

2008-2013

# Institutional Assessment Plan

Revised June 30, 2010

Delaware College of Art and Design

# Institutional Assessment

6/30/2010

Assessment is closely linked to the mission statement and strategic planning. The Strategic Plan sets forth Goals and Initiatives that were founded in DCAD's Mission and Vision for the Future, and which were derived from a strategic environmental assessment. The Strategic Plan provides the framework for periodic assessment of DCAD's effectiveness and is the basis for the development of the Institutional Assessment Plan.

The following functional areas were identified for the institutional assessment plan: Governance and Administration, Degree Programs, Enrollment Management, Non-Degree Programs, Student Life, Fiscal and Human Resources, Technological Support and Marketing and Communications. Specific outcomes were derived from those initiatives (associated with Strategic Goals). Methodologies for addressing these outcomes are outlined and responsibility assigned to a specific individual or group; resources that support this process are also identified. Qualitative and quantitative measures were identified as a way to determine if the outcomes were being met. The Institutional Assessment Plan was organized in table form, with areas for identifying the status of each initiative. The Milestone Strategic Plan Progress Assessment Report sets a timeline for meeting annual targets to achieve strategic goals. Reports are bound and used for short and long term budget planning.

Complementary to the Institutional Assessment Plan, Departmental Assessments were developed to support strategic goals. Responsible individuals for each department were charged with developing a mission statement, defining departmental goals, identifying their primary functions and arriving at methodologies used to monitor the progress towards departmental goals. Each department also evaluated the effectiveness of current and proposed assessment processes with the aim of being able to arrive at resource allocation decisions. The Departmental Assessments also include the use of annual targets in the Milestone Department Progress Assessment Reports with results being used in resource allocation based on the achievement of those short term goals.

## Constituents

The following parties have been identified as constituents of the College: students, alumni, continuing education students, faculty, staff, parents of students, Pratt Institute, Corcoran College of Art and Design, the Board of Directors, the Board of Overseers, local businesses and the downtown community, financial lenders, donors, and the City of Wilmington.

In the Assessment Plan, the College's constituents are involved in the sharing of information in strategic planning and goal development through committee make-up, surveys, meeting schedules and action plans. Current students, alumni and donors are surveyed regularly and the information collected in the surveys is incorporated into the assessment process. While not every constituent group is directly involved in the assessment process, they are all affected by the institution's strategic goals. As the College enters into new strategic planning phases, it is important to note that new strategic initiatives should have the potential to impact all constituent groups. The College has also instituted constituent survey schedule (course evaluations, degree student, alumni, and faculty surveys) to solicit evaluation. This information allows DCAD to make decisions about student needs and evaluation of services.

The Board of Directors formally monitors DCAD's progress at its semi-annual meetings. The *Report to the Board of Directors* has been the primary source of the Board's information. It is circulated

prior to the meetings, and contains regularly updated statistical data. The *Report to the Board of Directors* collects and evaluates data relevant to institutional assessment, but, because it is prepared in conjunction with the administrative staff, the format of the report is generally based on DCAD's administrative structure. The kind of information collected is largely derived from the goals and initiatives as outlined in the Strategic Plan. For example, admissions data (including conversion rates for all categories) is tracked relative to the previous cycle in order to assess how effectively the College is meeting some of the initiatives under Strategic Goal III; similarly, the registrar's report contains the information necessary to evaluate demographic, racial and ethnic diversity as well as retention goals.

Organizational changes at DCAD are a result of both formal and informal assessment. Significant alternations to the structure of the institution or the curriculum are preceded by a period of examining current and forecasting future trends. DCAD has established several committees that evaluate the College's needs and propose ideas to implement change. The committee structure allows individuals from various constituent groups to be involved in decision-making processes. In addition, a diversified committee membership ensures that the effects of change have been considered through most areas of the College.

Committees are organized on both Board and Institutional levels. Board-level committees include Building Committee, Development Committee, Long Range/Strategic Planning Committee, Programs & Gallery Events Committee, Nominating Committee, and Public Relations/Marketing Committee. Primarily staff-level committees include Academic Review Committee, Disciplinary Committee, Library Committee, and Technology Committee.

In addition to institutional committees, individual departments assess their performance on an ongoing basis and make modifications to processes accordingly. The Departmental Assessments (part of both *Report to the Board of Directors* and the Institutional Assessment) typically note how often changes are implemented and the ongoing impact of change on achieving department and institutional goals. Departments have established regular reporting procedures to provide an ongoing means of monitoring DCAD's effectiveness in fulfilling its mission. For example, the admissions department prepares a weekly report on the admissions cycle which is circulated among the presidents, deans and admissions staff at Pratt and the Corcoran as well as all DCAD staff; the Registrar prepares a semi-monthly report on the status of all the enrolled students which is circulated among the staff at its regular staff meetings. The Business Office, the Continuing Education office, Communications, Financial Aid office, the Library and Student Services have all developed appropriate data that is reported in the weekly Directors meetings and are digitally archived.

#### *Improvements to Institutional Assessment 2010*

- With a commitment to assessment, more financial and human resources will be dedicated to the assessment process as the College grows. While the College may not yet be in a position to consolidate all assessment processes into an Office of Institutional Research, there is more emphasis on documenting processes and incorporating assessment outcomes into the decision making process. In addition, more training opportunities should be available for staff and faculty so that they are properly prepared to create and utilize assessment techniques to their fullest potential.
- The process of assessment entails the management of a great deal of information, DCAD is thinking strategically about how staff are to handle this responsibility. Along

with continued implementation of comprehensive assessment plans, this should ensure – along with regular institutional assessment – that MSCHE and NASAD requirements are fulfilled.

- Involve constituent groups more directly in the assessment process. Data from surveys is considered for use in many areas, institutional assessment and strategic planning, particularly.
- Demonstrating clear indicators on the anticipated impact that is expected on the institution and constituent groups. Defining both summative and cumulative assessment tools that will measure the impact and changes as goals are being obtained at the beginning of the goal-setting process.
- Encouraging all committees to have a clearly defined purpose with methods in place to track and document progress. Each committee developed its own routine assessment technique to ensure that it is working toward the goals and mission it established.
- A timely analysis of data for decision-making is incorporated into the reporting process.

# Institutional Assessment Matrix 2008-2013

Revised 2010

## Governance and Administration

Initiative	Functional Area	Responsibility	Methodologies	Resources	Measures	Outcomes	Timeline
Strategic Goal III: Build the College's governing, administrative and academic leadership	Governance and Administration	<b><u>Committee IV</u></b> Director of Development Director of Communications President	Modify composition and size of the Board of Directors and Overseers (including faculty, student, alumni representation)  Reorganize organizational hierarchy to reflect program and service delivery  Create new full-time positions	Direct effort to meet accreditation standards  Direct effort and funds for counsel to change By-Laws  Funds to hire additional full-time faculty/staff	Implementation of new by-laws  Number of full-time faculty and staff positions  Organization hierarchy	Governance structure appropriate to an independently accredited institution  Viable and sustainable organizational hierarchy	Complete 2008: Modification of composition and size or the Boards  Complete 2009: new organizational hierarchy  Complete 2010: Hire Academic Dean/Director of Institutional Research
Strategic Goal V: Explore expansion to a four-year, BFA program	Governance and Administration	<b><u>Committee III</u></b> Dean/Director of Institutional Research  Animation Area Coordinator  Illustration Area Coordinator	Assess readiness of the College to pursue expansion to a four-year program  Compare potential risks and rewards with continuation of AFA programs versus offering the four-year BFA	Direct effort to research	Progress in researching expansion	Foundation for next phase of strategic growth  Improved understanding of position in the marketplace	Complete 2010: assessment to pursue four-year program – college not ready at this stage, will reconsider in the future

Degree Program

Initiative	Functional Area	Responsibility	Methodologies	Resources	Measures	Outcomes	Timeline
Strategic Goal I: Expand curricular offerings	Degree Program	<b><u>Committee III</u></b> Dean Interior Design Area Coordinator Fine Arts Area Coordinator	Build curricular and academic resources to support growth  Incorporate expansion into facilities and equipment needs assessment	Funds additional full-time faculty  Funds for technology  Funds for facility and equipment	Curricular review report  Market trends of majors to offer  Student Surveys of majors to offer	Additional major  Add and revise courses	Planned 2011: Research additional major  Planned February 2011: Faculty and Staff needs survey
Strategic Goal II: Enhance academic excellence	Degree Program	<b><u>Committee III</u></b> Dean Academic Area Coordinator Fine Arts Area Coordinator	Expand course offerings in the liberal arts and skill development in quantitative and scientific reasoning  Document assessment strategies (studio and general ed. competencies and outcomes)  Use learning outcomes assessments to improve curricula and student performance	Direct effort of faculty  Direct effort of faculty	Student surveys: where students are going after graduation  Graduation rates	Recognition for exemplary program offerings  Higher graduation rate	Complete Spring 2008: Offered new liberal arts electives which meet NASAD standards with ongoing assessment for the addition of new electives  Planned 2011-2012: Re-organization of two-credit courses into three-credit course resulting in Graphic Design and Illustration curricular change  Ongoing 2010: Course assessment matrix relating course objectives to the mission

Enrollment

Initiative	Functional Area	Responsibility	Methodologies	Resources	Measures	Outcomes	Timeline
Strategic Goal 1: Build enrollment to target level of 275	Enrollment Management	<p><b><u>Committee I</u></b></p> <p>Director of Admissions</p> <p>Director of Financial Aid</p> <p>Director of Communications</p> <p>Director of Continuing Education</p>	<p>Coordinate marketing and recruitment plans</p> <p>Review and update tuition pricing and discount strategies</p> <p>Use continuing education programs to attract degree students</p>	<p>Funds for marketing</p> <p>Funds for Recruiting</p> <p>Funds for searches</p> <p>Direct effort for retention</p> <p>Funds for DCAD Merit Awards</p> <p>Funds and direct effort for CE pre-college programs</p>	<p>Advertising schedule</p> <p>List of printed materials</p> <p>Recruiting schedule</p> <p>Student Surveys showing how they heard about DCAD</p> <p>Merit conversion rates</p> <p>CE student conversion to degree</p>	6% annualized growth enrollment	<p>Complete 2009: Schedule of advertisements by area with ongoing assessment</p> <p>Complete Annually: degree recruitment plan</p> <p>Complete 2010: Merit discount strategy revised for Fall 2010 recruiting</p>

Student Life

Initiative	Functional Area	Responsibility	Methodologies	Resources	Measures	Outcomes	Timeline
Strategic Goal II: Enhance resident life	Student Life	<p><b><u>Committee II</u></b></p> <p>Director of Student Services</p> <p>Chief Administrative Officer</p> <p>Library Director</p>	<p>Renovations to Saville (deferred maintenance, security, student center)</p> <p>Rent adequate and appropriate off-site housing</p>	<p>Funds for renovations</p> <p>Funds for off-site housing</p>	<p>Schedule of renovations</p> <p>Student Surveys</p> <p>Vacancy rates</p> <p>Occupancy rates</p>	<p>Increased resident satisfaction</p> <p>Improved vacancy rates in student housing</p> <p>Ability to meet demand for housing</p>	<p>Complete 2009: Saville Electronic Locks; Student center; Masonry repairs to Market St and portion of South wall</p> <p>Complete 2010: Saville masonry work top 10 ft, new roof &amp; partial HVAC unit replacement</p>
Strategic Goal II: Increase academic support	Student Life	<p><b><u>Committee II</u></b></p> <p>Director of Student Services</p> <p>Chief Administrative Officer</p> <p>Library Director</p> <p><b><u>Committee III</u></b></p> <p>Photography Area Coordinator</p> <p>Graphic Design Area Coordinator</p>	<p>Additional support services for under-prepared students including a writing / tutoring center and a summer Intro to Academic Studies course</p> <p>Expand access to facilities</p> <p>Common hour guest lecture series</p> <p>Increase library resources</p>	<p>Funds for staffing writing center</p> <p>Funds to reconfigure Classroom space</p> <p>Funds for additional security service</p> <p>Funds for honoraria</p> <p>Funds for library resources</p>	<p>Student surveys</p> <p>Graduation rates of students taking Intro to Academic Studies</p> <p>Building usage</p> <p>Number of and attendance common hour</p> <p>Library usage report</p>	<p>Increased student participation in common hour activities</p> <p>Improved retention (target fall to spring, fall to fall)</p>	<p>Complete 2009: Extended building hours for fall and spring semesters;</p> <p>Current 2010: Intensive 3 week Introduction to Academics offered ; assessment to occur 2011</p> <p>Current: researching need for Writing / Tutoring Center</p>

Fiscal and Human Resources

Initiative	Functional Area	Responsibility	Methodologies	Resources	Measures	Outcomes	Timeline
Strategic Goal V: Align financial resources with goals and initiatives	Fiscal and Human Resources	<b><u>Committee VI</u></b> Chief Administrative Officer  Dean / Director of Institutional Assessment  President	Develop and implement planning, budgeting, and outcomes assessment policies, processes, and procedures	Direct effort in developing plan	Progress towards developing planning policy  Progress toward developing Institutional Assessment Plan	Effective and responsive management of resources	Complete 2008: Planning Policy, board approved  Complete 2010: FY11-FY14 budget tied to the strategic plan  Complete 2010: Integrate revised strategic plan into institutional assessment plan
Strategic Goal V: Develop a facilities master plan	Fiscal and Human Resources	<b><u>Committee VI</u></b> Chief Administrative Officer  Dean / Director of Institutional Assessment  President	Use 10- and 15-year enrollment targets and planned institutional growth  Evaluate the options of residence hall ownership versus leasing vs. third party development strategies	Direct effort	Progress towards developing plan	Sufficient and adequate facilities to sustain long-term growth  Acquisition of additional properties and/or land, if warranted	Complete 2009: 15 year enrollment projections complete  Current 2010/2011: Exploring outside proposal of purchase of adjacent properties for future development  Current 2011: Hire firm to assist in developing plan
Strategic Goal IV: Build upon while maximizing use of current facilities	Fiscal and Human Resources	<b><u>Committee V</u></b> Registrar/Research Coordinator  Chief Administrative Officer  Information Technology Coordinator	Explore scheduling options to maximize use of existing space  Renovation of 600 N. Market St (OSHA compliance, second floor build out)	Direct effort to develop 10 year enrollment projections  Funds for furniture and equipment	Room usage based on 5 year enrollment projections  Schedule of renovations	Sufficient and adequate facilities to sustain growth	Complete 2010: 15 year enrollment projections with retention by major  Complete 2008: Photography ventilation system added  Complete 2010: ventilation added to 3D lab  Complete 2009: 2 <sup>nd</sup> floor asbestos abatement

Marketing and Communications

Initiative	Functional Area	Responsibility	Methodologies	Resources	Measures	Outcomes	Timeline
Strategic Goal III: Communicate and integrate the College's Mission consistently in all publications	Marketing and Communications	<b><u>Committee IV</u></b> Director of Development Director of Communications President	Conduct constituent reviews Document policies and procedures at the office level Updated and current website	Direct effort to create stylebook	Progress towards creating and implementing style book	Increased awareness of and confidence in DCAD institutional reputation  Increased editorial coverage, invitations to participate in special programs, attendance at events	2010: Schedule of annual surveys implemented  Complete 2010: Add research coordinator duties to Registrar position  Complete 2009: New website launched  Fall 2010: Added student worker position to assist in keeping the website current

Technological Support

Initiative	Functional Area	Responsibility	Methodologies	Resources	Measures	Outcomes	Timeline
Maximize use of technology	Technological Support	<b><u>Committee V</u></b> Registrar/Research Coordinator Chief Administrative Officer Information Technology Coordinator	Develop Technology Plan Purchase and implement fully-integrated student records system Student laptop requirement	Direct effort to write plan Funds for records system and training Direct effort Funds for tech support staff	Progress towards developing plan New system in place Progress towards launching laptop requirement	Efficient use of student, faculty and staff time	Complete 2008: New student records system (Gradpro) implemented  Planned fall 2013: student laptop requirement