

FY2008-FY2013
Strategic Plan
Revised

Delaware College of Art and Design

A Creative Partnership of Pratt and the Corcoran

Approved by the Board of Directors,
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Table of Contents

I. Overview of the Strategic Planning Process.....	1
II. Present Context.....	2
Key Planning Trends and Assumptions:.....	2
Strengths, Opportunities and Issues	2
Strengths:	2
Opportunities:	3
Challenges:.....	3
III. Mission Statement	4
IV. The Vision	4
Vision Statement	5
V. Objectives	5
To accomplish its mission, DCAD:	5
VI. The Strategic Plan	6
Strategic Goal I: GROW EXISTING PROGRAMS.....	6
Strategic Goal II: FOCUS ON STUDENTS.....	6
Strategic Goal III: BUILD INFRASTRUCTURE.....	7
Strategic Goal IV: MAXIMIZE USE OF EXISTING RESOURCES	7
Strategic Goal V: PLAN FOR THE FUTURE	7
VII. Strategic Planning Matrix FY2008-FY2013	8
Strategic Goal I -- GROW EXISTING PROGRAMS.....	8
Strategic Goal II -- FOCUS ON STUDENTS	9
Strategic Goal III -- BUILD INFRASTRUCTURE	10
Strategic Goal IV -- MAXIMIZE USE OF EXISTING RESOURCES.....	11
Strategic Goal V -- PLAN FOR THE FUTURE.....	12

I. Overview of the Strategic Planning Process

The strategic planning process was designed to capitalize on the concurrent and significant efforts of DCAD—its faculty, staff, Board of Directors, Board of Overseers. It was initially facilitated by Linhart Consulting and involved:

1. Review of background and planning documents relative to DCAD and art and design higher education.
2. Interviews with DCAD faculty, staff, students, and DCAD leadership regarding their goals for the planning process and overall impressions regarding DCAD's strengths, weakness, opportunities, and threats.
3. Design and facilitation of a planning workshop involving DCAD faculty, staff, and leadership and representatives from key Wilmington and Delaware offices and organizations.
4. Design and facilitation of a briefing retreat for the Board of Directors.
5. Analysis of workshop and retreat outcomes.

The revised strategic plan is a streamlined version of the original plan designed to make it more readily understandable to the community. The changes that were made to the strategic initiatives and methodologies were done to create a plan that is efficient and effective with measurable outcomes. The revised plan also includes assessment metrics where they were lacking in the previous report.

Not surprisingly, there have been some changes in the factors recognized in the Strategic Plan affecting the College in the three years since work began. A new president arrived in 2009 with the customary reconsideration of strategic initiatives and methodologies. The economy has affected student financial aid availability, enrollment trends in the degree and continuing education program, and the ability to diversify and increase non-tuition revenue, which the College recognizes will slow down its ability to raise funds for renovations to the Saville and to DCAD's main building, 600 N Market St. In the revised strategic planning process the College has also taken seriously the recommendation from the March 2010 Middle States Council on Higher Education (MSCHE) report. The MSCHE team advised the college to develop and implement an achievable, comprehensive strategic plan and related plans, which are linked to decision making and have measurable outcomes. The 2007 MSCHE team report had also made a similar suggestion that the strategic plan was insufficiently quantitative. The College aims to remedy these deficiencies in this revised strategic plan through a system of baselines and annual milestones that will be used in the decision-making process and resource allocation, and to develop and implement a realistic, systematic method for documenting assessment relating to all components of the plan.

The College's core values, distinguishing characteristics, and general aspirations have not changed significantly since the strategic plan was adopted. Therefore, out of recognition that the work that went into the original plan is still relevant and for the value of continuity, the present document serves to update and bring sharper focus to the original strategic plan. The revised version is intended to be considered together with the entire 2008-2013 Strategic Plan

outlining the background and steps that went into its preparation. Given the over-arching initiatives of the original plan, and in the interest of allowing for an improved process of setting and measuring progress against realistic, measurable goals, the present document is relatively concise.

II. Present Context

Key Planning Trends and Assumptions:

1. Central to DCAD's current strategic planning is that Pratt Institute and the Corcoran College of Art and Design will continue their partnership and articulation support as the college continues to develop.
2. Preparation of high school for college-level work in art and design will not be as extensive as in the past.
3. Technology will increasingly have an impact on learning, instruction, and programs in art and design.
4. Higher education will continue to increase tuition at rates above inflation.
5. More students will attend higher education as part-time students.
6. Student housing is a major factor in decision making for students.

Strengths, Opportunities and Issues

Strengths:

1. DCAD has established strong programs supported by hard-working, caring faculty with consensus on the pedagogical approach. Regular "walk-throughs" by the faculty and dean are especially effective in facilitating interaction among students and faculty within and across programs.
2. DCAD's build out of 600 North Market Street provides an educational facility that adequately supports the size and scope of its current programs.
3. The small size of the College affords students opportunities for close faculty, student and staff engagement. The close working relationships between DCAD's administration, faculty, and students are the College's greatest strength. The successful operation of the College relies on the dedication of a cohort of extraordinary individuals.
4. The success of DCAD's graduates at four-year institutions is building its reputation at Pratt, the Corcoran, and other art and design schools.
5. The high-quality of the College's learning, exhibition and office facilities.
6. Technology resources are up-to-date and appropriate for the student body.
7. Accessibility to DCAD leadership is high. Having a Board of Directors both knowledgeable and experienced in higher education and art and design has helped the college quickly establish itself as a quality institution. The Board of Overseers has a close connection with the local community that has proven invaluable in expanding visibility and achieving fund raising successes.
8. Relationships with Pratt and Corcoran are an asset in recruitment and transfer for

students.

9. DCAD's central location between New York and Washington DC and its accessibility to major transportation modes is advantageous.
10. Increased media coverage has enhanced and extended the College's media presence in the region and various art communities.
11. Because of its small size, DCAD has the advantage of flexibility to create and accommodate change rapidly.

Opportunities:

1. Completion of the build-out of 600 North Market will allow the College to respond to growth and new programs over the next several years.
2. Opportunities exist for DCAD to partner with school districts in new ways, such as working directly with high school art programs and participating in district-wide shows as faculty judges. The outreach and participation can increase DCAD's presence regionally and assist in student recruitment.
3. DCAD's Continuing Education program provides a market testing ground for new programs.
4. Opportunities exist for DCAD to expand its articulation with other four-year schools of art and design.
5. DCAD has the capacity to expand its number of students within its existing facilities, and is not tied to a particular constituency.
6. The College has a 13-year alumni base, many with involved parents, who can be cultivated for assistance and support.
7. The success of the capital campaign provides a firm foundation for renewing and expanding support from the community.

Challenges:

Challenges for DCAD, based on existing weaknesses or threats, can be categorized into five groupings. These challenges were identified during the planning workshop and the Board of Directors retreat.

1. Program and Student Life:
 - a. Question of a two-year vs. four-year program.
 - b. Narrowness of program offerings; more general education opportunities needed.
 - c. Inflexibility in scheduling; students do not want to wait for major courses to be offered; sequence of courses.
 - d. Retention of adjunct faculty and overall impact of adjunct faculty.
 - e. Lack of student academic preparation.
 - f. Lack of access to ESL programs for international students.
 - g. Challenges to integrating commuting and residential students.
 - h. Increased need for student financial aid.
 - i. Minimal student activities, especially at night; no student lounge.
2. Organization:
 - a. Flat hierarchy of organization resulting in too much responsibility falls on the Director, multiple roles because of limited staff and missing or understaffed functions—human resources, student affairs, institutional advancement; not enough people to do what needs to be done.

- b. High personnel turnover due to limited opportunity for advancement, no structure for staff development and salary levels that are not competitive.
 - c. Limited financial oversight and accountability.
 - d. Wilmington work pool not very large.
3. Communication:
- a. Low institutional visibility; lack of branding.
 - b. Limited updating of website.
 - c. Communication between academic/studio; administration, faculty, staff, and students.
 - d. Disconnect between action and mission; lack of long-term planning.
 - e. Clarity of expectations concerning goals.
 - f. Limited awareness of City offerings and events.
4. Governance:
- a. No student voice in planning decisions.
 - b. No faculty or staff voice on Board of Overseers, although a student recently joined.
5. Physical Environment
- a. The build-out of the second floor may be required to accommodate of growth in next 3 to 5 years.
 - b. Deferred maintenance at the Saville and improvements in rooms.
 - c. Energy costs.
 - d. Overall community safety.
 - e. Need for amenities, e.g. efficient transportation, parking.

III. The Mission

Mission Statement

Delaware College of Art and Design (DCAD), founded through a creative partnership between Pratt Institute and the Corcoran College of Art and Design, joins these distinguished institutions in charting the future of art and design. DCAD’s mission is to educate talented and committed students to become art makers, idea generators, problem solvers, and visual communicators who can redefine the way we perceive and experience the world around us. It also serves as a visible stakeholder, cultural anchor, and catalyst for the revitalization of downtown Wilmington.

IV. The Vision

The Delaware College of Art and Design has achieved brilliantly what many newly formed institutions fail to do—survive the start-up process. Guided by its mission and its 2000 Strategic Plan and with the stewardship of its founding partners and the support of the City of

Wilmington, the State of Delaware, and key constituents who believe in its future, DCAD has in place quality core academic and continuing education programs and a strong, valued identity and presence not only with its founding partners and its locale but also extending into the broader Mid-Atlantic region and beyond. It is well positioned to take its next steps of development and growth as an institution of higher education for art and design.

As it has achieved its highest entering class enrollment, reaching its planned enrollment targets ahead of time, and housed a high percentage of its students in owned and leased properties, DCAD must now look first to build on its established programs to reach out to other enrollment pools like those already being attracted and securing a sustainable student body; and secondly, to refine the operating environment—from organizational structure and depth to operating policies and procedures to additional facilities. This focus on the operating environment is critical to ensuring that DCAD has the organizational capacity to grow, initially its existing programs, and then its expansion through either additional areas of concentration or four-year program offerings.

Vision Statement

Distinguished by an exemplary living/learning community that fosters visual creativity, DCAD will be well-positioned for further growth, development and leadership in educating artists and designers. DCAD will be a first choice for students in the Mid-Atlantic region beginning their art and design education, with distinguished, articulated baccalaureate options available for transfer. The quality of its programs will also attract students from the rest of the nation and abroad. Affirming that a strong cultural presence can be a powerful force for change, DCAD's downtown urban campus will be an area of vibrant activity at all times and increase the appeal of city life for students, faculty, staff and visitors, as well as the local community.

V. Objectives

To accomplish its mission, DCAD:

1. Offers comprehensive and rigorous associate of fine arts degree programs that emphasize structured, visually-based, hands-on studio experiences and a well-conceived liberal arts curriculum, enabling students to continue their undergraduate education through transfer to four-year professional colleges of art and design while providing a basic foundation for successful and satisfying careers.
2. Engages a faculty of accomplished professionals who are committed to serve as teachers, role models, and mentors, as well as a qualified staff who understand, appreciate, and respond to the active and creative culture of DCAD.
3. Nurtures a vibrant, student-centered, college community, served by state-of-the-art learning, working, and living environments that inspire personal expression and effective collaboration.

4. Participates in Wilmington's educational and cultural life through a variety of community-based programs and activities.
5. Manages its human, financial, and physical resources effectively and efficiently to advance DCAD's programs and services.

VI. The Strategic Plan

The 2008-2013 Strategic Plan set forth five important strategic goals that will continue to reflect DCAD's aspirations into the foreseeable future. In 2008, the steering committee created strategic goal committees whose charge would be to monitor, measure, and report on the progress being made toward achieving strategic goals and to make recommendations based on their findings. Following the 2009 MSCHE visit, the committees were asked to again review the strategic goals and give feedback to the Steering Committee for a revised strategic plan. The committees felt the individual goals needed updated initiatives based on current trends and methodologies that would allow for a systematic plan for measurable progress. Certain initiatives have been revised and some removed to allow for more focused efforts, to recognize the College's limited resources as a comparatively young institution, and to reflect the current economic realities. The committees set the annual milestones to use as benchmarks in achieving the strategic goal that they are tasked with monitoring. In addition, the Strategic Planning Matrix has been laid out to more accurately reflect the flow of the assessment process.

Strategic Goal I: GROW EXISTING PROGRAMS

1. Build enrollment to target level of 275:
 - a. Coordinate marketing and recruitment plans.
 - b. Review and update tuition pricing and discount strategies.
 - c. Use continuing education programs to attract degree students.
2. Research expanding curricular offerings:
 - a. Build curricular and academic resources to support growth.
 - b. Incorporate expansion into facilities and equipment needs assessment.

Strategic Goal II: FOCUS ON STUDENTS

1. Enhance resident life:
 - a. Continue renovations to the Saville (deferred maintenance, security, student center).
 - b. Rent adequate and appropriate off-site housing.
2. Increase academic support:
 - a. Additional support services for under-prepared student including a writing / tutoring center and a summer intensive class for Introduction to Academic Studies.
 - b. Expand access to facilities.

- c. Increase attendance at Common Hour guest lecture series.
 - d. Increase library resources.
3. Enhance academic excellence:
 - a. Enhance course offerings in the liberal arts and skill development in quantitative and scientific reasoning.
 - b. Document assessment strategies and methods (studio and general education competencies and outcomes).
 - c. Use learning outcomes assessments to improve majors' curricula and student performance.

Strategic Goal III: BUILD INFRASTRUCTURE

1. Build the College's governing, administrative and academic leadership:
 - a. Modify composition and size of the Board of Directors and Overseers (including faculty, student and alumni representation).
 - b. Reorganize organizational hierarchy to reflect program and service delivery.
 - c. Create new full-time positions.
2. Communicate and integrate the College's Mission in all publications:
 - a. Conduct constituent reviews.
 - b. Document policies and procedures at the office level.
 - c. Updated and current website.

Strategic Goal IV: MAXIMIZE USE OF EXISTING RESOURCES

1. Maximize use of technology:
 - a. Develop a Technology Plan.
 - b. Purchase and implement full-integrated student records system.
 - c. Student laptop requirement.
2. Build upon while maximizing use of current facilities:
 - a. Explore scheduling options to maximize use of existing space.
 - b. Renovation of 600 N. Market St (OSHA compliance, second floor build-out).

Strategic Goal V: PLAN FOR THE FUTURE

1. Align financial resources with goals and initiatives:
 - a. Develop and implement planning, budgeting, and outcomes assessment policies, processes and procedures.
2. Explore expansion to a four-year , BFA program:
 - a. Assess readiness of the College to pursue expansion to a four-year program.
 - b. Compare potential risks and rewards with continuation of the AFA programs versus offering the four-year BFA.
3. Develop a facilities master plan:
 - a. Use 10- and 15-year enrollment targets and planned institutional growth.
 - b. Evaluate the options of residence hall ownership versus leasing arrangements versus third party development strategies.

Strategic Planning Matrix FY2008-FY2013

Revised 2010

Strategic Goal I -- GROW EXISTING PROGRAMS

Initiative	Functional Area	Responsibility	Methodologies	Resources	Measures	Outcomes	Timeline
Build enrollment to target level of 275	Enrollment Management	<u>Committee I</u> Director of Admissions Director of Financial Aid Director of Communications Director of Continuing Education	Coordinate marketing and recruitment plans Review and update tuition pricing and discount strategies Use continuing education programs to attract degree students	Funds for marketing Funds for Recruiting Funds for searches Direct effort for retention Funds for DCAD Merit Awards Funds and direct effort for CE pre-college programs	Advertising schedule List of printed materials Recruiting schedule Student Surveys showing how they heard about DCAD Merit conversion rates CE student conversion to degree	6% annualized growth enrollment	Complete 2009: Schedule of advertisements by area Complete Annually: degree recruitment plan Complete 2010: Merit discount strategy revised for Fall 2010 recruiting
Expand curricular offerings	Degree Program	<u>Committee III</u> 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 for Fine Arts Sculpture Course Planned 2011: Research for Media & Methods II Planned 2011: Research for electives outside major

Strategic Goal II -- FOCUS ON STUDENTS

Initiative	Functional Area	Responsibility	Methodologies	Resources	Measures	Outcomes	Timeline
Enhance resident life	Student Life	<u>Committee II</u> Director of Student Services Chief Administrative Officer Library Director	Renovations to Saville (deferred maintenance, security, student center) Rent adequate and appropriate off-site housing	Funds for renovations Funds for off-site housing	Schedule of renovations Student Surveys Vacancy rates Occupancy rates	Increased resident satisfaction Improved vacancy rates in student housing Ability to meet demand for housing	Complete 2009: Saville Electronic Locks; Student center; Masonry repairs to Market St and portion of South wall Planned 2010/11: Saville masonry work top 10 ft, new roof & partial HVAC unit replacement
Increase academic support	Student Life	<u>Committee II</u> Director of Student Services Chief Administrative Officer Library Director <u>Committee III</u> Photography Area Coordinator Graphic Design Area Coordinator	Additional support services for under-prepared students including a writing / tutoring center and a summer Intro to Academic Studies course Expand access to facilities Common hour guest lecture series Increase library resources	Funds for staffing writing center Funds to reconfigure Classroom space Funds for additional security service Funds for honoraria Funds for library resources	Student surveys Graduation rates of students taking Intro to Academic Studies Building usage Number of and attendance common hour Library usage report	Increased student participation in common hour activities Improved retention (target fall to spring, fall to fall)	Complete 2009: Extended building hours for fall and spring semesters; 2010 install door counter to measure usage Current 2010: Intensive 3 week Introduction to Academics offered Current 2010: researching need for Writing/Tutoring Center
Enhance academic excellence	Degree Program	<u>Committee III</u> Academic Area Coordinator Fine Arts Area Coordinator Dean	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 general education electives which meet NASAD standards Planned 2010: Research re-organization of two-credit courses into three-credit course

Strategic Goal III -- BUILD INFRASTRUCTURE

Initiative	Functional Area	Responsibility	Methodologies	Resources	Measures	Outcomes	Timeline
Build the College's governing, administrative and academic leadership	Governance and Administration	<u>Committee IV</u> 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 of the Boards Complete 2009: new organizational hierarchy Planned 2010: Hire Academic Dean/Director of Institutional Research
Communicate and integrate the College's Mission consistently in all publications	Marketing and Communications	<u>Committee IV</u> Director of Development Director of Communications President	Conduct constituent reviews Document polices 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 Planned 2010: Add research coordinator duties to Registrar position Complete 2009: New website launched

Strategic Goal IV -- MAXIMIZE USE OF EXISTING RESOURCES

Initiative	Functional Area	Responsibility	Methodologies	Resources	Measures	Outcomes	Timeline
Maximize use of technology	Technological Support	<u>Committee V</u> 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 2010: laptop requirement research
Build upon while maximizing use of current facilities	Fiscal and Human Resources	<u>Committee V</u> 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 room chart for 10 year enrollment projections Funds for furniture and equipment	Room usage charts based on 5 year enrollment projections Schedule of renovations	Sufficient and adequate facilities to sustain growth	Complete 2010: 15 year enrollment projections Planned 2010: Move Academic Area Coordinator's office and remove projection room Complete 2008: Photography ventilation system added Planned 2010: Roof ventilation system Complete 2009: 2 nd asbestos abatement

Strategic Goal V -- PLAN FOR THE FUTURE

Initiative	Functional Area	Responsibility	Methodologies	Resources	Measures	Outcomes	Timeline
Align financial resources with goals and initiatives	Fiscal and Human Resources	<u>Steering Committee</u> 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 Planned 2010: FY11-FY14 budget tied to the strategic plan Planned 2011: Integrate revised strategic plan into institutional assessment plan
Explore expansion to a four-year, BFA program	Governance and Administration	<u>Committee III</u> 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 market position	Complete 2010: assessment to pursue four-year program – college not ready at this stage, will reconsider in the future
Develop a facilities master plan	Fiscal and Human Resources	<u>Steering Committee</u> 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 arrangements 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; will use for space planning and facilities master plan Current 2010: Exploring outside proposal of purchase of adjacent properties for future development