <p>Integrate institution-wide learning outcomes in mission statements in AY1920</p>	mission statement to be presented to the board for final approval)	
Develop robust processes for assessing students learning and sharing outcomes	Once outcomes have been defined and mapped, expected Fall 2020	Department chairs and academic deans	In planning stage
Survey internship supervisors of PCA-sponsored internships, alumni and their employers every two years	<p>Internship supervisor survey to be administered for every PCA-sponsored internship starting in AY1819</p> <p>Alumni survey to be administered every two years starting in 2019</p> <p>Employers of alumni to be surveyed every two years starting in 2019</p>	Career and alumni office	In planning stage
Conduct a survey of student library usage each fall, with questions on perceived impact on the quality of their work	Survey undergraduate and graduate students each fall starting in November 2018	Student Life and Dean	In planning stage
Institutional research: systematically collect and analyze data on institutional effectiveness	Staff institutional research at incremental levels, starting at 5% person time in AY1920 and growing to 20% (1 day/week) in 5 years		In planning stage

STANDARD 3: ORGANIZATION AND GOVERNANCE

GOVERNING BOARD

DESCRIPTION

PCA is governed by a Board of Trustees, the legally constituted body operating under the Board by-laws that describe the Board's authority, responsibilities, and organizational structure while providing a framework for the relationships among the Board, the President and other PCA staff.

Currently the Dean acts as the main liaison and point of contact between the Board and the Institution. She prepares the bi-annual Board meeting agendas with the Chair of the Board as well as minutes after each meeting, which are circulated to all members of the Board and PCA's President and Executive Director. She also shares highlight from Board meetings with the academic department chairs.

The Board does not actively manage the college on a daily basis but delegates that responsibility to the President. None of the board members have any financial interest in the institution, nor do they have a conflict of interest.

The Board's primary responsibilities are to evaluate the President every two years (starting in 2018); to set broad policy and goals for the college and evaluate its performance against those goals through a five-year strategic plan; to actively participate in fund raising and philanthropic support to advance the College's mission; to approve the President's permanent hires at the leadership level; and to oversee college academic matters, financial affairs and investments ensuring that accreditation requirements and the highest academic standards are maintained and that the institution complies with the applicable American and French rules and regulations. The Board reviews accreditation self-studies and meets with accreditors as needed. It also monitors the institution's fiscal condition through yearly review of business plans, budgets, and audited financial statements with opinion.

The Board convenes twice a year: typically in New York in December and in Paris in the spring. The current PCA Board of Trustees, all of its members having demonstrated compliance with the conflict of interest policy, was elected in March 2016 for a 3-year term and consists of

- PCA President: Reginald de Guillebon (ex-officio member)
- PCA Board of Trustees Chairperson: Ray Allen, Provost Emeritus, MICA and past President and Commission Chair of NASAD
- PCA Board of Trustees Vice Chairperson: Annie Cohen-Solal, sociologist and writer, past Cultural Counselor at the French Embassy in the United States
- PCA Board of Trustees Secretary: Merrikay Hall, lawyer, past VP of the Board of Trustees of Pratt Institute
- PCA Board of Trustees member: Jeff Nesin, past President of Memphis College of Art, past Provost at SVA and current President of the [SVA] Visual Arts Foundation

In addition to the PCA Board of Trustees, the CUPA program has a well-established advisory board composed of members from the educational institutions that send their students to France through CUPA. CUPA's Academy Advisory Board (AAB) provides oversight and support to ensure that CUPA's

educational program is of the highest caliber and sets the highest standards for academic achievement. CUPA's AAB meets once a year in June and undertakes regular program reviews to assess CUPA's academic programs and administrative organization. Current membership in the AAB can be found on CUPA's website: <https://cupa.paris.edu/about/academic-advisory-board/>.

APPRAISAL

The formal nomination of a Board in March 2016 was a major achievement in PCA's establishment as an independent institution, and the Board's involvement in planning has proven very beneficial. The current Board is limited in size and the aim is to add an additional Board member each academic year in order to have 7 elected Board members by the end of 2020. Given PCA's size and scope, this number has been deemed sufficient for the next decade.

Future plans for strengthening the Board include formal professional development through AGB (Association of Governing Boards) membership and regular evaluation of the Board's effectiveness.

INTERNAL GOVERNANCE

DESCRIPTION

The PCA Board oversees the President, who in turn oversees Academic Affairs and Administration, managed by the Dean and Executive Director. The table below provides the organizational structure.

Board of Trustees										
Office of the President (Chief Executive Officer)										
Academic Affairs (Dean)				Areas of shared academic & administrative responsibility (Dean & Executive Director)			Administration (Executive Director)			
Registrar	Academic Programs			Student Life	Career Services	Admissions & communications	Finances	Human Resources	Information Technology	Facilities
	Degree Programs	Non-degree Programs	Research							

The Dean oversees academic affairs, including the Office of the Registrar, degree programs, non-degree programs and research. Her direct reports are the Registrar and all the department chairs. She also directly manages three academic programs: Art History, Design for Social Impact and Design Management. She is employed at 0.8 FTE and assisted by the Associate Dean for Graduate Studies in overseeing graduate degree programs.

The Executive Director oversees administrative affairs, including finances, human resources, information technology and facilities. Her direct reports are the Manager of the Business Office and Facilities. Human resource

services are provided by the Hildegarde group, and IT services are outsourced to a third-party provider.

The Dean and Executive Director share responsibility for Admissions, Communications, Student Life and Career Services, one overseeing academic aspects and the other administrative (financial and legal) issues.

The school administration meets regularly with student representatives during student council meetings. The President of the Student Council is elected every year and members appointed. The student council holds regular meetings. The Dean attends at least one Student Council meeting per semester, and more upon invitation.

The school administration meets regularly with faculty representatives through chairs' meetings which are convened by the Dean twice a month and to which chairs contribute the agenda; general faculty meetings that are held once a semester and to which all faculty are invited; and the College Council that is convened once a semester and brings together department chairs and a faculty representative from each department. It is during College Council that any curricular changes are discussed and voted on.

In addition, the faculty and staff elect representatives to make their voices heard and be the preferred channel of communication with the school administration. The faculty and staff representatives meet regularly with the Executive Director and can submit and discuss issues pertaining to all aspects of the institution. Per law these meetings are held in French and the minutes, available to all members of the school community, are also in French. In preparation for the NEASC site visit in September all the faculty representative minutes from AY1718 have been translated into English and are available for consultation from the office of Human Resources. Additional translations can be prepared on demand.

APPRAISAL

Due to important turnover in administrative leadership in the past 10 years, no leadership council bringing together academic and administrative staff has yet been put in place. Over the NEASC candidacy period (starting in AY1819), the institution will organize an annual President's retreat with senior administration in order to determine the best format and frequency for promoting good internal governance.

A bi-annual performance review process for staff was implemented in 2013 and while it is useful to assess professional development needs, its impact has been weakened by the institution's financial duress and the ensuing difficulty in implementing financial incentives for reaching performance objectives or for funding all relevant professional training requests.

STANDARD 3: PROJECTIONS

We plan to strengthen the Board through increased membership and evaluation, and to improve internal governance through increased senior leadership joint planning. Specifically, we project to undertake the following actions:

Improvement Goals	Target timeline	Office responsible	Status (August 2018)
Increase Board membership to a total of 7 Board members by AY2021	Nominate one additional Board member per year, starting in 2018	Board	2018 nominee identified and scheduled for Board vote in December 2018
Conduct a bi-annual Presidential review	Every two years, starting in 2018	Board	President's self-review completed in June 2018 and scheduled for discussion at the December 2018 Board meeting
Become an AGB member and provide PCA Board with professional development opportunities	Apply for membership in AY1920	PCA President	In planning stage
Conduct evaluation of the Board's effectiveness every 5 years	Develop guidelines and a process for review in AY 1920 for first evaluation in AY 2021	PCA Senior leadership team	In planning stage
Implement regular President's retreats for the PCA senior leadership team	First retreat to take place in AY1819	PCA President	In planning stage

STANDARD 4: THE ACADEMIC PROGRAM

Consistent with its mission, Paris College of Art offers educational programs for students pursuing academic degrees in France (PCA degree granting programs) or the United States (CUPA study abroad programs) and members of the general public seeking enrichment (not-for credit summer courses). PCA currently offers six undergraduate degrees (BFAs in Communication Design, Fashion Design, Fine Arts, Interior Design and Photography, BA in Design Management), with a seventh expected to launch in 2019 (BFA in Film), and seven graduate programs (MAs in Design for Social Impact, Fashion Film & Photography, Interior Design, Photography & Image Making and Transdisciplinary New Media; MFAs in Photography & Image Making and Transdisciplinary New Media) with an additional three expected to enroll students in AY1920 (MA in Fashion Design and MA/MFA in Drawing).

Undergraduate degree students are eligible for study with one of our exchange partner schools. These exchange partnerships allow our students to spend one or two semesters at the partner school in exchange for us welcoming a student from the partner school for an equal amount of time. Students pay tuition to their home institution. In addition to the exchange partner schools, we welcome visiting students from a range of institutions of higher education, and also allow our students to go on study abroad to other schools. In this case there is no formal agreement between schools however: The application and admission process is handled directly by the student.

For the non-degree granting CUPA program, partner schools who regularly send students on study abroad to Paris and who are represented on the Academic Advisory Board include Bryn Mawr College, Carleton College, Fordham University, Georgetown University, Harvard University, Oberlin College, Princeton University, Reed College, Trinity College, and Yale University.

ASSURING ACADEMIC QUALITY

DESCRIPTION

All the departments at Paris College of Art work with the same syllabus template, which lists learning outcomes and assessment criteria for each course, in addition to the weekly schedule and assignments. Syllabi are reviewed by the Department Chair and revised if and when necessary. Special attention is paid to the coherence of course contents with the subject matter taught, the pertinence of the learning outcomes, and the consistency of the detailed course outline. New faculty may refer to the Faculty Handbook for guidance, but usually ask their chair for direct assistance.

Students are formally assessed at least twice during the semester: at mid-term and at the end of the semester. Faculty members are required to provide a provisional assessment of students' progress and achievements at midterm. Students receive formal notice of their tentative grade with a brief description of their progress so far for each course. The number of absences to date is recorded and students are warned if they are exceeding or close to exceeding the authorized number of absences (2 for a course that meets once a week). Students at risk are reported to the Department Chair and discussed in

Academic Committee, which then writes recommendations to each individual student at risk. In the case of elective courses, students may be advised to withdraw from a course. A final assessment of students is provided at the end of each semester. Faculty members assess students on their overall participation and contribution throughout the semester and on their final work or project. In addition, they are asked to report the overall number of absences of each student.

Academic Progress towards a degree is measured by three criteria:

- Qualitative progress. All students must earn a 2.0 term grade point average (GPA) and a 2.0 cumulative GPA to remain in good academic standing. Students with less than a 2.0 term GPA or cumulative GPA will be placed on Academic Probation. Students who earn less than a 2.0 term GPA or cumulative GPA for two consecutive semesters will be subject to dismissal. Students on Academic Probation who do not pass all courses will be subject to dismissal. Students are assessed by our faculty and external professionals through a range of exam formats, writings, performances, and critiques.
- Quantitative progress. Students are expected to carry a minimum of 12 credits and to enroll in the appropriate studio courses and liberal studies courses each semester. The Academic Committee convenes at mid-term and at the end of each semester to review academic standing and student progress.
- Level review/curricular progress. Satisfactory academic progress also requires that courses be completed in the appropriate sequence, and that an adequate level of achievement be maintained in required courses. Students who fail to meet this standard by performing poorly in, or failing, required courses, but who are otherwise in good academic standing will be placed on probation and required to repeat specific courses, a semester, or academic year.

APPRAISAL

Academic quality during a student's enrollment at PCA is evaluated at the departmental level and the Dean and Associate Dean for Graduate Studies attend all final degree exhibitions and thesis presentations (at the undergraduate and graduate levels for the Dean, at the graduate level for the Associate Dean), allowing for an institution-wide perspective and comparisons of the application of grading rubrics and grade scales. This overarching view is feasible with our current enrollment numbers but will need to be reconsidered with larger graduating classes.

Having external jury members for all the degree projects allows for independent evaluation and is one of the strengths of the art school pedagogy. Digital samples of student work at different levels of study (freshman, sophomore, junior, senior and graduate) and different levels of competency and skill (A-grade level work, B-level work and C and below) is available for consultation on PCA's Intranet.

We are also afforded a chance to compare the quality of our academic programs and students' work by faculty from other institutions of higher education, whether it be through collaborative project like for example the *Eurostar* project with Central Saint Martin's at the Foundation level or the joint 7-school student photography exhibition hosted at PCA every November, or the exchange of faculty through European Erasmus + funding.

UNDERGRADUATE DEGREE PROGRAMS

DESCRIPTION

The undergraduate BA and BFA programs require students to complete a minimum of 120 credits, or 124 in Interior Design. The curricular tables provided for each degree (see <https://www.paris.edu/programs/undergraduate-programs/>) demonstrate that each program includes a satisfactory number of credits and indicates the relative proportion of required and elective courses. Credits are distributed among studio or related areas (65%), and art history and general studies (35% of total credits, i.e., 42 credits).

Based on the philosophy that all first-year undergraduate students benefit from a shared understanding of PCA's approach, they share a common 16-credit Foundation curriculum; with students in 4 programs sharing an additional 14 credits:

	STUDIO	GENERAL STUDIES (INCLUDING ART HISTORY)
FOR ALL 1 ST YEAR STUDENTS	Introduction to Digital Media I & II (2 + 2 cr)	Introduction to Art & Design (3 cr) Critical Thinking and reading I & II (3+3 cr) Paris: Yesterday and Tomorrow (3 cr)
FOR ALL 1 ST YEAR STUDENTS EXCEPT BA DESIGN MANAGEMENT AND BFA PHOTOGRAPHY	Drawing I & II (3 + 3 cr) Materials and Dimensions I & II (3 + 3 cr) City as Studio (2 cr)	

Introduction to Digital Media I & II aim to equip all first year students with the necessary skills and confidence to be able to use digital tools. The curriculum is project-led and structured so that students can apply their growing skill-set to realize their ideas. All projects are contextualized with examples of work by contemporary artists and designers who are working with digital media. Students are introduced to the possibilities for digital tools as part of their creative work.

Drawing is considered a fundamental discipline for creative practice. It is often the first visualization of an idea and then an integral part of its development, an intimate record of something perceived, an expression of something felt, a form of visual analysis, and a method of problem-solving. The drawing course introduces all these approaches and aims to instill a lively and inspired discipline that students will continue to practice. Throughout the year, students develop their ability to critically analyze their own drawings as well as the work of others and gain confidence in verbal expression of their ideas and feelings. Teachers emphasize the exploration and understanding of how to communicate eloquently in a visual language. At every stage in the foundation course students are encouraged to draw from life. We believe that the ability to look and translate what is seen and felt through drawing is an important skill for developing creativity. Students are expected to maintain a daily practice of drawing and to understand what it means to dedicate time to habitually recording a subject or environment.

The *Materials and Dimensions* course is an introduction to dimensions in art and design (2D, 3D, Photography and Moving Image) through material processes. The importance of teaching students to work elegantly with their hands is a subject on which we - as a team of educators- agree. As imaginations are fed by virtual worlds and distracted by endless possibilities, an engagement with physically making things is humbling. Our challenge is to sustain student's motivation for processes that are difficult, that take time and dedication and over the course of the semester students rotate for one month through three discipline areas. A common theme links the three areas and projects overlap and develop progressively. All first years take part in a joint critique of their work. Students are taught how to use practical tools and shown methods for handling materials that provide concrete starting points for creative practice. These include, but are not limited to: book-making, basic printmaking, black and white photography printing, sewing inductions, moving image workshops, and the operation of woodwork machinery. As a result of this course first-year students are able to (a) Understand camera operation, principles of exposure and lighting, and basic darkroom techniques; (b) Operate a range of basic tools and machines in the 3D Workshop; (c) Use a range of tools and techniques in the Printmaking studio including: mono-printing, basic book-binding, block printing.

The *City As Studio* course introduces students to collecting, gathering, sourcing, documenting and the daily practice of using a sketchbook. We expect the students to use the Internet as one resource, but also to search in the real world: on foot, with their hands and with their senses. Bi-weekly they are taken into the city to discover points of departure for a creative process – for inspiration that comes from the world they live in.

Undergraduate degree program curricula are disciplinary and immersive starting in the second year, focusing on developing a high level of proficiency with the materials, techniques, processes and concepts of each discipline.

Regardless of degree, all PCA students

- (a) gain functional competence with principles of visual organization through the Foundation courses in 2 and 3 dimensions, color theory and drawing, and advanced courses in each specialization
- (b) Present work (i) regularly within their studio classes for peer and faculty critique, (ii) at the end of each semester to a departmental jury, and (iii) at the end of their degree to an outside jury during a public display. Work is evaluated for perceptual acuity, conceptual understanding and technical facility.
- (c) Gain familiarity with the historical achievements, current major issues, processes and directions in their field through required art history classes (e.g., History of 20th and 21st century fashion, History of photography before 1960, History of architecture and interior design, History of moving image) and required junior and senior seminars in which contemporary issues in the chosen field are explored.
- (d) Are afforded opportunities to exhibit and discuss their work and to participate in critiques, both with faculty and peers in the classroom and with wider audiences.

APPRAISAL

The first-year curriculum is reviewed and discussed in College Council every year, and adjustments made as necessary based on faculty and student input. Over the past 5 years for example, the number of free on-line tutorials on how to use basic software such as the Adobe Creative Suites is increasingly used by the students and this has prompted modifications to the content of the “Introduction to Digital Media” courses. During College Council we also discuss elective offerings and make suggestions for courses in one department that are particularly suited to students from another department.

GENERAL EDUCATION

DESCRIPTION

In addition to studio classes specific to their major, all students are also required to complete 35% of their credits – or 42 credits total - in general education. Liberal Studies courses ensure that our students graduate with a good grounding in the humanities and social sciences, and are equipped with the capacity to think, write and communicate clearly and critically, both about their work and about the world beyond the art and design discipline of their choosing. They learn to analyze works of art/design perceptively and to evaluate their own and others’ work critically. The art history and liberal studies curriculum provides students with historical, social, and critical perspectives on art, design and contemporary culture more broadly. The courses taught within the department help them understand how to situate themselves within the world and within the history of their chosen practice.

Since the 2016 self-study we have also added a requirement for all undergraduate students to complete at least 3 credits in mathematics or science. The course offering rotates, and the date we have offered classes in anatomy, biology and optics, with plans to add physics and mathematics in 2019 and 2020, respectively. The number of different courses offered reflect our current enrollment numbers, and are scheduled to increase with enrollment.

The core requirements for all students in the first year are *Critical Thinking and Writing 1 and 2*, and *Paris, Yesterday and Tomorrow*, each worth 3 credits. This sequence allows them to build and improve their studio and academic skills simultaneously while orienting themselves in Paris. Students may be accepted with a requirement to take one or two semesters of *English for International Students* before undertaking this sequence.

Through this core Foundation curriculum students

- a) start to learn to analyze and evaluate works of art in the second semester. This skill is further developed throughout the Art History courses in sophomore through senior year;
- b) start to develop an understanding of the common elements and vocabulary of art/design through the first semester *Introduction to Art and Design* course;
- c) start to acquire the ability to place works of art in historical, cultural and stylistic contexts. This ability is further honed in subsequent years through discipline-specific historical overview classes.

In sophomore and junior years, students are introduced to topics in art and design history and theory in required courses designed for each degree track (e.g. *Introduction to Design Studies*, required for Communication Design,

Fashion Design and Design Management majors; *History of Architecture* required for Interior Design majors or the 2-semester sequence *Photography Before 1960* and *Photography After 1960* required for Photography majors). In addition to the required courses for specific degree tracks, the Liberal Studies department provides a broad set of electives each year. The specific topics and modes of inquiry represented by these courses can change from year to year and include philosophy, political and social history, cognitive psychology, anthropology, sociology, and literature. The elective courses have been organized according in three main tracks with a rotation within each track to allow for new electives every semester. The rotation is discussed at College Council every semester and can be modified according to the need of each department. The three tracks are (a) social sciences and humanities, (b) arts and literature and (c) math and sciences.

Below is a list of courses in the three tracks over the period 2015-2020 to provide a sense of the variety of courses offered. The year in which a course was offered / is scheduled to be offered is indicated within parenthesis:

Social Sciences and Humanities	Arts and Literature	Math and Sciences
• Intro to Social Theory (2015, 2018)	• History of Theater (2015)	• Optics (2016)
• Anthropology (2016, 2019)	• The Modern Musical (2019)	• Biology (2017)
• Semiotics (2017, 2020)	• History of Music (2016, 2017 and 2020)	• Anatomy (2018)
• Geopolitics (2018-2021)	• History of Dance (2018 and 2021)	• Physics (2019)
• European History (2019-2022)	• Modern Poetry (or equivalent literature course) (2018, 2020)	• Mathematics (2020)
• Psychology (2020, 2023)	• Art Criticism Writing (2017)	
• Philosophy (2020, 2023)	In addition to the electives listed above, PCA offers a complete set of French language courses at all levels, from beginners to advanced.	

To help students improve their critical thinking and writing skills, the Liberal Studies department has also created the Research and Writing Lab, a resource that offers students supplementary support in the process of writing academic papers in English. Through one-to-one appointments students receive help in structuring their essays, as well as in conducting academic research and

properly documenting their work. Every year the Lab is lead by experienced Liberal Studies instructors.

All students are required to write a senior thesis or MA/MFA thesis as part of their graduation requirements.

APPRAISAL

Through the credit distribution, requiring each undergraduate student to complete at least 42 credits in general studies, including 3 in math/science and 12 in art history, and the combination of required and elective courses, students gain an understanding of scientific, historical, and social phenomena, as well as appreciation for the aesthetic and ethical dimensions of humankind. While we thus address standards 4.15, 4.17, and 4.18, we are planning to improve our compliance with standard 4.16 by (1) identifying specific learning outcomes for all undergraduate students through faculty consultation and (2) mapping learning outcomes to assessment in AY1819 and AY1920, as outlined in the chapter devoted to *Standard 2: Planning and Evaluation*.

THE MAJOR OR CONCENTRATION

DESCRIPTION

Undergraduate students declare a major in the spring semester of their first year, unless they enrolled in the direct entry Photography BFA or Design Management BA. Students in the latter two programs have the possibility to switch degrees in the second year and to transfer credits toward another major. Before declaring their major, students are convened to a “progression event” in which department chairs, upperclassmen and alumni of the different majors present the respective programs. In the spring semester first-year students are also offered the opportunity to take an elective in the department that they are considering joining, as an additional means to test out the fit between the major and each individual’s aspirations.

Sequenced courses build student abilities and understandings to achieve departmental and degree learning goals. Because our faculty are adjunct and devote the majority of their time to a professional activity other than teaching, major departments continuously seek and receive input and feedback from the professional world to align curricular content with competencies and effective practice. Faculty members, though adjunct, thus play a key role in program content and revision. Most studio courses are project-based and there are group critiques with departmental faculty members and external jury members at the end of the spring semester.

APPRAISAL

We have limited data on student employment status post graduation, because alumni response rates to surveys are low. We invite all alumni to connect to Career Services via the professional social network app LinkedIn, and can follow students’ career progression and graduate study in that manner, which has proven to provide more data than surveys. 2014 to 2018 graduates’ self-declared employment status on LinkedIn as of July 2018:

YEAR OF GRADUATION	EMPLOYED	FREELANCER	FURTHER STUDIES	INTERNSHIP	LOOKING	NO INFORMATION
2014	11	13	5	4	1	5
2015	16	8	1	0	0	8
2016	14	9	2	2	0	5
2017	6	11	2	3	0	8
2018	3	7	0	1	0	22

Examples of employment include Senior Account Manager at PR firm Carré Noir, Senior Color Designer at Nike and Art Director at Shiseido (2014 graduates), Sales at Sonia Rykiel and Balenciaga fashion houses, PR at Christian Dior (2015 graduates), Designer at Apple and Art Director at Chanel and Baccarat luxury brands (2016 graduates) and sales at Acne Studios (2018 graduate). Examples of internships include the European Council on Foreign Relations (2014 graduate), and Artcurial auction house (2016 graduate). Examples of further studies include Christies (2014 graduate) and Beaux-Arts de Paris (2015 graduate). Graduates in Fine Arts and Photography tend to work as freelancers, while Design Management and Fashion Design students tend to be employed. The distribution between freelance and employed status is more equal for Communication Design graduates.

We also conduct a more thorough follow-up of graduates in Communication Design because they are eligible for a French certification in visual communication (*certification RNCP en Communication Visuelle*), which requires that we submit a report on graduates employment status and self-reported income every five years.

COMMUNICATION DESIGN GRADUATING CLASSES OF 2011, 2012, 2013, AND 2014	OCCUPATION 1 MONTH AFTER GRADUATION	OCCUPATION AT THE TIME OF THE SURVEY
Internship	5	1
Graduate Study	0	1
Temporary employment	2	1
Permanent employment	3	5
Freelance	11	13

Self-declared income varied between 20,000 and 86,000 euros per annum (~ U\$24K and U\$103K).

JOINT UNDERGRADUATE DEGREE PROGRAM WITH EMERSON COLLEGE

DESCRIPTION

We are currently developing a joint Bachelor's degree in Film Art with Emerson College in Boston, to recruit its first cohort of students in 2019. In order for students in the program to benefit from US Federal Financial Aid through Emerson College, it has been decided that Emerson will issue 51% of credits required for the degree and PCA 49%. Students will spend 4 summer sessions on Emerson's campuses in Boston and in the Netherlands, and 3 academic Fall & Spring terms on PCA's campus in Paris (6 semesters total). Emerson has

submitted a substantive change request to NEASC in order to be able to offer this modified version of their existing BFA in Film and received a favorable response.

APPRAISAL

Since the program has not yet launched it is premature to evaluate it.

GRADUATE DEGREE PROGRAMS

DESCRIPTION

Paris College of Art is committed to a set of common standards and goals across its various levels of graduate degrees (Master of Arts, Master of Fine Arts): Graduate level credit requirements (30 credits total for the MA, 60 for the MFA); Residency requirement with at least 2 consecutive semesters of full-time study within the graduate community; Language proficiency in English; On-going and final examination of student work by department chair, faculty and professional/outside critics; Completion of a final project comparable to the work of professionals in the field exhibited in front of a jury; and Completion of a written thesis project (20-40 pages for the MA, 40-60 pages for the MFA). In addition, the acquisition of language proficiency in French is strongly encouraged.

An overarching goal for all the PCA graduate programs is to enhance students' skills in three global areas (creativity, inquiry and professional skills), thereby providing breadth of competence as well as depth in the chosen area of specialization: Studio courses teach creativity and inquiry, Research courses teach investigation, and Professional skills are taught in designated core and elective classes.

Professional skills are a key component of all the graduate programs, and explicitly taught in core (e.g., Professional practice workshop series) and elective (e.g., Intellectual property rights) classes. Upon successful completion of the graduate Portfolio and Thesis, students are expected to have achieved demonstrable skills in their chosen discipline, an understanding of applied research methodologies, and increased teamwork and management skills.

APPRAISAL

Based on anecdotal evidence, graduates are entering the labor force with a wide range of skills (including technical, design, process, research) and they are expected to be pro-active learners in their area of specialty. Since our first Master's graduate in 2016, 4 have co-founded their own architecture and design studios, and 10 are freelancers or self-employed (i.e. selling artwork).

Students in the terminal degree MFA programs are offered direct instruction in teaching and the opportunity to hone their skills by teaching introductory undergraduate courses or specialized workshops in their area of expertise. To date none of our 4 MFA graduates has opted for an academic teaching career.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

DESCRIPTION

Credit is earned only when curricular, competency, and all other requirements are met and the final examination is satisfactorily passed and the final grade is passing.

Paris College of Art uses semester-hours of credit, and distinguishes between studio credits and non-studio credits. Studio credits are attributed in classes requiring the creation of artwork, and because such creation typically involves specific tools, equipment, and space needs, the amount of direct instructional time in the classroom is longer and the amount of independent work expected outside of class shorter, than for non-studio credits. All of our degree courses run for 15 weeks (15 weeks in the fall and 15 weeks in the spring). Studio classes typically meet for 5 hours per week, and non-studio classes for 3 hours per week. Non-studio classes require more outside student work than do studio classes: independent library research, reading and writing assignments, data collection, visits to exhibits on which students write reviews and reports, etc.

For 1 studio credit we expect 25 hours of in-class instruction and an equivalent amount of work outside of class. For 1 non-studio credit we expect 15 hours of in-class instruction and more than double that amount of independent work outside of class for a total of 45 - 50 hours of work per credit for all types of credit.

Most classes are worth 3 credits and thus meet for a total of 75 hours of direct instruction for studio classes and 45 hours of direct instruction for non-studio classes. We also offer some 2-credit studio classes, which meet for 3 hours of direct instruction per week, and some 4-credit studio classes, which meet for 6 hours of direct instruction per week.

Credit hour assignments for degree programs are made at the initial design of the program and submitted to NASAD for approval. Any modifications or revisions to the total number of credits required for any degree program are proposed by the program chair, reviewed by the Dean and the Registrar, and then voted on by the College Council (a representative body of department chairs and faculty that meets once a semester). Credit hour assignments for individual courses, whether existing courses that are going through a thorough content revision, or new courses, are reviewed first by the department chair, then by the Dean and the Registrar, and finally put to vote on in College Council.

Course syllabi list the number of credits, the number of contact hours (direct instruction), assignments given to students, grading criteria, and learning objectives to be met and allow for those reviewing the proposed change or the new course to make an informed assessment of the proper evaluation of credit in respect to time and achievement. In addition, students are asked to estimate the average amount of homework produced for each course on their course evaluations.

We also offer advanced students the possibility of acquiring credit through Independent Study. Independent study credits are based on the same framework of 15 hours of direct instruction and a minimum of 30 hours of independent work per credit over the course of the semester. Because of the

particular nature of independent study projects however, it is not expected that the direct instruction take place every week.

Credits offered through our summer courses have a different credit hour assignment. Summer courses are more concentrated than courses during the academic year and students meet with faculty and receive direct instruction for longer periods each day, making it less realistic to require large amounts of independent work outside of class. A 2-week, 2-credit summer class thus requires 70 hours of direct instructional time and 20 hours of independent work on evenings and weekends, for a total of 90 hours of work (30 per credit).

In addition to distinguishing between studio and non-studio courses in defining the semester hours of credit, we distinguish between credits in studio, general studies and art history. In order to complete degree requirements a student must achieve the required number of credits in these three categories. Official course codes indicate what type of credit is offered in a given course, as follows: FHCA indicates art history credit, FLIB indicates liberal (general) studies credit and each studio discipline has its own course code, starting with an F for undergraduate courses (e.g., FINT for Interior Design BFA courses) and M for graduate level courses (e.g., MINT for Interior Design Master's courses).

At the undergraduate level, transfer credit will be accepted from institutions and programs that offer an educational experience equal in quality to the education offered at PCA. Since we have an international student body this encompasses accredited institutions from across the world, not just those recognized by the U.S. Secretary of Education. In cases where the collegiate institution is not recognized by the U.S. Secretary of Education, it must have formal recognition and / or accreditation from its national government.

Transfer is limited to a maximum of 60 credits, which represents half of the amount of credits required for graduation with a BFA or BA degree. No transfers are accepted beyond the junior year. Transfer credit is also limited to course in which the students earned a grade of "C" or higher. These requirements ensure that the overall educational experience of the transfer student is equal to that of a student matriculated at PCA from the freshman year.

PCA's institutional Transfer Credit Evaluation (TCE) guide can be found on the registrar section of the portal (see: https://mon.paris.edu/ICS/Student_Services/Registrar/ using the student username: 3177 and the password yellow1).

APPRAISAL

Our policies for calculating credit hours adheres to the Commission's policy on Credit and Degrees by applying the federal definition of the credit hour. Students and the public at large are made aware of our definition of credit hours on our website, and the amount of independent work outside of direct face-to-face instruction in the classroom is featured on course syllabi.

Our policy for distinguishing between different types of credit hours (studio credit, non-studio credit, independent study) are based on best practices recommended by the specialized accreditation agency NASAD and similar to those used at other art and design schools.

STANDARD 4: PROJECTIONS

As noted under *Standard Two: Planning and Evaluation*, we plan to devote more resources to institutional research, including tracking graduates in order to be able to systematically collect data on continued graduate study, job placement and income. Though the current data collected through social networks such as LinkedIn and anecdotal evidence from graduates who share their professional successes with alumni relations or by contributing news stories to our website and newsletter are very useful, the institution would stand to benefit from more systematic data collection to inform planning and decision making. Specifically, we project to undertake the following actions:

Improvement Goals	Target timeline	Office responsible	Status (August 2018)
Survey graduating seniors every year	Next survey in April 2019, annually thereafter	Dean	In planning stage
Survey internship supervisors of PCA-sponsored internships, alumni and their employers every two years	<p>Internship supervisor survey to be administered for every PCA-sponsored internship starting in AY1819</p> <p>Alumni survey to be administered every two years starting in 2019</p> <p>Employers of alumni to be surveyed every two years starting in 2019</p>	Career and alumni office	In planning stage

STANDARD 5: STUDENTS

RECRUITMENT

DESCRIPTION

PCA serves two students bodies: undergraduate and graduate students enrolled in credit-bearing courses and study abroad students enrolled at French institutions through CUPA. In Fall 2017 we had 97 undergraduate degree and certificate students, 28 undergraduate visiting students and 28 graduate students together representing 51 nationalities. In addition we served over a 100 summer students in summer 2018, and CUPA served 47 students during the 2017-18 academic year and 10 during the summer. The vast majority were U.S. citizens.

PCA attends college fairs and conducts school visits internationally to seek out the most suitable applicants for our programs. In addition to a recruitment team of full-time employees based in Paris, we have two part-time Alumni Ambassadors based in the US and one part-time Alumni Ambassador based in India. Our Admissions & Ambassador team conducts recruitment for PCA's programs in the United States, Western Europe, Scandinavia, North Africa, the Middle East, Eastern Europe and Asia. As well, we have one full-time recruiter in the U.S. who works exclusively on the CUPA program.

We have a network of English-language high schools that we interact with regularly and to whom we send catalogues yearly, in addition to visiting in person and maintaining contact via phone and email.

When admissions counselors visit a school they present our programs, show samples of student work, engage in Q&A sessions, and conduct portfolio reviews upon request. They also give workshops on portfolio development, as well as art and design based workshops in line with projects from our degree programs (e.g., fashion, drawing, digital media).

At college fairs, student artwork is exhibited, brochures and catalogues are distributed, informational portfolio reviews are conducted and individual questions addressed. Some of the main fairs we attend annually are the National Portfolio Day fairs in the US, Fulbright fairs internationally, the SACO in Stockholm and fairs organized by the College Day Fairs organization. We also attend events hosted by secondary schools and high schools around the world including college fairs, career days, arts events, etc. As well, we attend numerous study abroad fairs organized by US universities, as well as conferences on study abroad with CIEE and The Forum. We have participated in the National Portfolio Day event since 2015, and hosted it on our campus in Paris in 2017.

We advertise in print- and web-based college guides, through Google, Facebook and Instagram ads, *Mastersstudies.com* and *Bachelorstudies.com* as well as *Goabroad.com* and most recently have started working with *Sqore.com*. We host bi-annual Open House events (first Saturday in November and second Saturday in March), and offer weekly tours and information sessions as well as welcoming individual prospective students and their families by appointment.

Within the admissions team we have a specific taskforce for visiting students. We welcome visiting students of two types: students attending degree programs at one of our Exchange Network partner schools who pay tuition to

their home institution, and visiting students from other institutions who pay tuition directly to PCA. We only accept visiting students at the undergraduate level.

APPRAISAL

Our aim over the next 5 years is to increase the number of applicants by 15% each year, and to increase yield to 35% for undergraduates (it was on average 27% over the past 5 years), and 55% for graduates (it was on average 45% over the past 4 years). This is an ambitious target for the Admissions team, and for financial forecasting we have used more conservative estimates for enrollment:

Increase compared to previous academic year	AY1920	AY2021	AY2122	AY2223
Undergraduate	4%	7%	7%	6%
Graduate	22%	10%	9%	8%

We expect an important increase in graduate enrolment next year since we are planning to offer additional programs, and then to see a leveling of enrollment. The undergraduate enrollment projection is conservative, considering that we expect an undergraduate class of 25 students for the new joint degree with Emerson College.

To increase applications, we have made strides to improve awareness of the PCA brand and our programs through online advertising and social media. While we have had to cut back on staffing in the past couple of years, we have made significant improvements to our workflows and automated communications with inquiries and applicants to maximize our results. To distinguish ourselves in an increasingly competitive market, we expose students to our pedagogy when conducting school visits and during open house by offering portfolio development and project-based workshops in areas such as fashion design, fine arts, and photography.

We have also made efforts to use our summer program as a recruitment tool for degree programs. Like the numbers for our other programs, summer program enrollments were down in 2016 but we bounced back last summer with a 10% increase.

We currently have three alumni ambassadors who promote our programs in their countries. They participate in student fairs, conduct school visits and follow up with candidates. Their personal experience of PCA gives prospective students a great insight into life as a PCA student.

Though we regularly receive applications from a number of international high schools worldwide that teach in English (American and International schools in Austria, Belgium, Egypt, France, Russia, Switzerland, and Uruguay), we do not have one or more specific “feeder” schools, and attending a large number of fairs and conducting school visits widely remains important.

In addition to visits, we have been experimenting with different online solutions (webinars, online college fairs, open chat sessions on our website) to provide our applicant pool with a more accessible way to engage with our staff and faculty and to aid their decision-making. On-line recruiting is also more cost-effective in terms of staff time and travel.

CUPA students are recruited from a stable pool of universities in the United States with which we have long-standing relationships, and that are represented on the Academic Advisory Board.

One hurdle to student enrollment that is beyond our control are the increasingly strict requirements for obtaining a student visa, especially for male students from countries such as Egypt, India, Pakistan and Saudi Arabia. In the past year, we have seen cases of the French consulate denying visas to prospective students from these countries.

ADMISSIONS

DESCRIPTION

In 2015 the offices of Admissions and Communications for PCA degree programs were united and the Executive Director of Admissions & Communications oversees both in order to ensure that the PCA brand is communicated and upheld in a consistent and meaningful way to our applicant pool and the general public. The mission of the office is two-fold:

- a) To ensure that every prospective student knows what PCA has to offer and guide them through the selective admissions process to enrollment;
- b) To communicate about PCA's programs, the successes of our students, alumni, & faculty, as well as important and exciting events and projects that go on at PCA.

In order to achieve this mission the office completes the following functions: planning and conducting recruitment, reviewing applications, making admissions decisions, preparing transfer credit evaluations, administering and overseeing the awarding of scholarships and on-campus internships, and developing materials for new students.

The exact admissions procedures vary for the different types of students at PCA: (a) CUPA students (approximately 50 per year), (b) PCA undergraduate degree students (approximately 100 per year), (c) PCA graduate degree students (approximately 25 per year), (d) visiting students (approximately 25 per year), (e) certificate students (approximately 3 per year), and (f) summer program students (approximately 120 per year).

(a) CUPA students. CUPA students must be recommended for the program by the Department of French and by their major department at their home institution, and be authorized to study abroad by their office of international education; they must demonstrate sufficient knowledge of the French language and a minimum of four semesters of prior studies therein to be considered for the CUPA program. Applicants must have a minimum GPA of 3.0, and in addition each home institution may have additional requirements. Prospective students submit a writing sample along with other application materials, and [Skype™](#) interviews are scheduled when a direct evaluation of the applicant's spoken language proficiency seems necessary.

(b) Paris College of Art undergraduate degree students. Undergraduate degree applicants are evaluated based on prior academic performance (evaluation of school transcripts), test scores (TOEFL, IELTS), their portfolio or design analysis essay, personal statement, and admissions interview. Each applicant is reviewed individually with regard to his or her own experience, academic achievement and potential for artistic growth. The Admissions Committee's decision to admit an applicant is contingent upon successful

completion of any ongoing studies and on the receipt of the final transcripts for those studies. Certain applicants fall under the “Special conditions admissions” and the Admissions Committee may require one of the following conditions:

- English for International Students (EIS). Students with low English language tests scores will be required to take and pass EIS courses in their first year of study in order to be allowed to progress into sophomore year.
- Probation: Students may be admitted on academic probation as a result of substandard academic performance. Students admitted on probation must maintain a minimum GPA of 2.0 during their first year of study at PCA or will otherwise be dismissed.

All applicants for whom English is not their native language must submit results of either the TOEFL exam (the Test of English as a Foreign Language) or IELTS (International English Language Testing System). The minimum scores required for regular admission are: 92 on the TOEFL IBT exam or 6.5 band score on the IELTS exam. Those applicants whose scores fall between 60 and 91 on the TOEFL IBT exam or 5.0 and 6.0 on the IELTS exam will be considered for entry with English for International Students (EIS) required.

All applicants are asked for a personal statement, a one-page statement that describes the work of an artist(s), photographer(s), design business(es), design manager(s), or designer(s) that inspires the applicant, along with a brief description of why the applicant would like the opportunity to pursue an education in art and design at PCA. In addition, all BFA Applicants are required to submit a portfolio of 10 to 20 images. Applicants are encouraged to submit their best and most recently completed work showing a range of skills and creativity. The Admissions Committee is particularly interested in how applicants research and communicate their ideas in a well-edited body of work. The portfolio can contain any combination of media including drawing, painting, sculpture, installation art, video, photography, sound, motion graphics, communication design, fashion design, illustration, collaborative work, etc. BA applicants are exempt from the portfolio but asked instead to submit a design analysis essay, a one-page essay analyzing a work of art/design that is representative of the applicant’s home culture. Students must submit a visual reference of the chosen subject as well as citations for research in the body of the essay.

In addition to this electronic submission all applicants have a personal interview either in person or by online meeting. Applicants are reviewed by a committee comprised of at least two admissions counselors and the Director of Admissions, and decisions are made by majority vote.

(c) *Paris College of Art graduate degree students.* Graduate degree applicants are evaluated based on prior academic performance (evaluation of school transcripts), test scores (TOEFL, IELTS), their, personal statement, three letters of recommendation, writing sample, C.V., and admissions interview conducted the department head of the program they are applying to. Each applicant is reviewed individually with regard to his or her own experience, academic achievement and potential for artistic growth. The Admissions Committee’s decision to admit an applicant is contingent upon successful completion of any ongoing studies and on the receipt of the final transcripts for those studies.

All applicants for whom English is not their native language must submit results of either the TOEFL exam (the Test of English as a Foreign Language) or IELTS (International English Language Testing System). The minimum scores required for regular admission are: 92 on the TOEFL IBT exam or 6.5 band score on the IELTS exam.

All applicants are asked for a personal statement, a one-page statement that describes why the applicant would like the opportunity to pursue their graduate degree at PCA. All graduate applicants are required to submit a portfolio of 10 to 20 images that demonstrates the student's creative ability through design or art work, photography, video/film, software programs, writings, experiments, music, etc. as appropriate to the program being applied for. Working process must also be shown through sketchbooks, notebooks, working documents, sitemaps, blogs, etc. In addition to this electronic submission all applicants have a personal interview with the head of the department for which they are applying, conducted either in person or by online meeting. The chair provides a recommendation for acceptance and ranks the candidate. The recommendation and other application materials are reviewed by a committee comprised of at least two admissions counselors and the Director of Admissions, and decisions are made by majority vote.

(d) Paris College of Art visiting students. The application materials are the same as for degree students; in addition they must submit a Course Request form signed by their home school academic advisor. Applicants to the studio concentrations are required to submit the Portfolio and applicants to the Design Management and Liberal Studies concentrations are required to submit the Design Analysis Essay.

(e) Paris College of Art certificate students. Same as for PCA visiting students with the exception of the course request form (see above).

(f) PCA Summer Programs. Admissions to our summer programs is by open enrollment, space permitting.

APPRAISAL

Admissions criteria for the different types of student populations are clear, and the new organization that unites admissions and communications under one leadership is an improvement on the previous organizational structure.

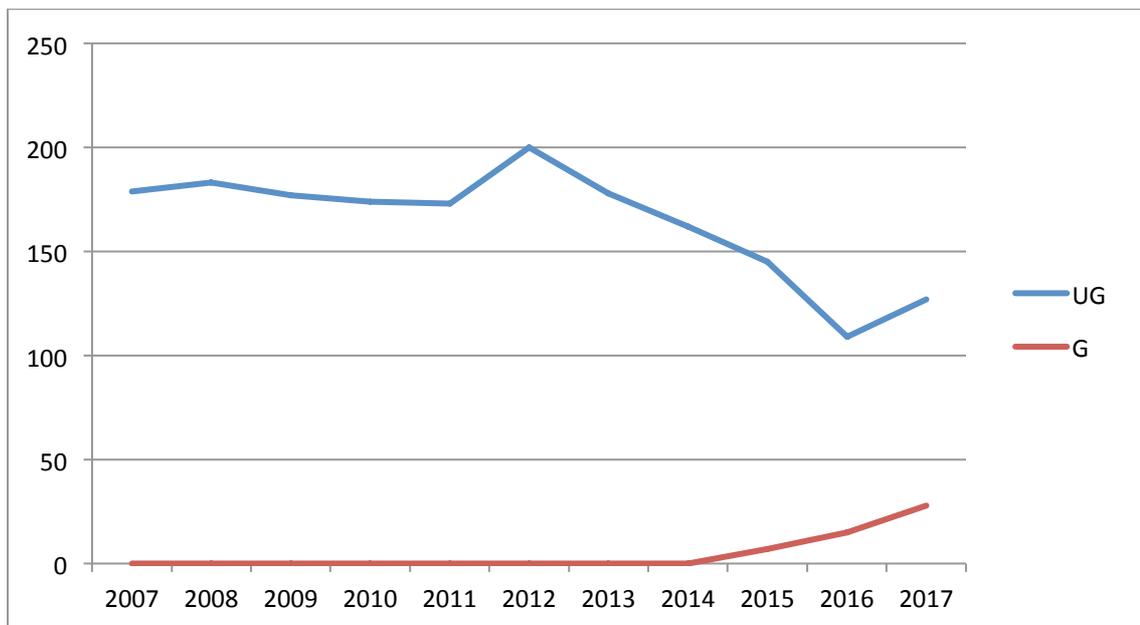
Degree chairs' involvement in interviewing graduate applicants has been key both for increasing yield (by asking probing questions about the candidates' readiness to move to France and about financial planning), and for making informed decisions about the institutional fit of candidates.

At the undergraduate level we regularly experience students' withdrawing for personal reasons related to homesickness and mental health, and we are brainstorming means to better probe applicants' readiness for a college experience in Paris (often far from their families and in an environment where they do not speak the language) to avoid the negative experience that withdrawals represent for the student, her peers, and the institution. Our 6-year graduation rates at the undergraduate level are low (on average 28%) and the majority of students (over 90%) leaving PCA before graduation do so voluntarily (i.e. they are not dismissed) so it is key to better understand how to increase retention and graduation rates. See *Projections* for further discussion.

ENROLLMENT

DESCRIPTION

Over the past decade overall fall enrollment numbers have declined from 179 full-time students in fall 2007 to 155 full-time students in 2017, with 131 expected for fall 2018. If we focus on undergraduate (UG) enrollment only (graduate programs were first offered in 2015), enrollment numbers for full-time undergraduate students have declined from 179 in 2007 to 127 in 2017. The graph and tables below provide additional detail.



PCA Degree Fall Enrollment Table	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	F18 proj. (7/20)
Total undergraduate students (full-time and part-time)												
BFA Art History (launched 2014)	N/A	3	4	4	2	0						
BFA Communication Design	7	8	14	12	16	23	18	17	27	13	14	22
BFA Fashion Design	43	39	26	25	25	42	28	24	21	20	24	15
BFA Fine Arts	23	13	11	13	20	26	27	27	24	19	29	22
BFA Illustration	4	7	10	8	7	6	7	10	5	5	0	0
BFA Interior Design (launched 2015)	N/A	2	7	7	11							
BFA Photography	13	7	13	17	12	21	26	18	15	11	11	22
BBA Design Management	58	70	69	64	51	57	36	34	24	13	14	8
Foundation year	31	39	34	35	42	25	36	29	23	17	26	31
<i>Total fall enrollment</i>	<i>179</i>	<i>183</i>	<i>177</i>	<i>174</i>	<i>173</i>	<i>200</i>	<i>178</i>	<i>162</i>	<i>145</i>	<i>109</i>	<i>127</i>	<i>131</i>
Graduate students (full time)												
MA Transdisciplinary New Media (launched 2015)	N/A	2	3	4	6							
MFA Transdisciplinary New Media (MTNM)		N/A	5	4	5	7						
MA Fashion Film and Photography (launched 2016)	N/A	5	4	6								
MA Fashion Design (launched 2016)	N/A	3	0	0								
MA Interior Design (launched 2017)	N/A	2	5									
MA Design for Social Impact (launched 2017)	N/A	5	7									
MA Photography and Image Making (launched 2017)	N/A	8	4									
MFA Photography and Image Making (MFMP)		N/A	0	4								
<i>Total Fall enrollment</i>	<i>0</i>	<i>7</i>	<i>15</i>	<i>28</i>	<i>39</i>							

There was a peak in enrollment in 2012, followed by a decline that can be explained by the final separation from Parsons the New School for Design and the name change from *École Parsons à Paris* to *Paris College of Art* in AY2012-2013. There is then a dip in 2015, which is the year of terrorist attacks in Paris in January and November, followed by an attack in Nice in Southern France in July 2016. For fall 2018 enrollment numbers are encouraging (131 undergraduates and 39 graduates expected, for a total of 170 degree seeking students and an additional 34 students for the CUPA program) and based on market research, we are hopeful that these numbers are indicators of a reversal in the enrollment trend.

PCA undergraduate degree acceptance rates have stayed relatively stable over the past 5 years (AY1213 through AY1718), varying between 63% and 81%, and yield rates (percentage of accepted students who deposit to enroll) have varied between 23% and 34% over the same 5-year period.

We have only offered graduate program since AY1516 and acceptance rates have varied between 54% and 77%, with yield varying between 36% and 53% over those 3 years. Our goal is to see acceptance and yield rates for undergraduate degrees evolve in the same sense as those for graduate degrees, i.e. lower acceptance rates and higher yield rates.

Acceptance and yield rates for PCA visiting students are much higher, as to be expected since the majority of study abroad students come through partner institutions where they must first be nominated by their home institution before completing an application to study at PCA. Acceptance rates thus fluctuate between 74% and 83%, with yield rates of 70% to 88%.

As seen in the PCA Degree Fall Enrollment Table on a previous page, enrollment numbers vary by degree, and there are no clear historical trends. If we compare Fall 2017 enrollment numbers with the average since 2007, we see that enrollment numbers for visiting students are stable. For degree students, there is a steep decline in enrollment numbers for Design Management (-30), followed at a lesser loss by Fashion Design & Foundation (-5). The Fine Arts department on the other hand has seen an increase in enrollment (+6 on average). Other degrees remain stable.

The disparities in enrollment numbers between degree programs pose three major challenges: (1) difficulty optimizing space use, (2) limit on the number of electives that can be offered within a given disciplines for degrees with low enrollment, and thus (3) an uneven number of class choices between degree tracks. At the December 2016 Board meeting the decision was made to temporarily suspend two programs with low enrollment numbers until such a time that a more robust Foundation class size can guarantee sophomore enrollment in sufficient numbers. The two degrees are Illustration (we graduated the last students enrolled in the program in May 2017) and Art History, Theory and Criticism (the two majors graduated in May 2018). A similar decision was made for Design Management in spring 2018: we are suspending enrollment and all of the current degree students are expected to graduate by May 2020.

CUPA applications and enrollments have seen a steady decline since AY1213:

CUPA students	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Fall semester	20	38	23	24	22	19
Spring semester	40	34	33	27	29	27
Year-long	20	6	5	9	3	2
Summer	10	12	8	9	6	7
Total	90	90	69	69	60	55

While we do not expect growth for CUPA students, except for a very modest increase in the number of CUPA Art students, we have developed clear and realistic enrollment targets for PCA degree programs the next five years, based on historical data, as detailed in the tables below.

Enrollment targets and historical enrollment data for fall (historical) & full academic year (projections)

Student type	F16 (actuals)	F17 (actuals)	F18 (projected 7/24/18)	AY19/20 (projected)	AY20/21 (projected)	AY21/22 (projected)	AY22/23
Undergraduate students	106	125	131	130	140	150	160
Number of programs offered	8	7	6	7	7	7	7
Graduate students	15	29	39	45	50	55	60
Number of programs offered	3	5	5	7	7	7	7
CUPA students	25	22	34	60	60	60	60
CUPA Art students	N/A	1	4	6	8	10	10

Enrollment targets for summer programs

Student type	SU18 (actuals)	S19 (projected)	S20 (projected)	S21 (projected)	S22 (projected)	S23 (projected)
PCA Summer	110	130	140	150	160	170
CUPA Summer	11	12	12	12	12	12

APPRAISAL

Undergraduate degree program enrollment has underperformed over the past 5 years. Contributing factors discussed above include the name change, terrorist attacks, and the loss of three long-term staff members in 2015. While numbers for fall 2018 are not definitive, the increase we noted in AY1718 seems likely to continue.

As we only began offering graduate programs in 2015-2016 it is impossible to comment on trends other than to say that we have been steadily increasing our number of candidates as well as enrollments to match the increased number of programs we are offering.

Applications and enrollments in the Certificate programs have decreased as we have added Master's programs: from an average of 10 students/year in the 5 years before the launch of our first graduate program, to an average of 3 students/year since the launch. This was to be expected; students who have the appropriate level to enter a Master's program are better served by receiving a degree than a certificate. However, we are counseling students who do not yet have the level to enter the Master's programs to enroll in the Certificate programs as a means of preparing for undertaking graduate studies.

Enrollment in the Visiting Student Program at PCA has remained relatively level, with the exception of 2016-17 following the attacks.

CUPA programs have seen a steady decline in total enrollments over the past 5 years. This can be attributed to a general decline in the number of students in elite US universities who major or double-major in French and thus qualify for study with CUPA, where proficiency in French is required. To address this issue we are, as of Academic Year 2016-2017, offering a CUPA Art program, whereby students can take art and design classes in English at PCA, thus circumventing the French language barrier.

RETENTION

DESCRIPTION

Freshmen retention and 4 and 6-year graduation rates fluctuate but overall the graduation rates are modest at the Bachelor's level. The first graduate program was launched in AY 2015-2016 and the graduation rate was 100%. In AY 16-17 one student did not graduate, so the graduation rate was 93%.

Undergraduate degree program student and graduation rates

	AY1314	AY1415	AY1516	AY1617
Freshmen retention into sophomore year	61%	58%	58%	70%
4 year graduation rate	24%	33%	24%	27%
6 year graduation rate	27%	34%	25%	28%

It is important to note that there are two aspects of retention: (a) Students leaving the school voluntarily and (b) students being asked to leave the school.

A student who indicates a desire to withdraw completely from the school utilizes the "Withdrawal or Leave of Absence" Form to make that intention known. Since 2011, the completion of the "Withdrawal/Leave of Absence" Form is followed by a confidential student interview completed by the Registrar in order to explore the reasons for withdrawal and gain feedback that can help us improve retention. Since implementing the student exit surveys in AY2011, we

are now able to clarify and quantify student exit reasons with greater accuracy, resulting in the following data points (breakdown of total voluntary early exits by reason given):

Exit Reason	AY1314	AY1415	AY1516	AY1617	AY1718
WT Withdraw to transfer to another institution			42%	25%	27%
WF Withdraw for financial reasons		20%			
WP Withdraw for personal reasons	79%	60%	33%	9%	36%
LA Did not return from Leave of Absence				42%	9%
H Withdraw for health reasons			3%	9%	9%
M Did not formally withdraw but stopped attending ("Stop Out")	21%	20%	19%		9%
MO Left the geographic area ("Move Out")			3%	9%	
<i>Total exits</i>	19	10	36	12	11

Notable on the above is the decreasing number of students informally leaving. This indicates that fewer students are "stopping out" without an exit strategy, and that there is improved communication between the institution and the students.

The numbers of students who withdraw in order to transfer decreased between AY 1516 and AY1617 and then remains steady. From the same exit interviews, it appears that those who "Withdraw-Transfer" wish to study majors not currently offered by PCA, for example: shoe design, architecture, and product design, in schools within France and abroad. This category also comprises students who joined the Foundation year as a preparatory program with the intention of then applying elsewhere. The Foundation year is considered a stand-alone program in the British system and although it is an integral part of the American BFA it is still used by some students as a stand-alone preparatory year. Admissions staff clearly inform students that the Foundation year is an integral part of the Bachelor's degree, but do not reject students who express their intention of only staying with us for a single year.

In addition to students withdrawing, there are also cases of students who are not performing at the expected level will be put on probation and possibly dismissed.

APPRAISAL

On-going efforts to improve overarching student retention and completion rates include increased Student Life activities, careers workshops, cultural immersion classes like Paris Inside/Out, individualized advising with department Chairs, mid-term evaluations to identify at risk students, the Research and Writing Lab, language tutors, and counselors.

Since the instauration of the mid-term Academic Committee and resourceful individualized prescriptions for academic success, dismissals have dropped to less than one percent of the student enrollment by term.

4- and 6-year graduation rates however remain relatively low, partly for the reasons mentioned above regarding the Foundation year, partly because of personal and mental health reasons. We are exploring additional measures for increasing retention, including requiring first-year students to live in PCA provided housing to reduce the stress that having to secure housing in a new city can cause in the first year. Since this spring we have been posting on Instagram a series of short videos titled “A day in the life of” featuring PCA students in their daily lives in Paris (in their homes, on public transportation, in school), as a means to show prospective students what life at PCA can be like. We have also added resources on our website and portal for managing daily life in Paris such as a guide for prospective and current students on how to live in Paris on a budget or detailed neighborhood guides.

We are also increasing the focus put on financial planning during the interview process, to ensure that students and their families have realistic plans for paying for tuition and living costs through the completion of the student’s chosen program. In our financial 5-year forecast we have limited the increase in personnel costs overall, but budgeted a larger percentage of increase for student support services (+7% annual increase as compared to 3% for faculty and 2% for administrators), and our staffing projections include additional Student Life staff for housing (AY1920) and career and internship services (AY2122).

In Fall 2018 we are planning to ask the chairs of Foundation and Photography to make predictions in the third week and at the end of the first semester for each 1st year student, indicating the likelihood they perceive of the student staying into the sophomore year and their reasons for making the prediction. Predictions will be kept in a sealed folder in the Dean's office. The goal is to see if we can predict retention and, if so, use some of the clues used to predict retention in the admissions process, in order to decrease the acceptance rate of students at risk for leaving and thereby increasing the retention rate.

FINANCIAL AID

DESCRIPTION

PCA has made a sustained effort over the years to accept qualified applicants with high academic and artistic promise regardless of their financial background. Financial Assistance applications are considered for accepted students only, and are reviewed following the admissions review. The admissions committee is need-blind in that financial aid applications are reviewed *after* the admissions decision is made.

Financial aid is available to all students except EU/EEA/CH nationals in the Master’s programs. For Master’s programs, the tuition rate for EU/EEA/CH nationals represents 50% of the tuition rate for non-EU/EEA/CH nationals².

The Financial Aid Committee consists of the Director of Admissions and the Business Office manager, and grants financial assistance awards on the basis of three criteria: financial need, academic merit, and commitment to the program of study at PCA. The financial assistance comes in the form of

² EU: European Union, EEA: European Economic Area, and CH: Switzerland

scholarship awards (tuition reduction), institutional loans, and on-campus internship awards. The following tables outline the history of financial assistance awarding since the last self-study.

Financial Aid awarded by the institution to students who made a financial aid request has increased from U\$ 217K in grants and U\$ 228K in scholarship (total U\$ 445K) in 2014/2015 to U\$306K in grants and U\$ 291K (total U\$597K) in 2017/2018, in is projected to increase to a total of U\$ 800K in 2018/2019.

All undergraduate financial assistance awards are valid for one academic year. To retain their awarded financial assistance package, students must remain in good academic standing (a semester GPA of at least 2.5 with full course load of at least 12 credits, including all degree requirements). Students must also show continued need and reapply each year in the spring semester. Awards may be reduced or discontinued if a student's financial circumstances, academic performance, or behavior are deemed to no longer warrant tuition assistance.

Graduate financial assistance awards are made for the full term of the student's program so that students in the MFA programs are assured of their total award when they commit to enrolling. EU/EEA/CH Nationals receive an automatic 50% reduction of their tuition and are not eligible for PCA Financial Assistance. For select MFA students teaching assistant positions are available during the second year of the degree providing an opportunity to develop your teaching resume.

Institutional loans are made for the period of education and are not due for payment until the student has completed the degree or certificate program, as long as the student maintains full-time status. There is no interest levied on the institutional loan, and as an incentive for, and acknowledgement of, academic success all or part of the amount due on the loan at the time of graduation will be reduced based on the following schedule:

Grade / Loan reduction schedule applicable Fall 2018:

Cumulative GPA at graduation	3.75 and above	3.5 to 3.74	3.0 to 3.49	2.5 to 2.99	Below 2.9
Loan reduction	100%	75%	50%	25%	0%

Visiting Students are also eligible for financial assistance if they are applying from a school with which we do not have an exchange or study abroad agreement in place.

To apply for financial assistance students must submit the online financial assistance application and submit mandatory tax return forms, as is the standard procedure for all degree students requesting financial assistance. Visiting students are also required to submit documentation of any financial aid they receive from their home institution and / or government.

In addition to scholarships and loans, students participate in the on-campus internship program. Interns are assigned positions within the school for which they receive an honorarium and tuition reduction.

In addition to the Paris College of Art institutional financial assistance, many students are eligible for financial assistance from the government of their home country and can apply these aid packages towards study at PCA. For example, Swedish Citizens studying full-time at Paris College of Art are eligible

for Grants and Loans from CSN; Canadian students can receive student loans through their provincial government; and EU Master's students can apply for Erasmus+ loans. These opportunities are listed on the Admissions section of the PCA website: <https://www.paris.edu/admissions/financing-your-education/>

Though students from the United States are not currently eligible for US federal aid, all students who are US citizens, US permanent residents, or international students with a credit-worthy co-signer (who must be a US citizen or permanent resident) and who have been enrolled in a PCA degree, certificate, or study abroad programs are eligible to apply for Sallie Mae's Smart Option Private Student Loans.

With the Smart Option Student Loan, students can finance both their tuition and living expenses, excluding the portion of the tuition scholarship that can be obtained through the Paris College of Art Financial Assistance Program. Unfortunately, the interest fees are very high for these student loans, and our Admissions staff advises students on loan repayment options, and encourages them to request the lowest amount needed to attend.

APPRAISAL

Paris College of Art is actively involved in widening the financial aid opportunities for our future students. In that regard, regional accreditation from NEASC will enhance recognition with relevant government authorities in countries where our students are coming from. For example, the Danish Ministry of Education does not allow students to use public funding towards their tuition at Paris College of Art to work toward a US degree because we do not have US regional accreditation. If we secure NEASC accreditation we would also consider applying for Title IV funding eligibility. Institutional participation in Title IV student aid programs allows students from the United States to borrow through the federal Direct Loan (DL) Program to attend IHEs located outside of the United States.

Title IV participation would entail additional costs in terms of human expertise and resources, but would be justified if it increases the number of applications from U.S. citizens.

RECORD KEEPING

DESCRIPTION

Official registration records and transcripts are electronic and centralized. Final student degree audits are completed by department Chairs with the Academic Dean and Registrar review and approval.

PCA has successfully utilizes Jenzabar EX 6.3.2 and the JICS web portal, internally branded as *mon.paris.edu*. Currently, Jenzabar EX 6.3.2 is used to produce transcripts, register students for courses, create term schedules, drop/add courses, maintain course catalog, maintain advisor relationships, track FERPA authorizations, process student withdrawals and leaves of absence, produce class and room schedules. System integration with JICS web portal allows the institution to satisfy the needs of staff, faculty, applicants, students and alumni on many levels: Online application and application tracking, petition to graduate online form, online access to grade reports, transcripts, schedules,

student handbook, academic calendars, general student information, events, faculty grading, billing information, and email access to class lists or groups.

PCA continues to encourage the use of the web portal and the documentation of internal processes and procedures. The school plans to explore the full utility of Jenzabar/JICS integration by updating the JICS advising handbook, creating “Advising Trees” which will reduce the “keying-in” of advising documentation, and, implementing online registration.

As a back-up to the electronic records managed through Jenzabar, PCA retains hard copy archives and portable document format (PDF) of all important student documents. The signed advising forms are retained in the student paper files.

Only authorized persons can enter the Jenzabar application with their login credentials and access information based on their roles provided by the application administrator.

The information entered via the Jenzabar application is stored in the form of tables in the SQL database accessible only to the IT department. The SQL database server is protected by an administrator password that only the IT department has access to. The SQL database manager is also protected by an administrator password that is held solely by the IT department.

The database is saved on an hourly basis on the database server itself (locally). The Jenzabar database server is backed up every night to a backup NAS on the network.

APPRAISAL

We have clearly defined procedures and protocols for record keeping and safeguarding, in compliance with the relevant NASAD standards on record keeping and in line with best practices recommended by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

We have reviewed and enhanced our internal procedures to ensure data privacy by destroying specific categories of data after set periods of time in response to the requirements of the new European General Data Protection Regulation (GDPR).

STUDENT SERVICES AND CO-CURRICULAR EXPERIENCES

DESCRIPTION

This section is organized by the different offices that provide student services: registrar, student life and careers.

Registrar: Advising and academic support. Advising has become a formative extension of the teaching in the disciplines, mirroring National Association of Academic Advising (NACADA) best practices. Department Chairs are encouraged to foster dynamic student-centered relationships supporting academic success throughout student enrollment. At Orientation, held the week prior to classes starting in spring and fall, new students meet with their assigned department Chair to review course offerings and student goals/major course of study. Department Chairs complete an “Advising” form, forwarding the same to the Registrar for entry. Once the advising form is keyed into the Jenzabar registration screen, the student and department Chair receive a confirmation

email encouraging the student to verify their course schedule on the portal (mon.paris.edu). Returning students schedule advising appointments during pre-registration weeks in November for the upcoming spring semester and in April for the fall. During that meeting, students plan their schedule, review their major curriculum, discuss goals, projects etc. Student course choices are “documented” using the advising form. Degree audits are completed and approved by the Dean and Registrar after the student’s filing of the “Petition to Graduate” triggers the final degree audit review.

The Registrar also facilitates the on-campus support services for students with learning differences. As students must self-disclose their needs, an email is issued at the beginning of each semester to all current students, inviting impacted individuals to complete the Support and Adaptations form with supportive medical documentation. Once the written student demand is submitted with appropriate documentation, the Registrar emails the relevant faculty and the department Chair stating the student has demonstrated their eligibility for reasonable classroom accommodations, and includes a list of actionable classroom-based recommendations for the faculty. Impacted students are encouraged to “check-in” with the Registrar periodically to strategically plan and troubleshoot throughout the semester.

The Registrar and Department Chairs guide students to other learning resources, including language tutors for conversations in English and French, and the Research and Writing Lab, a tutoring resource for students seeking extra help with written assignments in English. Through individual appointments and periodic workshops, students receive coaching on all aspects of the writing process, from content and structuring to research and documentation. Students who receive a grade of C or lower on a written assignment are now required to meet with a writing tutor.

Student Life staff facilitates students’ integration to life in Paris, both in terms of logistic assistance with visas, residence permits, housing, etc. and in terms of cultural acclimation and discovery of a new city and culture. Specifically, the Student Life office organizes the following:

- **Pre-orientation:** To prepare incoming students for their arrival in France, the office provides information about housing, health insurance, health care, visa requirements, banking as well as phone and Internet service in Paris. This advising starts by phone and email contact with students and parents before the student arrives in Paris, continues with a week-long ‘orientation’ session before classes start each semester, and continues throughout the student’s enrollment at PCA.
- **Housing:** PCA assists students with securing housing but does not operate any dormitories. During the summer session we also offer lodging in apartment hotels where we place a resident advisor for the duration of the students’ stay and this is an option we are considering extending to first semester first-year students as well. PCA staff guide students through the process, and PCA maintains a list of rental agencies and landlords with whom we have worked for many years. Contracts are established directly between the student/renter and the owner, and PCA is not legally responsible in any way.
- **Meals:** Student Life maintains a list of student-recommended grocery stores and restaurants in the vicinity of PCA facilities, and also introduces students to the network of Parisian university cafeterias/dining halls (called

Crous) where any student with a valid ID card can get a complete three-course meal for 3 to 10 euros³.

- **Student Council:** the Student Life office also facilitates the activities of Student Council, a student-elected body of student representatives who interfaces with the school administration.
- **Counseling services:** Students experiencing difficulty adjusting to life in Paris, in need of help with time management, and other personal matters can meet with the school's psychologist for one-on-one counseling sessions on a completely confidential basis.
- **Career Services.** An office devoted to specifically helping students prepare for their future careers, whether as professionals or as graduate students, was established in 2009. The Career Services office organizes skill-building workshops (resume writing, interview preparation, public speaking), provides a manual and coaching on what students should consider doing at each step of their education (first year vs. senior for example), maintains an up-to-date database of internship and job offers and facilitates the activities of our budding alumni network. The Career Services office works closely with department and program chairs to maintain industry contacts and to bring in company-sponsored project based learning experiences to the classroom. The project-based educational experiences have the added benefit of being interdisciplinary in nature and of drawing on faculty and students from different departments. Internships and involvement with real-life projects are an essential component of education that PCA offers and equip our graduates with the professional soft skills that they will need to succeed.

APPRAISAL

As student enrollment increases we will need to devote more human resources to support services outside the classroom. We have noticed an increase in the number of students with mental health issues and the number of students who regularly take prescription drugs.

We also need to increase the assistance we provide regarding housing, to ensure that all students have secured housing by the beginning of the semester and do not miss classes or fall behind on personal work because of housing related meetings and worries. As a first step, for Fall 2018 we have partnered with the *Fondation des Etats Unis* dormitory, which is usually reserved for graduate students from the US but where we have been able to secure housing on a first come first served basis, regardless of nationality or degree. Since we started advertising this possibility in March 2018 4 incoming students have signed up for this option.

In the 5-year financial forecast we project an increase in undergraduate student enrollment at an annual average of 6% over the next 5 years, with an increase in student support services personnel costs of 7% per year.

Student participation in Student Council and other student-lead activities varies from year to year, depending on how active the student leadership is, and we wish to see more consistent participation and initiative.

³ See <http://www.crous-paris.fr/article.asp?idcat=AAA>.

STANDARD 5: PROJECTIONS

Our main focus over the next 5 years is to increase PCA’s student population through (1) increased enrollment and (2) increased retention. Increased retention starts at the recruitment and admissions stage, with the need to better screen undergraduate candidates’ emotional and financial readiness to enroll in a multi-year program in Paris, and continues through their studies at PCA, involving academic (advisors, chairs, faculty) and non-academic (careers, counseling, student life) staff at all levels of the organization.

Along with the 5-year financial projections we have developed a staffing plan to ensure that student support services grow in parallel with enrollment.

Improvement Goals	Target timeline	Office responsible	Status (August 2018)
Increase applications and yield	Incrementally each year	Admissions	On-going
Increase likelihood of undergraduate retention through more thorough and probing discussions regarding finances during the application process	Develop financial planning tool to be sent to applicants who apply for financial aid, helping them to plan through completion of the degree starting with applicants for AY1920	Admissions	In planning stages
Improve retention through increased services to students and training of staff	Require that first-year, first-semester students live in PCA provided housing unless they can demonstrate that they have alternative housing solutions by AY1920 Train all staff in active listening, interpersonal communication and mental health resources	The entire PCA community	In planning stages
Increase student support services in parallel with student enrollment	Fund Student Life person time for housing issues by AY1920 Fund Student Life person time for Career services by AY2122		

STANDARD 6: TEACHING, LEARNING, AND SCHOLARSHIP

FACULTY AND ACADEMIC STAFF

DESCRIPTION

In Fall 2017 we had 85 faculty members (83 in PCA's degree programs and 2 at CUPA), of whom 12% had earned a PhD, 4 % another terminal graduate degree (i.e., MFA for the studio disciplines), 58% a Master's and 26% a Bachelor's. In addition, 11 academic staff (e.g., department chairs and laboratory technicians) taught courses and among them 18% had earned a PhD, 18% a terminal degree MFA, 54% a Master's and 9% a Bachelor's. We expect similar numbers and demographics for Fall 2018. Overall the gender breakdown is 45% male and 55% female, with 13% US citizens, 77% European citizens and 10% citizenships from other countries.

Paris College of Art faculty and staff are as international as its' student body. All PCA faculty, administrators and professional staff are fluent in the English language and all degree-granting programs are taught in English. The non-degree granting program CUPA is taught exclusively in French and asks that students take a language pledge to only speak French when at CUPA. Faculty and staff represent a range of citizenships and educational experiences. In PCA's degree programs over the past 5 years, on average 15 % of faculty and 40 % of staff and administrators are American citizens, and a larger proportion of personnel have first-hand experience in the American higher education system, either as students or as faculty. The percentages are higher for the highest level of administration and academic supervision of the school: the President, the Dean, the Executive Director of Communications & Admissions, the Registrar, the Manager for Finance, Administration and Campus as well as CUPA's Director all have U.S. citizenship and first-hand experience of the U.S. higher education system.

Complete resumes of faculty and staff are available for consultation on-site at PCA, and brief faculty biographies are provided on the departmental webpages for all programs currently running:

- Undergraduate programs: <https://www.paris.edu/programs/undergraduate-programs/>
- Graduate programs: <https://www.paris.edu/programs/graduate/>
- Non-degree programs – summer: <https://www.paris.edu/programs/summer/>
- Non-degree programs – CUPA: <https://cupa.paris.edu/cupa-staff/>

Job descriptions for administrative positions can be accessed on site and on the PCA portal (faculty username: 8631 and password: purple66):

https://mon.paris.edu/ICS/Faculty_and_Staff/Human_Ressources/Working_%40_PCA.jnz

PCA is committed to offering its students access to successful professionals, and all the instructors and faculty maintain an active professional career in their respective discipline in addition to their teaching responsibilities. We will start with a brief overview of French contracts to set the context for our appointment, evaluation and advancement practices and explain why it differs from an American tenure system.

French labor law. All new instructors are hired under temporary contracts, renewable at the start of each semester, in accordance with the French national Collective Bargaining Agreement for Higher Education in Private Schools. There are two main reasons for the choice of relying on part time faculty. First, we feel that active professionals are best suited to impart the skills and knowledge required in today's rapidly changing world. Second, the small size of our departments means that if we were to rely on full-time faculty our students would only have access to a handful of faculty, instead of getting the benefit of several points of view and experiences offered by a multitude of part-time faculty.

It is also important to note that French labor law is much more restrictive than U.S. labor law, and that long-time employment contracts are in principle indefinite, which is a reason for not currently having a tenure and ranking system in place. By hiring faculty on part-time and limited term contracts (i.e. for the duration of a semester), we limit the financial risk of committing important financial resources to a number of permanent faculty, knowing that the needs for various faculty expertise will vary based on student enrollment. With these contractual constraints, our faculty members are however committed to the institution and many of our faculty members have been with us for a long time, some for as long as 30 years.

Since the PCA degree-program faculty members are part-time, the teaching load is typically 1 or 2 courses per semester. The highest teaching load currently is 3 courses per semester. General studies courses run for 3 hours of instructional face-to-face time and studio courses for a total of 3 to 5 hours, depending on the number of credits they carry. In addition to the instructional classroom time, faculty are required to attend departmental meetings at the beginning and end of each semester, as well as the general faculty meeting that convenes all faculty once a semester to share school-wide updates and provides a forum for discussing issues of interest to the faculty body as a whole.

At CUPA the maximum teaching load is 39 hours per semester (one 2.5 hour course per faculty per semester). CUPA faculty members attend three meetings per semester: To plan before the beginning of courses, to do a midterm review, and to assess at the end of the semester.

Whereas these part-time faculty members have minimal service responsibilities to the institution, each division of PCA employs faculty who in addition to teaching serve their departments and the institution as technicians (Fine Arts and Photography departments), coordinator (Liberal Studies) and department chairs. The responsibilities of these faculty members go beyond teaching and cover the out-of-class responsibilities essential to the fulfillment of PCA's educational mission.

Appointments of faculty. For initial appointments, all faculty members are interviewed and approved by their department chair and at least one other chair or the dean. For academic positions combining teaching and administration (i.e. department coordinators and chairs) a search committee is put in place. In each program we have faculty with the highest possible academic qualification in their field, whether that is a PhD or an MFA (considered the terminal degree in some disciplines). For new hires we generally hire studio teachers who hold a Master's degree or equivalent (or in exceptional cases a combination of professional and artistic achievement indicating excellence), and general studies

instructors with a PhD either completed or under way. Longstanding faculty may not hold advanced degrees at the same frequency as more recently hired instructors, but have nevertheless proven to be outstanding and committed teachers. Pay rates are determined based on the following criteria: Education, Teaching Experience, Professional experience relevant to the discipline taught, and Accomplishments & Recognition (publications, exhibits, etc.).

In France there are no public databases of average faculty and staff salaries in different types of institutions of higher education, but an informal inquiry among faculty who teach at different institutions in France indicate that we are at or above average. We are also 29% to 69% above minimum requirements set by the collective bargaining agreement for private higher education. It should be noted that salaries in higher education in France are about half those in the United States, so we do not compare our rates to available HEADS data.

Evaluation and Advancement of faculty. For continuing evaluation, the department or program chair reviews the course evaluations that students provide at the end of each semester. Chairs also review the syllabi before the beginning of each semester, and are encouraged to observe classes in their departments.

All faculty members receive an updated faculty handbook with information about PCA, educational technology, grading, etc. at the beginning of each semester. At the beginning of the academic year we also organize meetings for faculty at our partner research libraries (*Bibliothèque des Arts Décoratifs* and *Bibliothèque Kandinsky* in the Centre Pompidou) during which we discuss how the archives can be used for student and faculty projects. We also organize informal monthly brown-bag lunches (*The Teaching Exchange*) during which faculty can share experiences and best practices. We also offer ad hoc professional development opportunities, such as facilitating a peer-observation & collegial feedback program for faculty in the Foundation and Liberal Studies departments.

APPRAISAL

Adjunct faculty are a benefit to students because of their close connections to the art and design professions for which we prepare our students, and Paris attracts a large pool of qualified candidates for teaching courses in English. Our faculty members are qualified, and the majority (over 70%) have earned graduate degrees in addition to extensive professional experience and demonstrating scholarly or artistic accomplishments in their fields. We do not plan to switch to a model of permanently employed full-time faculty in the foreseeable future because the balance of adjunct faculty and permanent academic staff fulfills our current needs and offers student professional networking opportunities that a small full-time faculty could not. We also aim to maintain the current balance of faculty and staff with first-hand experience in American higher education and representation from the countries from which our international student bodies are drawn.

TEACHING AND LEARNING

DESCRIPTION

For each degree program we have determined specific learning outcomes and forms of assessment, that are designed to build a strong base for students to develop the knowledge, skills, concepts and sensitivities essential to a professional future artistic practice. Throughout their courses and project-based assignments, students are invited to link their creative practice and process to research and references. They learn how to present and document ideas (perceptual acuity), structure their research (conceptual understanding), experiment process and show technical facility, and communicate effectively to their peers through a presentation. Coursework also includes the actual exhibition and presentation of their projects, experiencing issues of self-editing, display and public presentation.

In addition to the team of instructors at Paris College of Art, students have access to an exciting international network of art world professionals (curators, artists, critics, writers, publishers) who serve as adjunct instructors, conduct workshops and critiques, and give guest lectures during departmental lunch talk or through our monthly PCA Talks platform.

Students are expected to graduate with the essential competencies specified for their major by the National Association of Schools of Art and Design, and the 2018 NASAD self-study with detailed information about each degree program (courses, learning objectives, essential competencies, etc.) is available for consultation at PCA.

The achievements of each degree program are reviewed each semester and evaluated according to the following criteria

- A course evaluation for the department, trying to address the essential course objectives and student expectations.
- These course evaluations once reviewed are accessible to faculty and help to review their individual performance. Faculty and the Department Chair can discuss any pedagogical issues and decide for innovations and changes within the course curriculum to respond to the student's feedback.
- Faculty assessment includes class visits by internal and external examiners.
- Final critiques are open to the Chairs and Guest Jurors and thus offer another mechanism for course feedback.
- The course curriculum is assessed in annual meetings with the Department Chair, faculty and the Dean.

In addition, each student's achievement is evaluated based on students' capacity to integrate and progress through the curriculum. A system of prerequisites in studio and general studies courses helps to insure that the student's progression mirrors the curricular demands. Each department has a grading rubric for the final critique.

Course requirements and learning outcomes include project related assignments in accordance with each media/technique and year level:

- Students should have the ability to realize projects to respond creatively to a range of tasks and outcomes designed by the instructors

- Students should have the ability to respond effectively to tutorial support, critique and suggested areas of research
- Students should have the ability to research and develop a professional context folder in which they document process, ideas and references
- Students should take part in peer assessment and other modes of professional practice skills development
- Students should understand objectives and intentions, set personal goals and work within given deadlines

APPRAISAL

Though each degree program has identified specific areas of strength, improvement, opportunities and challenges, we can draw some general conclusions across degree programs. We have identified the following main **strengths** in the programs

- Constant discussions between the different department chairs allow for sharing of ideas and interests to develop and improve interdepartmental links, create new learning strategies and share our courses. This is one of the benefits of being a small structure.
- Our identity as an American College, offering an American educational model within an international and European environment, allows the opportunity to mix pedagogical models and leverage different faculty backgrounds and teaching experiences. This opportunity can however create day-to-day management challenges inherent to working with faculty from different educational backgrounds who have different expectations for faculty-student interactions.
- Our low faculty-student ratio, with an average class size of 7 students, allows for great synergy between the students in particular, and facilitate dialogue and exchange in general.
- A constant dialogue between faculty, students and the department's Chair enforce the course greatly. This strong interdepartmental energy and synergy, with regular course evaluations, and revisiting in collaboration with the faculty the different course needs, helps to propose new curricular developments and/or changes.
- Shared group critiques and guest jurors insure objective and professional feedback to the students. The external jurors are often more critical than the regular faculty, and encourage students to question presentation, contextualization, and display.

However, there are also **areas for improvement**, notably how to ensure that faculty of all generations are equally committed to seeing course contents evolve to best reflect today's role of art and design within our social, intellectual and cultural preoccupations. A generational conflict sometimes exists between new faculty members coming from a very different educational system than that experienced by faculty who graduated three or four decades ago. The values and teaching methods have changed radically, notably through the introduction of new media and technology and an increased emphasis on cross-disciplinary practices.

STANDARD 6: PROJECTIONS

Over the next 5 years we plan to offer professional development opportunities to faculty and teaching staff and to raise the bar for formal academic qualifications for faculty. Professional development should target teaching and learning, but also interpersonal skills such as active listening and communication to better equip all PCA human resources to be supportive to our students and promote student retention. Specifically, we plan the following:

Improvement Goals	Target timeline	Office responsible	Status (August 2018)
Provide continuous professional development to all faculty and teaching staff	Organize internal professional development opportunities on peer-observation in teaching starting in Spring 2019 Survey faculty on perceived needs and offer anything that can be facilitated internally in AY1920 Fund at least one external workshop facilitator in AY2021	Dean	In planning stage
Increase academic qualifications of faculty	Require graduate degrees for all new faculty hires starting in S19 Map educational qualifications by program and ensure 75% of faculty hold graduate degrees in AY1920 Increase percentage of faculty with graduate degrees to 90% by AY2223	Dean	In place for graduate programs In progress for undergraduate programs In planning stage In planning stage
Increase the number of permanent academic staff positions (or increase the weekly hours of existing	As student enrollment increases	Human Resources	In planning stage

staff) such as program chairs and laboratory technicians in parallel with student enrollment			
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STANDARD 7 : INSTITUTIONAL RESOURCES

HUMAN RESOURCES

DESCRIPTION

Paris College of Art employs qualified personnel to fulfill its mission in support of our students. The number increases or decreases based on enrollment outcomes each semester. In addition to the faculty described in *Standard 6*, currently PCA France employs 26 staff members on permanent contracts (see discussion of French labor law and contracts under *Standard 6: Faculty and Academic Staff*): 16 full-time and 10 part-time. CVs for all staff members are available for consultation at PCA, and job descriptions and copies of the staff handbook and all policies governing staff can be found on PCA's portal under the Staff & Faculty tab (faculty username: 8631 and password: purple66): https://mon.paris.edu/ICS/Faculty_and_Staff/Human_Ressources/

Staff hires are typically made through a hiring committee comprising the direct supervisor and 1-2 key colleagues for the position to be filled, the director of Human Resources, and final approval from the President or his designate. Salaries are determined by the office of Human Resources and take into account education, previous professional experience, and significant achievements. For all PCA administrative staff, full-time represents a 35-hour workweek, as determined by French law. Senior leadership hires require Board review.

Under French law all employees benefit from Social Security coverage and have retirement benefits. The national collective bargaining agreement for private education also includes 6 weeks of paid leave and the possibility of paid and unpaid leave for maternity (minimum 16 weeks paid), child care (unpaid), major family events and bereavement (paid) and continued education and training (paid or not depending on the type of training). In addition, PCA provides its employees with a transport allowance, meal vouchers, additional insurance benefits (additional health coverage, disability and life insurance), as well as the possibility to take one class for credit per semester for free. Staff members and their managers complete a biannual review, during which performance over the past 2 years is reviewed and goals are set for the upcoming 2 years.

APPRAISAL

Human resources are for the very large majority motivated and highly qualified. Under French labor law it is very difficult to terminate employment contracts, and voluntary departures for retirement and negotiated departures during moments of financial duress and restructuring have enabled the institution to streamline. Going forward we are also requiring more advanced academic degrees for all new faculty hires.

As noted under *Standard 3*, Internal Governance, the introduction of a bi-annual performance review process has been useful to assess professional development needs, but its impact has been weakened by the institution's

financial duress and the ensuing difficulty in implementing financial incentives for reaching performance objectives or for funding all relevant professional training requests.

FINANCIAL RESOURCES

DESCRIPTION

The two legal entities of Paris College of Art are Paris College of Art Inc. (PCA, Inc. USA), headquartered in the State of Delaware, USA, and the French business entity Paris College of Art SARL (PCA France) that manages the day-to-day educational operations. The President and CEO of Paris College of Art is the key financial administrator, and he is assisted by outside, independent accounting firms for each one of the different components of Paris College of Art:

- PCA USA financial statements are held and established by the US accounting firm WeiserMazars LLP
- PCA France financial statements are held and established by the French accounting firm Fiducial and undergo a second expertise by the statutory auditor (*commissaire aux comptes*) SERVAL.

Accounting and auditing procedures used in France do not differ significantly from those common in American higher education. All affiliated PCA entities' accounts are audited annually by the reputable Franco-American firm CONSTANTIN LLP who emits a US GAAP-compliant report with opinion after the auditing work is complete.

Audited financial statements with opinion for the last three available fiscal years (FY1415, FY1516, FY1617) are provided in appendix 2. The audited financial statement with opinion for the fiscal year that ended June 30, 2018 will become available at the end of August and will be sent under separate cover along with an updated electronic version of this report containing audited financial statements for FY1516, FY1617, and FY1718. We have however received the data required to complete the Data First forms for the year ending June 30, 2018.

As mentioned in the introduction and under Standards Two and Five, PCA has experienced a period of decreased enrollment and ensuing financial instability, but enrollment numbers for this fall show a positive trends for the second year in a row (17% increase between F16 and F17, and 10% increase expected between F17 and F18).

In the August 2017 report, the independent auditor stated that despite efforts to mitigate an adverse situation there was "doubt about PCA FR's ability to continue as a going concern" (2017 Auditor's Report notes 3 and 14). At the date of submission of this self-study we have not yet received the auditor's opinion on the accounts for the year ending June 30, 2018 but the percentage change in total assets went from -6.5% between FY16 and FY17 to +52.7% between FY17 and FY18. Finalized audited accounts with opinion will be ready at the end of August and sent to the site visitors and Commission.

Financial projections are based on a conservative estimate of an average annual enrollment increases of 9% for the next 5 years for degree students, and shows that the institution operates at a surplus starting in AY1819, with a profit

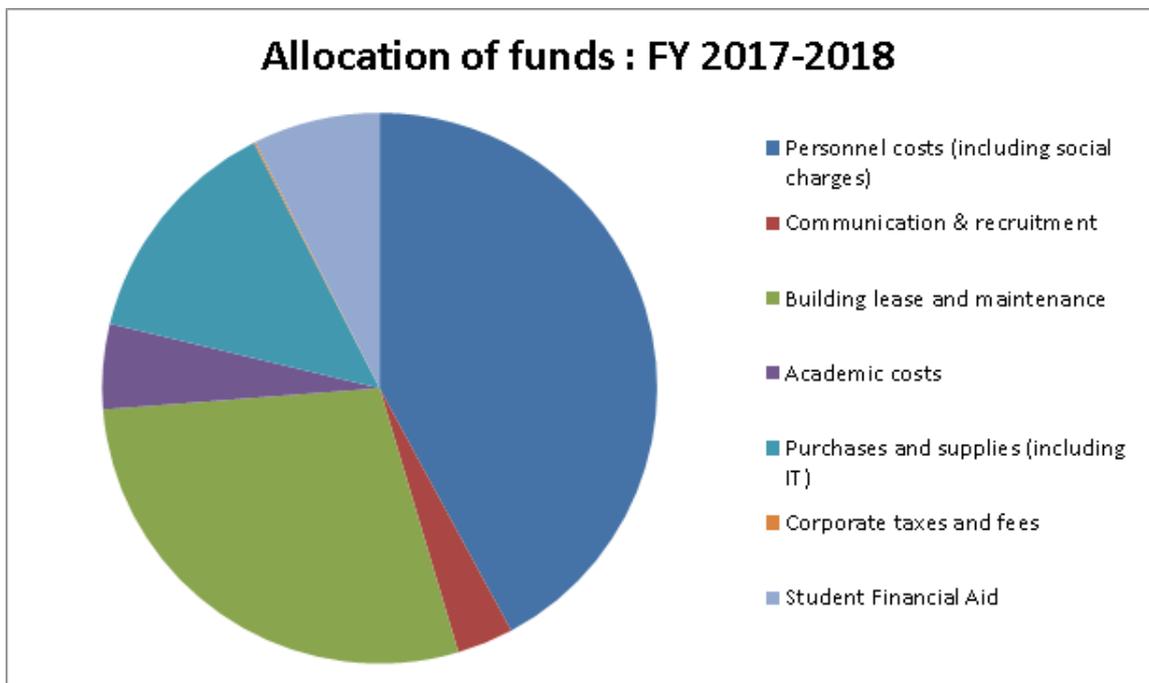
representing 1% of total revenue⁴. In the 5-year forecast this profits raises to 9% by AY2223. The 5-year forecast is based on the officially approved debt repayment plan, but if we were to repay the debt in 5 years rather than the requested 10 years, we would still be profitable starting in AY1819, though at a more modest rate.

The 5-year forecast in euros, followed by a version in US dollars using an average estimated conversion rate, is provided after the Data First forms.

PCA’s main source of revenue is tuition for its undergraduate, graduate, certificate and summer programs. There is also a small amount of funds collected through the *Taxe d’Apprentissage*, an apprenticeship tax to which certain companies are subject, and through which they can choose to donate a portion of their contribution to a school or training center of their choice. The *Taxe d’Apprentissage* represents less than 1% of overall operating income.

PCA devotes its gross income to support its educational purposes and programs, primarily in the form of costs related to faculty and staff supporting the education missions (salaries, benefits, and related costs), facilities (rent, facilities improvement & maintenance, utilities, insurance, and related costs), teaching equipment and materials (including computers, studio equipment, and library collections), and student recruitment, communication, and public relations costs, as illustrated in the Figure below.

Allocation of FY 2017-2018 Operating Expenses and Financial Aid to different expenditures



⁴ The percentages we refer to here are from the official forecast in euros. When transposing the official 5-year forecast into U\$ using an average conversion rate some precision was lost and the percentages on the U\$ version are slightly inflated compared to the euro version.

Any balances or deficits are carried forward to the following fiscal year. Generally speaking, mid-year adjustments are made on individual units' budgets based on actual tuition revenue collected. Any surpluses are invested in equipment purchases and partnerships that open up additional possibilities for learning and applied research for students. There are currently no surpluses.

As the figure above demonstrates, personnel costs (salaries and associated social charges and taxes) are the dominant expense category. Academic-specific personnel costs (notably faculty salaries and associate charges) are somewhat stable, nonetheless: while PCA is currently enjoying an upturn in enrollment, the number of faculty members should remain stable since the core course offer remains the same, whether enrollment is low, moderate, or high. In other words, core courses that now run with 3 students could easily accommodate 12 more and thus allow for significant growth in enrollment without increasing faculty costs.

The second largest expense category is the building lease and maintenance. PCA moved to its new campus in July 2013. The building has a capacity of 700 persons, a very rare size for prime real estate in central Paris. While enrollment levels have not reached past targets, the current upswing leads us to believe that we will soon be better filling our classrooms with newly matriculated students. Moreover, similar to faculty costs, building-related costs remain more or less the same regardless of the number of enrolled students. In this way, we hope in years to come that the relative percentage of building lease and maintenance costs will drop vis-à-vis other expense categories. In the meanwhile, two offices and two classrooms are currently on short-term, flexible sublet to digital production companies, generating extra operating revenue. More space had been rented in spring 2016 and fall 2017, but was returned to PCA in December 2017 because of increases in enrollment in Spring 2018.

Fundraising through individual and corporate donors is not as common a practice in France as it is in the United States but we are making efforts to develop our university advancement capacities: a successful Alumni program was launched in 2012, dedicated to develop fund raising campaigns among other activities. While we are actively researching ways to put a formal fundraising program into place (rules and regulations are much more strict in France), and considering the diverse cultural origins of our alumni, we do expect them to be more sensitive to fund-raising solicitations than average French students would be.

APPRAISAL

PCA has adequate policies and a functioning system of internal controls in place for accounting (French and US), annual budgeting and expense tracking, and purchasing. We are thus in compliance with Standard 7.17: "the institution prepares statements in accordance with accounting principles generally accepted in the U.S. The annual audit is prepared by an auditor external to the institution in accord with generally accepted auditing standards adopted by the American Institute of Certified Public Accountants."

As discussed under *Standard Two: Planning and Evaluation*, the institution is gradually moving toward multi-year financial planning and stands to benefit from longer-range objectives and planning. While a tuition depended institution will always see its revenue fluctuate and must be adaptable to that, a

return to more stable minimum enrollment at the levels we had before 2013 will allow for longer range planning.

Fundraising should also be developed. Currently we can only offer a tax deduction to donors who are fiscal residents in France. Few of our international alumni are, so we are currently in the process of exploring options for creating a 501 (c) 3 or a donor-advised fund in the United States which would enable us to offer tax deductions for donations in the U.S. and thus potentially improve giving.

Given PCA's current financial condition, it is an institutional priority to establish multi-year financial plans that clearly articulate the strategies PCA will implement to achieve financial stability within the five year candidacy period, in addition to the legally approved 10-year plan.

INFORMATION RESOURCES

DESCRIPTION

Rather than providing an in-house library commensurable with the size of our student body, we have established partnerships with the four most relevant libraries in Paris, to which our students have privileged access. Under sponsorship agreements with the libraries below, Paris College of Art contributes financially to their acquisition funds in exchange for student and faculty access privileges, and we hold periodic orientation sessions. As a supplement to formal library holdings, each department at PCA has a limited collection of departmental reference materials and slides. The Fashion Design Department also maintains some resources such as magazines, information on designers and accessories, video tapes of fashion shows, fabric sample cards and various materials which have been donated by fashion firms and houses. The Interior Design department also maintains a modest but growing materials library.

The American Library in Paris (<http://www.americanlibraryinparis.org/>), founded in 1920, is the first avenue of research for the Paris College of Art community, as it houses one of the best English-language collections in Paris. With its collection of more than 130,000 books, CD-ROM indexes, a periodicals collection of 450 titles (some of which date back to the 19th century) and over 350 current periodicals, as well as bibliographic and full text digital resources (JSTOR's "Public Library Collection I" and EBSCO's MasterFILE™ Premier), partnership with this library is a strategic decision that allows us to allocate our resources towards other academic expenditures and facilities, while still giving the community access to an outstanding collection of research resources. The American Library in Paris provides computers on site for consultation of their catalogue and access to online databases. Students can also access the ALP catalogue (and digital resources) online at <http://alip.dyndns.org/>.

The Bibliothèque Kandinsky (<http://bibliothequekandinsky.centrepompidou.fr>), is a part of the Centre Pompidou complex, which also houses a museum featuring the leading collection of modern and contemporary art in Europe, a vast public reference library, a cinema and performance halls, a music research institute, and educational activity areas. The collections of this specialized, international,

heritage-oriented library are intended for research and generally reserved for museum curators and researchers, but the library allows Paris College of Art students access to the collection. The wide range of important primary resources and artists' books is of particular importance for students conducting research at the graduate level.

The Bibliothèque des Arts Décoratifs

(www.bibliothequedesartsdecoratifs.com) is a part of Les Arts Décoratifs, a private, not-for-profit organization whose mission, since 1882, has been to promote the applied arts and support the relationship between industry, culture, and design. The research library dedicated to the decorative and applied arts holds an impressive collection of 120,000 publications, including exhibition and sale catalogues, books, periodicals, 19th-century Japanese books and scrolls, photographs, and other printed records. Paris College of Art students and faculty at Paris College of Art have access to the library's resources, which include important primary sources of particular interest to students in the visual arts and design.

Centre de Recherche du Château de Versailles (<http://chateauversailles-recherche.fr>) allows students and faculty from PCA to have privileged access to special collections at the Château and to participate in research activities sponsored by the *Centre de Recherche* (research center). The special collections of furnishings, fashions, textiles, painting, sculpture, decorative and functional objects, as well as the library that supports research for these collections are held in reserve, but members of the Paris College of Art community now have access to them.

APPRAISAL

Given the extraordinarily rich resources available in Paris and its immediate surroundings, we believe that the partnership model is the best solution for providing expansive and ever growing information resources. All our library partners promote a culture of inquiry and support PCA's mission to provide the highest international standard of art and design education while drawing from our French environment.

As noted in *Standard two: Evaluation*, we must be more pro-active in evaluating students' use of these resources, as the anecdotal evidence suggests that visits to the physical collections are limited and that students limit themselves to accessing digital resources. While the on-line journal database offers a rich repository of scholarly text, students do not fully take advantage of the physical artifacts and collections available to them in Paris.

PHYSICAL RESOURCES

DESCRIPTION

PCA occupies 2 facilities in central Paris: the non-degree granting CUPA program is located in the 6th arrondissement on the left bank, and all PCA degree programs are housed in the 10th arrondissement on the right bank. Our facilities, like all public spaces in France, are a non-smoking environment.

CUPA. The CUPA program is housed in 2,314 square feet (215 square meters), and provides three classrooms and a small computer lab (six

computers) in addition to office space and a small reference library with 200 volumes. It also has separate archival space in the basement. The non-degree CUPA program will always be in a distinct geographical location, separate from all other degree- and not-degree programs because of the French language pledge that students enrolled in the program are required to take.

PCA Degree Programs. In summer 2013, Paris College of Art moved in to a new campus in the 10th *arrondissement* in Paris, a clear improvement compared to our prior facilities. The campus reunites all the academic departments and administrative offices under one roof and offers 27,448 fully air-conditioned square feet (2,550 square meters), and includes: an amphitheater able to seat 200, a gallery space, a photo darkroom, two computer labs and a printing room, many classrooms, several restrooms, 700 square feet of terraces and a 425 square feet private courtyard. Two elevators connect the seven floors, one at each side of the building.

The French law of February 11, 2005 "for equal rights and opportunities, for the participation and the citizenship of people with disabilities" provides for equal educational opportunities for persons with disabilities and requires that all schools be accessible to students with disabilities by 2015. The PCA campus is accessible to persons with disabilities and provides: an access ramp, 2 elevators, wide staircases with ramps, wide hallways and wide bathrooms on every floor.

French laws are strict on security and ventilation in public buildings, and the authorities carry out inspections on a regular basis. As a result all classrooms have two exits and adequate ventilation. Fire drills are organized each semester, and each campus is divided into zones, with personnel designated as responsible for checking on the proper evacuation of each zone. Emergency exit signs, alarms, fire extinguishers and first aid kits are checked regularly and replaced as necessary. Faculty and staff in all facilities are trained in CPR and take a refresher course yearly.

We have made additional improvements to safety and security after the November 2015 terrorist attacks in Paris. Building access is restricted to holders of an active PCA ID card both to enter the building from the outside and to go from the foyer to the main space. A new communication and alert protocol clearly outlining roles and responsibilities was also developed and unfortunately – but successfully - implemented during the 2016 Nice attacks. Emergency contact information (cellphone numbers, private email, social media handle) are updated at the beginning of each semester and stored in a google doc accessible to all staff, even remotely and even if they can not connect to the PCA server.

Studio space. On the main PCA campus there are seven specialized studios for sculpture (wood, metal and mold-making), ceramics, printmaking, photography studio (shooting), photography darkroom, digital photography, and 3D printing. All studio spaces are equipped with adequate ventilation and safety equipment (e.g., eye washes fire alarms, fire extinguishers, and First Aid kits) and students must demonstrate working knowledge of the equipment before being authorized to use the studios outside of class time. Studios are always supervised by a technician or trained work-study student.

Ventilation of the 3D Studio is provided by vacuums with dual hoses for extracting saw dust that have been attached to the band saws and disc sanders.

Mobile air filters are stationed in the plaster and metalwork areas to extract particles, vapors and smoke fumes. The printmaking studio has switched to using only water-based inks and non-toxic materials in all printmaking and silkscreen courses, eliminating the need for specific ventilations. Students using the studio dedicated to photo shoots are trained in safety to avoid potential hazards, including overall safe practices with electrical cords, using proper extensions for Flash units, taping cords to avoid tripping, even distribution of power cords as to not overload electrical outlets, and proper ladder usage. Students using the photography darkroom are taught how to properly store and dispose of chemicals, and everyone who uses the darkroom must be aware of electrical equipment and how to properly run the drying cabinet, dry mount press, and blow dryers.

In addition to the 3D lab on campus, which is modest in size and scope, PCA has working partnerships with external digital fabrication spaces such as *Draft Ateliers*, *Make Sense*, and *L'Etablisienne* for the technologies that are not (yet) available on campus (CNC Milling machine, laser cutter, etc.).

Educational technology equipment includes two computer classrooms, projector or flat-screen TV in all classrooms, an auditorium with a ceiling-mounted projector, and laptops and projectors that can be checked out from the IT office. All the administrative offices are equipped with Dell PCs or Mac computers for those staff that require the use of specific design software running on Macintosh computers. PCA is networked through a terminal server, so that all users can access their sessions remotely, allowing for people to work on different campuses while having access to all their data and files. Active Directory (AD) is the Microsoft-based directory service that organizes the global structure of our entire network and its related systems.

Each campus has a large networked printer / scanner / copier for use by faculty, staff and students, and administrative offices have additional individual or shared printers/copiers as needed (e.g., the Human Resources has a printer within the closed office space for privacy reasons).

APPRAISAL

The 3D facilities would benefit from some upgrades (see *Projections*) and as student enrollment increases we need to designate additional space for student work storage. Space is always an issue on an urban campus, and if enrollment in the fine arts increases and if the MA in Drawing is launched, we should consider renting additional studio and storage space in the close suburbs that can be reached by the metro system.

For the new joint film degree with Emerson College we have visited studio space for film shoots that are located off campus and can be rented as needed for students' final projects.

PCA monitors and responds to illegal and / or inappropriate uses of its technology guided by the policies and procedures available in the Student and Staff handbook and on the IT section of the portal. All online resources secured from the public are password protected and we have implemented measures to be in compliance with European General Data Protection Regulation (GDPR) as of May 2018.

STANDARD 7: PROJECTIONS

The main goal for the next 5 years is to improve financial resources as discussed in detail under Standards 2 and 5.

Additional plans for improvement include upgrading physical space (3D lab and student work storage), better tracking usage of learning resources (libraries and databases) and conducting risk assessment.

Improvement Goals	Target timeline	Office responsible	Status (August 2018)
Upgrade studio facilities on PCA's main campus	<p>Upgrade current 3D studio ventilation system with a more powerful filtration and extraction system in AY1920.</p> <p>Install vacuum hoses to the machines that connect to ventilation or extraction system in AY1920.</p> <p>Installing automatic blast gates on stationary machines to optimize vacuum pressure in AY2021. Installing ventilation hoods in metal, ceramics, and plasterwork areas to extract fumes and dust particles in AY2021.</p> <p>Building a small and well ventilated enclosed workstation in the sculpture studio for spraying paint and fixative, cutting plastics, Styrofoam and melting wax in AY2021.</p>	Fine Arts and Facilities	In planning stage
Provide additional student work storage in parallel with student enrollment increase	Provide additional storage for Foundation students when 10 additional students enrolled Provide additional	Dean and Executive Director	In planning stage

	storage for Fine Arts students when 10 additional students enrolled and/ or the MA in Drawing is launched		
Track student use of information resources	<p>Work with partner libraries to obtain detailed statistics on usage of physical facilities and on-line databases, starting in AY1819</p> <p>Survey students for self reported usage data to compare with data collected from partner libraries</p>	<p>Deans</p> <p>Liberal studies and Deans</p>	<p>In planning stage</p> <p>In planning stage</p>
Regular risk assessments in the following areas: compliance, hazards, operational, reputational	Start in AY23/24	Executive Director	In planning stage

STANDARD 8: EDUCATIONAL EFFECTIVENESS

DESCRIPTION

Systematic assessment of student learning is a priority for PCA's academic and institutional leadership, and we are committed to ongoing and sustainable protocols to assess student learning. We assess all programs at the course and program levels to test knowledge and ability, technique and artistry, and critical understanding.

Assessments at the course level include:

- Individual tutorials and group critiques of the artwork produced and assessment-gearred production projects or briefs in studio classes;
- Short and long essays in core art history and general studies courses that measure students' understanding and ability to think critically, implement research methodologies, and respond to the material presented in class;
- Oral in-class presentations and short interpretative essays or research papers that involve primary and secondary sources and visual materials;
- Reviews of art, design or other creative work;
- Assessments of students' ability to situate the research, writing, and studio practice in which they are engaged within contemporary contexts, and engage at a more advanced level with a topic or issue that has already been treated in their curriculum by doing substantial research toward the preparation of a final project.

Assessments of the program level include:

- Course evaluations which pay special attention to the articulation between academic and studio;
- Assessment of faculty teaching through class visits by internal and external examiners;
- A committee made up of the department chairs, faculty teaching in the program, and Deans, meets annually after the end of the spring semester to share a lunch assess and revise the curriculum, discussing what was successful and what could be improved.

The purpose of the academic program review is to ensure a system of continuous assessment, planning, and improvement, which is intended to help achieve the academic mission and commitments of the program. The program review is an evaluative, not a descriptive process; it is intended to result in judgments about the quality of a program and the adequacy of its resources. The process of program review should be a cooperative exercise between the program faculty, chair, and administration that results in meaningful recommendations for program improvement. While program chairs and the Deans are fully on board, we are working towards establishing a culture of continuous improvement that permeates the entire faculty, and are identifying champions among the instructional staff to help with that endeavor.

The following principles guide the program review:

- The evaluation of the program is based on academic or professional criteria, within the context of the current and available institutional resources;

- All relevant constituencies are involved in the process;
- The review process should result in tangible actions;
- All programs are reviewed every five years, so that data collected can be shared as much as possible (NASAD accreditation, NEASC candidacy, strategic planning, etc.) to avoid unnecessary extra work and repetition.

We also track student achievement and success through retention, transfer, and graduation rates. Because of our internationally very diverse student population it is not easy to track such measures as loan accumulation, defaulting, and repayment, that would be standard measures of educational effectiveness in the United States. We do track rates and fields of employment and salary data and continued study whenever possible.

In addition to course and program review, we collect anecdotal evidence on the effectiveness of the extra-curricular services provided by the Career Office, which assists with finding internship during the course of study, and professional opportunities upon graduation.

APPRAISAL

As discussed previously, there are many reasons for the relatively low graduation rate at the undergraduate level, including adaptation, finances, and mental health. In the exit interviews we conduct with students who voluntarily withdraw from the institution before completing their degrees, the academic quality or the qualifications of our faculty however are never given as a reason for withdrawal. Retention and graduation rates are not the sole criteria for evaluating educational effectiveness at PCA.

Placement rates in internships and employment are other important measures, as are the recommendations our students give to other students about the benefits of studying at PCA. We plan to more systematically evaluate the benefit(s) of internships from students and internship supervisors' perspective.

Finally, as a relatively young institution, we gain a lot from collaborating with other educational institutions (e.g. Central Saint Martin's for Foundation students, School of Visual Arts for photography students) as it allows us to benchmark our students' soft skills, technical know-how and creative output compared to those of students at other, larger and more competitive, institutions.

STANDARD 8: PROJECTIONS

PROJECTIONS

As outlined under Standard 2, we plan to collect more data on student outcomes and to do so in a more systematic manner. In addition, we have set the following goals for better evaluating educational effectiveness:

Improvement Goals	Target timeline	Office responsible	Status (August 2018)
Evaluate the effectiveness of internships: what do students perceive to gain from them?	Develop student and internship supervisor surveys in fall 2018 for implementation	Student Life and department chairs	In planning stage

What qualities do supervisors see in our students?	starting in spring 2019		
Track job placements of graduates through bi-annual survey of LinkedIn profiles and emailed surveys to alumni	Track alumni on LinkedIn during December and July breaks Send surveys to alumni every summer	Student Life and department chairs	Started July 2018, to be continued

STANDARD 9: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

INTEGRITY

DESCRIPTION

Paris College of Art promotes the artistic and intellectual maturation of promising students into exceptional artists, photographers, designers, and design managers – and, more importantly, as educated citizens ready to tackle the challenges of the 21st century. The faculty, staff, students, leadership and members of the Board are all committed to the highest level of professional ethics and personal integrity.

The Dean maintains direct communication with the faculty and students through various meetings among the College community (College Council, Faculty meetings, Student Council meetings). In course content delivery and individual critiques, faculty members emphasize the role of integrity in students' work and their relationship to the world beyond PCA.

PCA is an accredited member of the National Association of Schools of Art and Design (NASAD) and its specific emphasis on curricular content and integrity of art/design studio practice ensures that we remain compliant with art education standards in addition to the NEASC standards we aim to achieve.

Two independent auditing firms (one French and one American) conduct an annual review of the institution's financial state and the US audit with opinion is presented to the Board of Trustees. This review includes all institutional student financial aid activities as well as the overall financial health of the College.

Academic freedom is assured through all processes and policies at the institution and is laid out in the Faculty Handbook. All policies are available on the PCA portal, and include policies to protect the intellectual property rights of individuals. By law, PCA respects the European General Data Protection Regulation (GDPR), and by choice it also applies the US Family Educational Rights and Privacy Act (FERPA).

The importance and value of a diverse academic community is inherent in our mission, which seeks to open opportunities for exchange by building bridges between cultures, and we proactively foster a community that is welcoming and respectful of cultural, artistic, and individual differences.

Human Resources and Admissions monitor our non-discrimination policies that protect against bias based on age, color, disabilities, national origin, race, religion, sex, sexual orientation, and any other classifications protected by applicable laws or ordinances. Any form of abuse, harassment, or intimidation of another person, including sexual harassment, is a violation of the PCA code of conduct and will lead to disciplinary action.

Institutional integrity is promoted through bi-annual review and assessment of the faculty and student handbooks (before the beginning of the fall and spring semesters), which include descriptions of the policies and conditions that support the professionalism, integrity and community standards expected at PCA. They also provide clear guidelines for conflict resolution and grievance procedures.

Though PCA makes every effort to offer students the highest quality education and services, it recognizes that students may have grievances from time to time. PCA takes student complaints regarding both educational and administrative operations seriously, and undertakes to resolve issues as fairly and effectively as possible. Grievance procedures are outlined in the Student and Faculty handbooks. PCA's anti-harassment policies are also strongly enforced, and students are encouraged to report any issues to the Student Office (if the allegation concerns another student) or to the Dean (if the allegation concerns a staff or faculty member). Incidents such as on-campus theft are reported to the Office of Student Life using an Incident report Form. We are happy to report that there were no on-campus thefts during the past academic year.

A Hearing Committee comprising the appropriate academic and/or administrative leaders will convene to resolve complicated matters that require broader intervention, including all reports of harassment and violence. The Committee is chaired by the Dean, the Executive Director, or the Director of Admissions, as appropriate considering the parties involved in the issue.

APPRAISAL

Integrity, professionalism and honesty are the foundation on which we build our programs and to which we hold everyone accountable, from the Board to prospective students.

As a small and close-knit community, communication is fluid and concerns can be raised and addressed swiftly. The leadership has an open door policy, inviting students, faculty and staff to open and frequent dialogue.

Specific examples of how institutional integrity is promoted include:

- Personalized student advising through academic and studio advising on the one hand and financial aid advising (when applicable) on the other;
- Alignment of facilities, equipment, technology, and personnel to support the needs of the academic enterprise;
- Annual independent financial audits;
- Adherence to the standards of the professional accreditor NASAD as well as regional standards set by NEASC (in progress);
- Adherence to French and U.S. requirements for privacy protection (GDRP and FERPA).

TRANSPARENCY

DESCRIPTION

Paris College of Art redesigned its website in 2016 in response to a decreased emphasis on printed materials in the higher education community and a desire to "go green". Its policies and practices regarding published materials and websites stress clarity, accuracy, availability and comprehensiveness. If an error is found in a printed material such as a catalog, an "erratum" page is added, and any electronic version of the document available for download is immediately corrected. All public materials are reviewed by our director of communication. PCA makes information about its

structure, programs and policies available through three main channels: (1) published print materials, (2) public websites and (3) the web-portal that prospective students, current students, faculty and staff as well as alumni can access with a password.

The Admissions office practices open and transparent procedures for student application and acceptance, available on-line and through direct inquiry. The Human Resources offices provides all pertinent employment opportunities on the PCA website. Policies and procedures governing faculty, staff and students are clearly outlines in the handbooks, as described above.

PCA responds to all requests for information in as timely and complete a manner as is possible (i.e. there may be delays in responses when the institution is closed between December 24th and January 1st, or during the last week of July and first two weeks in August when the majority of staff are on vacation). The Admissions Office is one of the more externally focused offices and fields the majority of inquiries throughout its regular day-to-day activities. The Admissions office is staffed throughout the summer months.

APPRAISAL

Admissions and Communications are overseen by the same Executive Director, so responses to any frequent inquiries to the Admissions office are quickly incorporated in publicly available information and materials.

PUBLIC DISCLOSURE

DESCRIPTION

As stated above, PCA makes information about its structure, programs and policies available through three main channels: (1) published print materials available to anyone who requests them, (2) public websites available to anyone with an internet connection, and (3) the web-portal that prospective students, current students, faculty and staff as well as alumni can access with a password. The latter limit on public disclosure is justified by the fact that internal policies are not relevant to the public at large outside of the PCA community, and that we need a means to share resources such as housing and internship offers that we only want to make available to members of our community. PCA also disseminates information through social media channels that re accessible to the public at large.

The institution publishes its accreditation status on the official website as well as in the main catalogue.

PCA still publishes a limited number of print materials for recruitment and promotion purposes. Print materials for recruitment and promotion include catalogues (a general PCA catalogue focusing mostly on our degree programs, and a separate catalogue for the CUPA program), and specific informational booklets (e.g. for the summer programs, and a PCA Professionals brochure). Our printed catalog is available in .pdf format on our website.

The main websites are www.paris.edu for degree programs and <https://cupa.paris.edu> for CUPA study abroad programs, and from there one can navigate to any of the specific programs or departments of PCA. Program pages contain information about degree requirements, outlining required and elective

courses and the number and distribution of credits required to earn a degree, faculty educational and professional accomplishments, and alumni news. The websites also promote co-curricular and non-academic opportunities through the section devoted to Student Life. Policies on admissions and cost of tuition and estimated living expenses are provided in the Admissions section of the websites, and there are also links to information about institutional and other student financial aid.

Additional information is available to members of the PCA community through the web portal www.monparis.edu. Depending on one’s status (e.g. prospective student vs. full time staff member), one will access more or less information (e.g. the prospective student will have access to course descriptions and schedules but not to employee leave of absence request forms). For the purposes of accreditation review we have created 3 fictional accounts to give the site visitors and readers of this self study the possibility to see what different categories of users have access to. To log on, go to www.paris.edu and click on the “Mon Paris” log-in icon in the upper right corner and use the following log-in information:

Category	Username	Password
Prospective student	████	██████
Current student & alumni	████	██████
Faculty and Staff	████	██████

Additional information for CUPA community members is accessible using the following usernames and password:

Category	Username	Password
Prospective accepted student	██████	██████████
Current student (one of the 3)	██████████	██████████

In addition to these three main channels, PCA maintains a presence on social media, which has vastly expanded in the last five years. On Facebook we currently have 30k+ followers, 3k+followers in LinkedIn, 4.5k+ on Instagram, and 1.5k+ on Twitter. We publish articles about activities on campus and in Paris, as well as faculty, student and alumni successes on our website and through our social media. As well, over the past few years we have incorporated more video content in our communications.

APPRAISAL

In response to the 2016 NEASC visit and report we have made additional information about the institution available on our main websites.

In addition to information about cost of attendance, program expectation and degree completion requirements, faculty and staff, we now provide information about the Board of Trustees, graduation and retention rates,

student-faculty ration, and demographics on student and faculty through the new “Fact Sheet” addition to the “About” section on the PCA website:

<https://www.paris.edu/home/about/>

A copy of this self-study is made available for public comment on our website, under the About / Accreditation section, and all members of the PCA community have been notified by email of its availability and the procedure for providing comments to the Commission.

STANDARD 9: PROJECTIONS

We plan to continue to move toward greater public disclosure and to make more data on students available to the public as it is collected in a more systematic manner. Specifically, we have set the following goals:

Improvement Goals	Target timeline	Office responsible	Status (August 2018)
Greater public disclosure	Share information on alumni placements as it becomes available (AY1920)	Student Life office	In planning stage
	Share information institutional financial aid repayment (average student debt and time to repayment) starting in AY1819	Business office	In planning stage
Increase (voluntary) faculty involvement in policy and planning to further promote integrity and increase transparency	Invite Faculty to review the Faculty handbook for Spring 2019	Deans	In planning stage
	See <i>Standard 2</i> : faculty involvement in designing learning outcomes	Deans and department chairs	
Increase (voluntary) student and alumni involvement in policy to further promote integrity	Invite Student Council to review the Student handbook for Spring 2019	Dean and Student Life	In planning stage
	Open up an annual call for feedback on the Student Handbook starting in summer 2019		