DISD
Strategic
Plan

Table of Contents

DESIGN INSTITUTE OF SAN DIEGO

<u>2016 STRATEGIC PLAN</u>

The Board of Directors of Design Institute of San Diego ("DISD" or "Design Institute") adopted this 2016 Strategic Plan ("Plan") in June 2016. The Board has reviewed and updated the Plan in June 2017.

Background and Process

The Plan is intended to last for five years and provide guidance to Design Institute in achieving its goals and objectives through the fiscal year ended 2022.As part of the annual review of the Plan in 2017, DISD undertook a more robust strategic planning process, including a wide-ranging survey of administration, staff, faculty, alumni, the Board, employers, community members and others. The results of the survey, including strengths, weaknesses, opportunities and threats, were discussed at a strategic planning retreat facilitated by Dr. James Appleton. Dr. Appleton is President Emeritus of the University of Redlands, served previously as a vice president at the University of Southern California, and for over twenty years was the president of the University of Redlands. He served for over ten years on the Commission of WSCUC and as its chair for three years. He presently serves as a consultant to international universities seeking US accreditation and to several for-profit and not-for-profit US colleges and universities in strategic planning, board governance, and financial sustainability. At the strategic planning retreat, the key elements of the Plan were discussed, the Plan was updated, drafts were circulated to the retreat participants, and their input and feedback was included in the updated Plan. After further review and updating by the DISD administration and the Academic Affairs Committee of the Board, the Plan was reviewed and adopted by the Board.

It is intended that the Plan will be reviewed on an annual basis by the executive leadership and appropriate Board Committees of Design Institute in relation to the educational, fiscal and facilities needs of the school and make recommendations for updates to the strategic plan, supporting plans, timeline, and related process.

The Board and executive leadership of Design Institute shall annually review the Strategic Goals, Objectives, Assessment, and Timeline of this Strategic Plan.

Executive Summary

Design Institute is an interior design school that has been known for the professional excellence of its program. DISD students enter the college with a great dedication to a particular interest---- interior design. As a specialized institution offering one program, Design Institute has always been able to focus all its attention on the theory and practice of interior design, providing students with a structured sequential curriculum in a creative environment where personal attention enhances the educational life and development of each student.

As Design Institute completes its fortieth year of providing excellence in interior design education, the strengths and opportunities, including the challenges, have never been clearer. The outstanding faculty, students, staff and alumni have collaborated to help form a strategic plan that will enable Design Institute to foster greatness, address challenges and approach the next five years with innovation, creativity and vigor. As part of the strategic and future planning of the

institution, a new Mission and Vision Statement and Institutional Goals have been developed to support the current Program Goals. The new statements and goals will guide the future activities and curriculum development.

Vision Statement

Design Institute of San Diego aspires to lead the field in design education, preparing innovative, environmentally and socially-responsible citizens who positively impact the world.

Mission Statement

Design Institute of San Diego prepares students for careers in interior design and allied fields. Forward-thinking faculty, administration, and staff are committed to the purpose of facilitating an understanding of human-centered design with a grounding in liberal arts traditions, values, and critical inquiry. Design Institute provides an inspiring, creative, collaborative, and student-centered learning environment while preparing responsible and thriving graduates who apply their knowledge, skills and abilities to enrich the profession, the environment, and the global community.

Institutional Goals

1. To provide students with a professional course of study that strives to meet the highest academic standards for design education

2. To ensure students make connections within and across disciplines by offering them a creative arena in which to develop necessary skills

3. To encourage students to consider design in the widest possible context while fostering a realistic understanding of their responsibility, role and potential, as professionals who will improve their community, the nation and, finally, the current and future condition of the world

4. To bridge the gap between academia and industry by providing a range of opportunities to interact with professionals in interior design and allied fields

5. To prepare well-rounded global citizens by cultivating and fostering service-learning and engagement in co-curricular activities that promote diversity, tolerance, and real-world experience

Institutional Learning Outcomes (ILO's)

1. Communication: Graduates communicate effectively in a variety of contexts through oral, written and visual means

2. Critical Thinking & Quantitative Reasoning: Graduates critically analyze, synthesize and interpret ideas, information, and quantitative data in a variety of contexts.

3. Information Literacy: Graduates recognize the value of information, strategically search for and access it, evaluate its authority and relevance, and use it ethically and effectively.

4. Creativity: Graduates demonstrate creativity in problem solving.

5. Global Context: Graduates appropriately incorporate multicultural and global perspectives in their work.

Interior Design Program Goals

1. To promote intellectual inquiry, creative expression and original work through a structured curriculum that balances theory and practice, experimentation and planning, creativity and logic, and art and technology, framed within a series of related investigations into language communications, critical thinking, the humanities, natural and social sciences, global awareness, and design history

2. To encourage the development of visual fluency as well as the acquisition of essential knowledge and skills in the elements and principles of design, drawing and color, Computer Aided Design (CAD), interior space planning, sustainability, materials and finishes, lighting, structures, surfaces and codes specific to both residential and non-residential situations

3. To define and encourage the dialogue and relationship between interior design and architecture by providing studies in architectural history, universal and barrier-free accessibility, spatial patterning and organization, and environmental sensitivity, as well as the essential need to restore and maintain the natural connection between people and architecture, interiors, and the environment

4. To introduce students to interior design business practices, market resources, and project management techniques used in the interior design profession as well as health, safety and welfare responsibilities that interior designers hold as they develop solutions with clients; rather than simply for clients

5. To increase awareness of pressing social, economic, and environmental concerns through the research and understanding of human factors, universal design solutions and sustainable building materials and finishes for design

6. To provide students with a range of opportunities to prepare for professional accomplishment in the field of interior design through a varied range of activities including portfolio development, student competitions, comprehensive externship experience, and placement services as well as opportunities to interact with professional designers in juried

projects and events, guest lectures, and professional associations at the local, national and international level

7. To explore and foster community partnerships with non-profit organizations for the classroom without walls initiative – a way to bring awareness, diversity, tolerance and real-world experience into the classroom while simultaneously creating a vehicle for giving back

Commitment to Diversity and Demonstrating Contribution to the Public Good

DISD's commitment to the public good is most closely aligned with the "institutional structure" and the "civic engagement" aspects as defined in the "WASC Resource Guide for Demonstrating Contribution to the Public Good". An education in interior design is by nature continually changing to meet societal and environmental needs, advances in technology and the understanding of lifestyle benefits; and to ensure that graduates of a program can not only join the profession but can lead the way into the future. The interior design program goals and objectives, the curriculum, and the published diversity statement encompass the philosophy, approach and practice of how DISD makes this commitment. Contributors to this vision becoming a reality are all the players involved: faculty who are working professionals and bring current practice into the classroom, administrators with diverse backgrounds, students of diverse backgrounds and many coming with previous degrees, board members who bring different areas of expertise and experience, professional interior designers/architects who serve as guest critics and jurors, externship supervisors and graduate employers who provide practical training and employment, community members and partners who provide real life experience and diverse needs to our Classroom Without Walls Initiative, and our accrediting agencies who provide standards to guide our curriculum and practices. All contribute and/or impart wisdom, knowledge, diversity, understanding, practicum, experience and the insight to reach for educational effectiveness and to enable us to contribute to the public good through our internal practices and civil engagement.

Diversity Statement

Design Institute of San Diego is committed to creating a diverse design community that supports and enhances the educational experience of its students. Diversity is welcomed and embraced in all aspects of the school's operations including: recruitment and admission efforts, exposure to diverse instructors, building a curriculum that increases awareness of diversity, and providing learning opportunities and experiences that will encourage students to consider design in the widest possible context as well as to foster a realistic understanding of their responsibility, role and potential, as professional interior designers, in making thoughtful contributions to improve their community, the nation and, finally, the current and future condition of the world.

Strategic Plan Goals and Objectives

The Plan ensures DISD's academic excellence and sustainability into the future, given the changing landscape of the interior design world and community at large. The strategic priorities are in these seven key areas of importance:

STRATEGIC PLAN GOALS

Strategic Goal No. 1: Accreditation and Approval

Design Institute will maintain its current program accreditation with the Council for Interior Design Accreditation (CIDA), will obtain institutional accreditation from WASC Senior College and University Commission (WSCUC), and will maintain state approval.

Strategic Goal No. 2: Marketing and Enrollment

Design Institute will increase student enrollment in an ethical manner, while maintaining both the quality of students enrolled in the school and the academic excellence and reputation of the college.

Strategic Goal No. 3: Curriculum Development and Student Success

Design Institute will prepare its students for success in the profession and their future endeavors in an ever-changing design community and world.

Strategic Goal No. 4: Faculty Governance and Development

Design Institute will continue the excellent work and teaching of the faculty by formalizing governance, development, leadership and evaluation of the faculty.

Strategic Goal No. 5: Institutional Research and Assessment

Design Institute will enhance its quest for continuous campus effectiveness by creating a more robust process for utilization of institutional research.

Strategic Goal No. 6: Information Literacy

Design Institute will complete development of its Information Literacy Program to further support faculty in their teaching and contribute to student learning outcomes.

Strategic Goal No. 7: Technology and Campus Infrastructure

Design Institute will continue providing excellent learning opportunities for its students by maintaining current technology to support its program offerings and by assessing improvements to its campus environment and infrastructure.

STRATEGIC GOAL 1: ACCREDITATION AND APPROVAL *Design Institute will maintain its current program accreditation with the Council for Interior Design Accreditation (CIDA), will obtain institutional accreditation from WASC Senior College and University Commission (WSCUC), and will maintain state approval.*

The Interior Design Degree Program leading to the Bachelor of Fine Arts in Interior Design degree at Design Institute is a professional level program accredited by CIDA. CIDA has focused its efforts specifically on the educational requirements necessary to prepare individuals for the practice of interior design. CIDA sets standards for postsecondary interior design education, evaluates college and university interior design programs, and publishes a list of accredited programs that meet the standards. CIDA is recognized as a reliable authority on interior design education by the Council for Higher Education Accreditation (CHEA) and is a member of the Association of Specialized and Professional Accreditors (ASPA).

CIDA's mission is to provide the foundation for excellence in the interior design profession by setting standards for education and accrediting academic programs that meet those standards. Accreditation is a voluntary process. Accreditation's primary purpose is to provide quality assurance for protection of the public. Design Institute has held its CIDA accreditation since 1991.

Design Institute completed a successful CIDA visit in March 2017 and has been recommended for re-accreditation by the visiting team. The institution's current CIDA accreditation is through December 31, 2017. CIDA will provide Design Institute with a new grant of accreditation at the next Council meeting in July 2017.

Design Institute is also accredited by the Accrediting Council for Independent Colleges and Schools ("ACICS") to award the Bachelor of Fine Arts in Interior Design. ACICS was listed as a nationally recognized accrediting agency by the United States Department of Education (until December 2016) and is recognized by CHEA. DISD has had its ACICS accreditation since 1995. The Department of Education does not recognize ACICS as a financial aid "gatekeeper" and BPPE requested in writing that Design Institute remove all references to ACICS from its website and documents. ACICS takes the position that it still exists as an accrediting agency and DISD continues to comply with their requirements.

Design Institute of San Diego is a private institution approved to operate in the State of California by the Bureau for Private Postsecondary Education through May 15, 2022. Approval means compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009.

Design Institute received Eligibility from WSCUC and will submit the institutional report on June 30, 2017. The WSCUC site visit is scheduled for September 12-14, 2017.

DISD is seeking regional accreditation with WSCUC for many reasons, including the ease of transferability of credits, more respect from students and families, an ability to enter into articulation agreements with community colleges, and more opportunities to recruit on community college and high school campuses and internationally.

Upon receipt of WSCUC accreditation, Design Institute intends to formally terminate its ACICS accreditation.

Accreditation and Approval Objectives

The objectives in the strategic goal for accreditation and approval will be implemented by the Director and Program Director and will include the following key elements:

- Complete the WSCUC accreditation process and obtain WSCUC accreditation by February 2018. This involves the filing of the institutional report, the visit by the site team and the various filings and responses needed for this process.

- Commit to embracing WSCUC standards and core commitments and maintain accreditation upon approval.

- Continually review and assess the CIDA program standards and lead the field in design education by providing an innovative and comprehensive curriculum.

- Monitor process to insure ongoing ACICS accreditation, to the extent they are still recognized as an accrediting agency, and terminate upon WSCUC accreditation.

- Continue to operate in accordance and in compliance with BPPE as an accredited institution and alternatively, a non-accredited institution.

Assessment

Assessment for the strategic goal of accreditation and approval will be conducted on an on-going basis. Faculty, staff and committees will be tasked with developing specific strategies, benchmarks, timelines and assessment means under the leadership of the Director and Program Director. The following is a preliminary list of the outcomes that will be utilized to evaluate progress toward achieving this strategic goal.

- Continue the WSCUC accreditation process by gathering information and preparing for the WSCUC visit, September 12-14, 2017.

- Obtain WSCUC Initial Accreditation by February 2018.

- Maintain WSCUC, CIDA and ACICS accreditation through the next renewal cycle(s).

- Evaluate the DISD curriculum based on CIDA accreditation program standards, policies and procedures with appropriate reports, curriculum changes and measurable student outcomes.

- Monitor ongoing BPPE compliance standards and procedures through the next renewal cycle.

STRATEGIC GOAL 2: MARKETING AND ENROLLMENT *Design Institute will increase student enrollment in an ethical manner, while maintaining both the quality of students enrolled in the school and the academic excellence and reputation of the college.*

An increase in student enrollment would have significant positive impacts on DISD and its faculty, students and sustainability. At the same time, small class sizes, especially in studio courses, and a low student to teacher ratio have been a hallmark of DISD's student success. The goal is to increase student enrollment, both through admittance of new students and maintaining or improving student retention, while not increasing the student to teacher ratio above 20:1 to maintain the quality and reputation of the college.

Marketing and Enrollment Objectives

A Marketing and Enrollment Plan will be implemented by the Director, Program Director, Assistant Program Director and Director of Admissions which contain the following key initiatives:

- Formalize and enter into articulation agreements with community college interior design programs.

- Increase international student enrollment while not increasing the student to teacher ratio above 20:1.

- Foster greater engagement by alumni and industry professionals through an advisory board, mentoring and partnerships.

- Create a non-profit foundation to build alumni and community engagement and to offer more scholarship opportunities for students.

Articulation agreements are contracts between higher education institutions that provide for the transfer of credits between schools in an orderly and pre-approved process. Design Institute does not currently have any articulation agreements as most of the California higher education schools require regional accreditation before executing an articulation agreement. Design Institute has had preliminary discussions with several community colleges who will enter into articulation agreements with DISD as soon as the school receives regional accreditation through WSCUC.

Design Institute has seen a decrease in its international student enrollment as many foreign governments will not provide tuition support and scholarships to higher education institutions unless they have regional accreditation. DISD intends to expand its marketing efforts to international students by participating in college transfer fairs, engaging in international on-line recruitment methods, and researching other initiatives to diversify its student population.

DISD would like to connect better with its over 1,000 alumni. Design Institute has established an alumni association and will continue efforts throughout the strategic plan to grow and foster better relationships and opportunities with alumni including mentoring, networking, and engagement on campus.

Design Institute has an excellent reputation in the local and regional interior design community and is seeking to further improve its reputation through new and existing partnerships, affiliations and other avenues. Toward that effort the Program Director has formed an advisory board of professionals and community members to collaborate with curriculum development and exploring opportunities for building additional and stronger community partnerships.

With the increasing costs of higher education, Design Institute would like to increase the availability of scholarships to its students. One potential avenue to providing additional scholarships is through the creation of a non-profit foundation that can raise funds for scholarships and potentially grants from individuals, alumni, corporations and other foundations. The foundation would allow donors and other foundations to make tax exempt contributions. The school has done some preliminary research on the opportunities and challenges and intends to explore the foundation further.

Assessment

Assessment for the strategic goal of marketing and enrollment will be conducted on a semester and annual basis under the leadership of the Director, Program Director, Assistant Program Director and Director of Admissions. The following is a preliminary list of the outcomes that will be utilized to evaluate progress toward achieving this strategic goal.

- Enter into articulation agreements with community colleges located in Southern California, with a goal of at least five (5) between 2018-2019.

- Develop new outreach programs geared towards the recruitment of qualified international students immediately upon obtaining WSCUC accreditation.

- Track the increase in number of alumni and industry professionals who are engaged with the school through the Advisory Board, mentoring of students, attending DISD-sponsored events or training, alumni networking efforts, service as guest jurors and critics, and partnerships with DISD.

- Form a non-profit foundation (or other tax exempt entity) for student scholarships by the end of 2018.

STRATEGIC GOAL NO. 3: CURRICULUM DEVELOPMENT AND STUDENT SUCCESS
Design Institute will prepare its students for success in the profession and their future endeavors in an ever-changing design community and world.

The continuing improvement of the curriculum provides ongoing support and preparedness for DISD graduates to succeed in their chosen profession. Design Institute is at the forefront of interior design education and must address changes in the design process, sustainability, global connections, health care reforms and other elements that impact the interior design profession. Students and graduates of Design Institute must better understand the business and economics of the profession in order to achieve their professional and career goals.

Curriculum Development and Student Success Objectives

A Curriculum Development and Student Success Plan will be established by the Program Director with the collaboration of the Faculty Leadership Committee (FLC) and Advisory Board which contain the following key initiatives:

- Integrate into the curriculum more life and business skills to prepare graduates for interior design practice.

- Continue overall improvement with faculty collaboration in refining and delivering the curriculum.

- Explore opportunities for program expansion, including:

    o Master's degree

    o Continuing education classes for alumni and professionals

    o Specialized programs, tracks or courses

- Evaluate other methods of delivery for general education courses (i.e. online/hybrid).

The curriculum currently offers a specialized business practices course and other important practical skills for the entry-level interior design professional. Interactions with employers and students have identified that there is a need for additional preparation in the areas of time management, business skills, and other "real world" experiences to be further integrated with the curriculum. The FLC, under the direction of the Program Director, will collaborate with the faculty as a whole to create a plan and timeline to integrate additional life skills, business practices, time management and related topics, into and throughout the curriculum.

As part of our ongoing strategic planning process, DISD will form a task force of faculty and executive leadership to assess the feasibility and viability of expanding the program offerings. The scope of the review will include the following: an advanced degree, continuing education classes, and specialized programs, tracks or classes. These areas were identified through strategic planning activities and feedback from prospective students, current students, alumni, faculty and employers. Design Institute will explore the possibility of adding a Master of Fine Arts in Interior Design degree as this degree may appeal to prospective students who have already achieved a bachelor's degree and seek an advanced degree. Design Institute will also review industry needs, institutional research, and student outcomes to identify the need for curriculum

additions such as specialized programs, tracks or classes. The results and recommendations of the task force will be presented to the Academic Affairs Committee and then the Board.

Due to the nature of the studio-based and hands-on interior design curriculum, Design Institute currently does not have any distance learning or any plans for distance learning in the interior design curriculum. However, in the general education curriculum there may be opportunities for portions of certain classes to be taught online, have assignments submitted online, or some other hybrid learning model. This might allow students to better manage their course load, while allowing faculty better opportunities for improved student learning outcomes.

Assessment

Assessment for the strategic goal of curriculum development and student success will be under the leadership of the Program Director, and project teams and/or committees will be tasked with developing specific strategies, benchmarks, timelines and assessment means. The following is a preliminary list of the items that will be utilized to evaluate progress toward these goals:

- Establish a Curriculum Development and Student Success Plan by fall 2017.

- Engage the Faculty Leadership Committee and Advisory Board to develop and implement a plan with faculty to further integrate important life and business skills into the curriculum by spring of 2018.

- The Program Director and the Institutional Research Committee will develop a method of assessment for analyzing the benefits of adding additional life and business skills throughout the curriculum by 2019.

- Establish a committee or task force to research the feasibility and viability of expanded program offerings (Masters, continuing education, and specialized programs) within six months of obtaining WSCUC accreditation.

- Research delivery options for general education courses and/or assignments by 2019.

STRATEGIC GOAL 4: FACULTY GOVERNANCE AND DEVELOPMENT *Design Institute will continue the excellent work and teaching of the faculty by formalizing governance, development, leadership and evaluation of the faculty.*

A formalized faculty governance and development plan will create a cohesive and inclusive faculty better able to embrace the Mission, Vision, and Objectives of the institution and ensure collaboration with curriculum development and achieving student learning outcomes. Faculty will contribute and make recommendations to the creation of faculty evaluation processes, will have opportunities to serve on committees, and will be supported in professional development activities.

Faculty Governance and Development Objectives

A formal Faculty Governance Plan is currently being developed by the Director, Program Director and newly formed Faculty Leadership Committee (FLC). The faculty development process and its formalization will also continue. The key elements of this initiative include the following elements:

- Adopt a formalized faculty governance plan.

- Continue development of the FLC.

- Identify key areas for faculty collaboration in curriculum development.

- Adopt a revised faculty evaluation process utilizing faculty input.

- Implement improved faculty hiring processes.

For over forty years, DISD has operated successfully with a shared governance philosophy that embraces the input and collaboration of faculty and staff. Upon reflection of where DISD is today, and in the spirit of future aspirations, a formal faculty development plan is under development. The FLC will represent and run the Faculty Forum, provide recommendations to the executive leadership regarding faculty needs and curriculum development, and serve on ad hoc committees as needed.

Assessment

Assessment for the strategic goal of faculty governance and development will be on-going and reviewed on an annual basis under the leadership of the Director, Program Director, and Faculty Leadership Committee.

- Adopt a formalized faculty governance plan by September 1, 2017.

- Continue development of the FLC on an ongoing basis, to be assessed annually.

- Identify key areas for faculty collaboration in curriculum development by May 2018.

- Adoption of revised faculty evaluation process has been completed and will continue to be implemented and reviewed on an annual basis.

- Implementation of improved faculty hiring processes has been completed and will be reviewed on a periodic basis.

STRATEGIC GOAL 5: INSTITUTIONAL RESEARCH AND ASSESSMENT *Design Institute will enhance its quest for continuous campus effectiveness by creating a more robust process for utilization of institutional research.*

Design Institute engages in a wide range of assessment activities on an on-going basis. The Institutional Research Committee (IRC) is tasked with collecting and analyzing student data, making recommendations, and collaborating with the Campus Effectiveness Committee (CEC) to improve student achievement. These activities will contribute to a more robust process for the utilization of the research and for continued institutional improvement.

Institutional Research and Assessment Objectives

Institutional research and assessment will be implemented by the Chair of the IRC Committee, Assistant Program Director, and Librarian. The following are the key initiatives of this strategic goal:

- Form IRC.

- Formalize collaboration between IRC and CEC.

- Identify one or two assessment activities, focused on student achievement, for IRC to investigate, with results incorporated into institutional review, planning and decision making.

- Create reports, recommendations and timeline for follow-up on IRC assessment activities.

- Assess Institutional Learning Outcomes (ILOs) at the point of graduation through an analysis of senior projects, report findings, and make recommendations for improvement of both learning outcomes and the assessment process.

Design Institute is committed to continual improvement through a process of assessment, evaluation, and research-based change. The CEC collects and analyzes data on an annual and semester basis, providing regular feedback to administrative and faculty leadership on retention and graduation rates, placement rates, student and graduate satisfaction, employer satisfaction and feedback from industry professionals, and learning outcomes.

The IRC was created to investigate specific issues in depth and make recommendations for improvement. IRC projects may be selected in response to data collected by CEC. For example, if CEC finds a drop in graduation rate, IRC might develop an assessment plan to investigate reasons that students are failing to complete the program successfully and possible interventions to improve graduation rate.

Beginning in 2017, IRC representatives are invited to attend CEC meetings. The next annual review of effectiveness data begins in the fall of 2017. IRC and CEC will develop a formal plan of collaboration to include a schedule of combined meetings.

Based on the 2016-17 Campus Effectiveness Plan developed by CEC, IRC has selected as one of its first assessment projects the question of student retention. The IRC will gather data on retention rates in an attempt to determine commonalities among those who stop attending classes; once data has been compiled, a comparative evaluation of reasons will be formulated so

that the IRC can recommend possible interventions and revised policies in an effort to diminish, if not alleviate, these drops. In a second project, the IRC is conducting an aspirational/ benchmark study to compare DISD to like schools/programs; the purpose is to analyze effective features of other institutions and to build on their successes. Again, data will be mined and evaluated, resulting in a formal summary/report. These two projects are both designed to improve the overall effectiveness of DISD.

A new plan has been developed, ILO Assessment at Point of Graduation, to assess ILOs by analyzing a sample of senior projects for evidence of the achievement of ILOs and Core Competencies. Beginning in 2017, this analysis will be conducted during the summer of each year. The results of this summative assessment will be compared to the results of previous years and will guide subsequent curriculum and course development.

An ILO Assessment Team, in collaboration with the IRC, will conduct the assessment and provide all data, evaluation and recommendations to CEC, the Program Director and the Assistant Program Director. The results will be shared broadly with the DISD community and particularly with Interior Design faculty so that they understand this component of the evidence that drives curriculum development.

Assessment

Assessment for the strategic goal of institutional research and assessment will be on-going and reviewed on an annual basis under the leadership of the IRC Committee Chair, Assistant Program Director, and Librarian. The following is a list of outcomes that will be utilized to evaluate progress toward achieving this strategic goal:

- IRC has been established.

- Formalize collaboration between IRC and CEC and establish schedule of combined meetings two to three times per year by December 2017.

- Identify one or two assessment activities, focused on student achievement, for IRC to investigate, and develop a plan to incorporate results into institutional review, planning and decision making annually.

- Create reports, recommendations and timeline for follow-up on assessment activities upon completion of each assessment activity, at least annually.

- Complete assessment of ILOs at the point of graduation through an analysis of senior projects, report findings, and make recommendations for improvement of both learning outcomes and the assessment process by September 2017.

STRATEGIC GOAL 6: INFORMATION LITERACY *Design Institute will complete development of its Information Literacy Program to further support faculty in their teaching and contribute to student learning outcomes.*

The Association of College and Research Libraries defines information literacy as "the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning" (*Framework for Information Literacy for Higher Education*, online at http://www.ala.org/acrl/standards/ilframework). The DISD librarian and faculty share a responsibility to prepare students to be successful lifelong learners within a technologically sophisticated and information-saturated society.

The mission of the DISD Library Information Literacy (IL) Program is to help individuals learn how to locate, evaluate, and use information competently, ethically, effectively, for academic, professional and personal purposes. The program seeks to ensure that DISD graduates meet the Information Literacy ILO:

> "DISD graduates will be able to recognize the value of information, strategically search for and access it, and evaluate its authority and relevance. Graduates will be able to effectively and responsibly mobilize information from diverse sources to accomplish the task at hand and further the scholarly and/or professional conversation by developing evidence-based design solutions."

> The program also supports the institutional goals of ensuring that students "develop the skills needed to conduct research, critically analyze and synthesize ideas and information, ask appropriate questions," and develop "thoughtful evidence-based contributions to improve their community, the nation and, finally, the current and future condition of the world through innovative, environmentally responsible, human-centered design solutions."

The IL Program has been developed to help make the DISD library an integral part of the campus learning experience; to advance lifelong learning for students, faculty and staff; and to support professional learning for students, faculty and staff. By formalizing IL instruction and support, the IL Program insures that students build relevant skills during each semester, that faculty feel competent to teach and assess IL skills, and that the institution assesses student achievement in the area of IL.

Information Literacy Objectives

The Information Literacy Program will be implemented by the Librarian and will contain the following key initiatives:

- Complete development of IL Program, including specific learning outcomes and a curriculum map indicating the sequence of learning.

- Develop an ILO regarding information literacy.

- Develop and implement methods to assess the learning outcomes in the IL Program.

- Develop a plan to assess the IL Program, with a timeline.

Assessment

Assessment for the IL Program will be assessed annually under the leadership of the Librarian. The following is a preliminary list of the outcomes that will be utilized to evaluate progress toward achieving this strategic goal:

- Final development of IL Program has been completed.

- An Information Literacy ILO has been created.

- Methods to assess information literacy learning outcomes are currently being developed and implemented. Complete development by September 2017. Complete all implementation by the end of the Fall 2017 semester.

- Develop a plan to assess the IL Program by August 2018. Complete assessment of the Program in 2019.

STRATEGIC GOAL 7: TECHNOLOGY AND CAMPUS INFRASTRUCTURE *Design Institute will continue providing excellent learning opportunities for its students by maintaining current technology to support its program offerings and by assessing improvements to its campus environment and infrastructure.*

Technology and Campus Infrastructure Objectives

The strategic goal of technology and campus infrastructure will be implemented by (1) the Program Director as it relates to faculty, student, and curriculum development needs, and (2) the Chief Financial Officer as it relates to the allocation of resources for technology and campus improvements, which will include the following key initiatives:

- Evaluate existing and future technology needs based on industry standards.

- Analyze classroom and learning management software, systems and applications.

- Review public and classroom spaces.

- Initiate website analysis as it relates to improvements and/or redevelopment.

- Add a section for current students to the website, with information including college policies and procedures, administrative contacts, building hours, and student organizations on campus.

As a leading interior design school, Design Institute prides itself in providing technology resources sufficient in scope, quality and currency to support its academic offerings. Design Institute will remain committed to evaluating and seeking input from industry leaders and faculty to make informed decisions regarding improvements to its technology.

Strategic planning activities identified an opportunity to review the campus environment and infrastructure. Classroom and learning management software, systems and applications will be researched and a task force will be formed to review public and classroom spaces.

Design Institute believes that the current location and facilities are adequate for the current and projected needs of the school during the term of this Plan. With innovations in learning and space planning, there is always an opportunity to improve the look and feel of the campus spaces.

A website analysis will be initiated to remain current and competitive and to reflect the aspirational and future goals of the institution and to further implement other key areas identified in the strategic plan.

A new section of the website dedicated to supporting current students will be added during the summer of 2017. This section will make it easier for students to find and quickly access information they need, including policies and procedures detailed in the Catalog/Student Handbook, administrative contact information, building hours and other information regarding facilities, and information about the student organizations on campus.

Assessment

Assessment for the strategic goal of technology and campus infrastructure will be led by the Program Director and Chief Financial Officer. Appropriate leadership and project teams will be tasked with developing specific strategies, timelines and assessment means. The following is a preliminary list of the items that will be utilized to evaluate progress toward these goals and objectives:

- Establish task force to evaluate existing and future technology needs based on industry standards by June 30, 2018.

- Annually review and report to the Finance Committee on technology, repair and replacement budgets and spending to ensure currency.

- Complete classroom and learning management software and applications review and recommendations by December 31, 2017.

- Establish a task force to evaluate existing classrooms and public spaces and to propose a plan for improvements by June 30, 2018.

- Initiate website analysis as it relates to improvements and/or redevelopment and establish recommendations by June 30, 2018.

- Add website section for current students by December 30, 2017.