



CHAPTER 2: STUDENTS

Increase Overall Quality, Diversity, Quantity & Retention of Students

Who is the MIAD Student?

“At MIAD, we change student’s lives. And, in return, they often change ours. As we teach them, they are in turn teaching us. Our students come from every corner of the United States and from numerous countries around the world; some students come to MIAD from exceptional arts-focused high schools, some from high schools whose art programs struggle to stay alive, and still others from home school programs. Our transfer students come from community colleges and technical schools, as well as large universities and small private colleges, and while some of them have pursued art in their previous college endeavor, others have only recently found it to be their life’s passion. Whether a student has come to MIAD from our own backyard, or from another state or country, all MIAD students share a common bond – a passion and commitment to the visual arts.

At MIAD, we pride ourselves on developing relationships with our students, but we also know that it is students who ultimately create the diversity and sustainability of our dynamic community. Our students are the reason we have outstanding faculty and staff. Our students are the reason we work collaboratively under a single roof. Our students, through common ideals and ideas, are the reason we come together in these visual pursuits. Through courage, skill and faith, our students create objects to please, challenge and enlighten us. Our students fill our everyday reality with beauty, wit and grace. MIAD students make real what many people can only imagine.”

Interim Director of Admissions

Enrollment Management at MIAD: A Paradigm Shift (1e)

From 2002-2007, MIAD's new student enrollment was inconsistent. In 2007, under the direction of new leadership, the college made enrollment management an institutional priority, first to stabilize and then to gradually increase enrollment from 636 to 1,000 students.

The purpose of increasing enrollment is two-fold: to allow MIAD to enhance academic programs with greater breadth and depth of offerings, and to simultaneously reduce administrative overhead. A new systemic approach to retention will shift the former non-integrated retention focus on at-risk students to a more holistic approach, promoting a quality education and experience for all students. Significant changes in student support areas have been undertaken in MIAD's transformation to becoming a learning college.

Enrollment Management Planning (1e)

Enrollment management planning was triggered by the strategic planning goal, "Increase overall quality, diversity, quantity and retention of students," and was supported by the engagement of Noel-Levitz, a nationwide leader in the field of enrollment management. These efforts began with an assessment of MIAD's strengths, weaknesses, opportunities and threats (SWOT analysis), as well as a review of marketing and recruiting strategies. As a result of the SWOT analysis, the following recruitment and retention strategies were implemented:

- *Create comprehensive annual marketing and recruitment initiatives as well as a long-range strategic enrollment process to guide the efforts;*
- *Conduct custom financial aid research and implemented a financial aid plan;*
- *Administer price sensitivity research to gauge the impact of changes in tuition and receptivity to financial aid;*
- *Develop a comprehensive retention program that engages the campus community, beginning with a student survey (SSI Student Satisfaction Inventory).*

An Enrollment Management Team was created, including representation of faculty and staff across the college, to support both admissions and retention efforts. Shared and broad-based responsibility is the framework of this effort. Staff responsibilities were redefined and reporting relationships were aligned with the new enrollment approach. Key personnel (individuals and groups) were trained in their new roles. Financial aid was restructured to more effectively recruit and retain the student body and to increase net tuition revenue. (**SEE Enrollment Plan, Resource Room -- Cpt.2 #1)**

Admissions (1e, 5c)

As noted above, to successfully increase enrollment, improvements were made in several areas of the college, one of which is the Office of Admissions. This office is staffed by three admissions counselors, three administrators, two support staff and seven student workers. The active role of student workers has increased the effectiveness of marketing to prospective students through written, phone and electronic means, and also through their presence at on-campus events for potential students. The student workers participate in admissions open house events, National Portfolio Day, and the summer figure drawing and studio experience hosted by admissions for admitted students. The Office of Admissions continues to focus on connecting current students to prospective students early in the admissions process to better prepare students for an interconnected educational experience.

MIAD recruits in the United States and Canada. Much of the recruitment effort focuses on surrounding mid-western states, but strategic visits are also made to other states including Texas, Florida, Virginia, Maryland, Arizona, Washington, Oregon and Louisiana. While the specific 'territories' have not changed significantly over the last ten years, it is clear that recruiting efforts have become more efficient due to advanced technology, the purchase of search names utilizing a model system, and through more sophisticated data tracking and analysis of historical information. Ten years ago, recruitment was largely focused on traditional, first-time freshman students who attended MIAD following high school graduation. Over the last three years efforts to attract transfer students from

two- and four-year colleges have increased. More students are choosing to begin their education at community and technical colleges to save money or to take advantage of articulation programs before transferring to the college. In fall 2009, 22% of enrolling students were transfers. The age range for first-time freshman and transfer students is 18 to 22.

In 2007, the Office of Admissions began implementing the aggressive changes to its recruitment plan that were presented by Noel-Levitz. To facilitate better analysis of recruitment data, students were classified into four distinct categories by geographic location:

- *In-state, less than 45 miles from MIAD;*
- *In-state, greater than 45 miles from MIAD;*
- *Out-of-state;*
- *Transfer students.*

This delineation of student groups allowed MIAD to implement an Enrollment Revenue Management System to maximize the impact of financial aid for students in a specified proximity to MIAD, and also created better predictive modeling.

The development of a new financial aid plan also made significant changes in recruitment and retention. Before fall 2008, MIAD offered new student merit scholarships only through an annual competition held in March. All scholarships were a percentage of tuition, i.e., half-tuition, 1/4 tuition, 2/3 tuition, etc. Although the scholarship process worked well for some students, this competition model had significant downsides. It forced students to apply according to MIAD's timeline; students who wanted scholarship information early had no options and may have chosen other schools with an earlier process. Students who applied after the deadline had no opportunity for merit-based aid, creating significantly different aid packages for like-skilled students.

Recognizing that many students and families want scholarship information earlier scholarships are now awarded at the time of the student's acceptance, based not on a competition but on indexing that reflects academic ability and artistic skill. MIAD established a priority date of February 15th for acceptance/scholarship decisions but would begin awarding scholarships as early as December 1st and continued to award scholarships into the summer. Early admitted students who completed a

worksheet would also receive a Financial Aid Estimate, or their full award if the FAFSA is completed in spring.

The result of these changes has been clear. Students of similar academic ability and skill receive similar and appropriate awards in a timely manner. MIAD has witnessed a sharp increase in new student enrollment in fall 2008 and fall 2009 and an increase of highly qualified and talented students who received multiple scholarship offers from colleges across the country.

Enrollment management requires engaged admissions counselors who accurately represent college programs and culture to prospective students and their families. Presenting truthful, well-grounded information is key to successfully recruiting new students for whom MIAD is the right educational match. Representation of MIAD by the Office of Admissions goes beyond words and images in catalogs and other recruitment materials: It is also presented in web-based and video media. Admissions staff is developing a social networking presence to provide integrated media connections via Web 2.0 technology. Admissions counselors keep current by attending classes and critiques, conducting research and interviewing staff and faculty. The counselors also maintain alumni profiles for presentation to prospective students and their parents/guardians. Studio workshops and on-campus events directly connect prospective students to the MIAD campus and provide first-hand insight to the programmatic experience.

The Shift to Retention (1e)

MIAD aspires to retain students from admissions to graduation. Historically, the college addressed retention with a homegrown anecdotal approach. Although the Registrar provided academic leadership with retention data, the information in these reports was rarely analyzed or discussed. Anecdotally, many in the college mistakenly believed that the retention rate was as high as 85% while in reality the graduation rate was closer to 43%.

For more than ten years, the college focused retention energy and resources almost exclusively on at-risk students. A Retention Committee met periodically to identify students experiencing academic, behavioral, emotional and/or psychological behaviors that were considered

at-risk; these students were assigned to faculty advisors or staff members for assistance. This program was successful in tracking some at-risk students, but no data was kept to determine its programmatic success. However, by limiting the definition of retention to helping *only* at-risk students, the college omitted the majority of the student body. As a result, the mindset was that retention was aimed to keep students, regardless of the students' academic performance. This became even more engrained when the college faced financial stress.

In fall 2009 the college held its first retention planning retreat bringing faculty and staff together to identify goals and strategies for the 2010-2011 academic year. The following goals were determined:

1. [In the 2009 Student Satisfaction Inventory results,] decrease gap scores of *"tuition paid is a worthwhile investment"* from 2.05 to 1.3 by fall 2011;
2. Increase freshman-to-sophomore-year retention rate from 69.5% to 80% by fall 2011;
3. Increase sophomore to junior year retention rates from 69% to 75% by fall 2012;
4. Increase transfer student retention rate from 75% to 80% by fall 2011.

Strategies were identified during the retreat. Priority groups have been identified (department chairs, enrollment management committee, student services, etc.) and work has begun to create specific plans for actions and timelines for accomplishments.

A critical component of the retreat was to define what faculty and staff mean by "student success." While groups created definitions that were rooted in aspirations and ideals, Noel-Levitz recommended defining "student success" as graduation. This definition proved to be extremely helpful in getting key faculty and staff to focus on an outcome of a quality education. While definitions of student success can vary, it is necessary to work with a common goal to increase effectiveness. What is emerging from enrollment management is a more thoughtful and dynamic approach to enrollment based on best practices, climate and empirical evidence.

The college is currently constructing a comprehensive retention plan that will require a paradigm shift from a non-integrated approach to a more holistic approach in which all areas will work in an integrated fashion. Many important conversations are occurring regarding the value of the

college experience, what students will need to meet expectations as 21th century artists and designers, the value of learning outcomes, and the need to challenge all students, especially MIAD's highest-achieving students, although at-risk students will continue to receive the support services that they need. MIAD's retention philosophy has shifted from "keeping students" to promoting excellence and creating a climate of high expectation.

This depends upon offering a challenging program of study for students of all ability levels. While students have been considered for advancement into an accelerated visual dynamics course for a number of years, the Office of Admissions more recently saw a need for other advancement opportunities for incoming students. Over the last three years, in collaboration with the Office of Admissions, the Dean of Foundations and first-year faculty created opportunities to advance incoming freshman into a series of honors courses. Through communication with the admissions staff and review of student applications and materials, selected students are chosen for advancement into an accelerated photography, visual dynamics, and / or visual statement course for their Fall semester. The effect of these honors courses has proven to be very positive for both recruitment and retention of higher-caliber students. External opportunities, such as an exhibition at the Milwaukee Art Museum by honors students and collaborations with professional artists and designers, has increased students' ties to the MIAD and Milwaukee communities.

Student Satisfaction Inventory (2c, 3c, 5a)

In fall 2007 the college administered the Student Satisfaction Inventory with a 50% student response rate. The results were used to make adjustments to student services, academic advising and college communications and to guide improvement in the academic programs. In October 2009, the college administered the SSI again. This time, with improved administration of the survey, the college increased its response rate to 82%, giving an even more accurate understanding of student satisfaction. A third survey will be administered in 2011. *[SEE SSI in Resource Room – Cpt.2 #2.]*

Unlike other national surveys, such as NSSE or FSSE, the SSI measures students' perceptions of what they value against their sense of satisfaction. This results in quantifiable

“satisfaction” scores in academic and student life areas that can be compared to over 200 colleges. The advantage of the SSI is that the college receives data that can be analyzed from many perspectives: curriculum, teaching effectiveness, student services, and so forth. The results can be “sliced” by gender, age, class, race, ethnic group, major, etc. Data from the 120+ question instrument is condensed into a chart to reveal the top 28 strengths and challenges identified by the SSI. [See chart, “SSI Gaps by Major” -- **Appendix #4**]

MIAD responded quickly to address student concerns from the initial SSI. The Office of Student Services was created to consolidate and coordinate essential services, expand student support initiatives, and improve overall service to students. A new Director of College Advising staff position was established, resulting in the development of a comprehensive all-college academic advising program. A Student Mentor program was created to help new students make a successful transition to MIAD, and the orientation for new students was redesigned with expanded program content and a larger number of orientation leaders to increase student support.

When broken down by major, the data in the 2007 chart was also revealing, especially in the academic areas. To respond to these challenges, the Academic Affairs unit organized a faculty orientation workshop in fall 2008 to inform faculty about the results of the SSI and to engage them in interpreting the data. Major faculty were divided into affinity groups and given time to discuss the data and reflect on how important the students’ perceptions were, especially regarding the academic challenges. Faculty members were given a template with which to create action plans that would address the challenges identified in the chart.

Faculty worked thoughtfully in their affinity groups for several months before submitting their action plans to address short- and long-term actions. Some of the immediate and short-term action plans, notably responding to student work, have been implemented; long-term actions have been added to the Academic Affairs Academic Plan, and responsibility transferred to the new faculty department chairs.

The fall 2009 survey gave the college the opportunity to assess how much improvement has been made on the strengths and challenges of 2007, and to identify areas requiring additional attention. Not surprisingly, survey results provide us with many challenges yet to be fulfilled. The following themes appeared throughout the results of the 2009 survey:

- All gap scores greater than 1 in items that students value most highly, need to be addressed;
- Many gap scores have increased, not decreased, which is frustrating given the amount of energy the college has applied to some of the prior challenges;
- Our students' expectations have increased – many of the challenges were given higher levels of importance than in 2007;
- Gap scores increase from freshman year to senior year, suggesting that students become increasingly critical and less satisfied as they persist;
- While some items have a gap score above 1, not all gap scores suggest dissatisfaction – understandably, some items reveal that students have higher expectations in some areas than in others (prepared for career, instruction in field, quality of instruction, intellectual growth);
- Tuition paid is a worthwhile investment continues to top the list of issues;
- Students are future/career focused – this is also supported by Retention Management Survey results;
- Freedom of expression continues to be one of MIAD's strengths;
- Some items with high gap scores are not that important to students (student center, parking, expressing concerns);
- Financial Aid is clearly a challenge;
- Other challenges include billing process, food, computer lab access, easy registration, advising, fee usage, and run-around.

The results of the 2009 SSI were presented at the retention planning retreat and used to develop the four retention goals defined earlier in this report. A separate presentation was given to faculty chairs, along with additional group and one-on-one meetings, to discuss the results and identify potential strategies to address items of high importance and low satisfaction in each discipline. During spring 2010 orientation in-service, all faculty learned of the SSI results and worked in groups to begin addressing the challenges identified by our students. Faculty chairs were directed to identify, by February 1st, 3 to 4 action plans addressing the most important challenges in their academic areas.

MIAD staff will be given the results of the SSI relating to their individual service areas. Each department also will be asked to identify 3 to 4 action plans to improve services based on the inventory's results. Early in the spring 2010 semester, the Vice President for Academic Affairs and Vice President for Enrollment Management will conduct student focus groups to clarify student responses and give them additional voice in the assessment process. All action plans will be compiled and shared with the college community. This will focus the efforts on improving the students' experience and, ultimately, the students' success.

FYE 2009 (First Year Experience) (3c, 4b)

One lesson learned is the need to engage first-time freshmen immediately and to create a positive, integrated learning experience. In fall 2009, Academic Affairs organized the First Year Experience (FYE), a five-week series of group dialogues between freshmen, enthusiastic faculty and student mentors. FYE began during New Student Orientation Week with an intense, day-long exploratory and team-building, "create and critique" experience. Faculty led students into the community in the morning, and in the afternoon invited teams of students to create maps of their journeys from newspaper, tape, marker, index cards and string. Students worked together to solve a problem visually; afterward, faculty led them in a critique. By the end of the day, freshmen experienced, in an integrated fashion, all of the components of a typical day of learning: observation, information gathering, taking notes, listening, speaking, solving problems, making and critical thinking. Students met with their faculty member and mentors for the first four weeks of the semester for sustained discussion about their first college experiences, how to address challenges, how to think about the paths their lives are taking and how to ask deeper questions. This non-credit course was repeated for new freshmen and transfer students in spring 2010.

Helping Students Succeed

THE NEW OFFICE OF STUDENT SERVICES AND DEAN OF STUDENTS (1D, 3C, 3D)

In spring 2008, existing service areas were re-aligned in a new structure to consolidate and improve student retention services. This realignment took place both organizationally and physically: Not only were personnel brought together in a new administrative structure, but a physical realization of the new alignment was also achieved by build-out of new office areas.

Significant to the new structure was the newly-created Dean of Students position. A long-standing staff member with a rich resume of appropriate experience (former Executive Director of Student Life), was promoted to this position to integrate the operations of the Learning Resource Center, advising, Career Services, residential living, campus security and safety, food service, orientation and activities. (Formerly, most of these areas operated in isolation, reporting to different senior administrators.) The goal of this integration is to create a seamless student support network that capitalizes on broader communication, staff expertise and student access. One recent example of the success of this integration is the college's response to the H1N1 virus. When the virus hit Milwaukee at the beginning of the fall 2009 semester, the Dean of Students and Vice President of Academic Affairs quickly marshaled all of the college resources necessary to respond rapidly to the situation. This kind of integrated response might have taken weeks prior to staff realignment.

Using a multidimensional and personally tailored approach, Student Services supports curricular achievement through a variety of academic support services. The Associate Dean of Students has been effective in assisting faculty to work with students with a wide range of learning abilities. Appropriate and reasonable accommodations are provided for students with disabilities on a case-by-case basis; faculty work closely with the Associate Dean and other staff of the Learning Resource Center to ensure that all students have an opportunity to succeed.

The Student Services area also augments the classroom experience through developmental co-curricular programming, informs student choice of majors and promotes vocational development through academic advising and career exploration services. Ongoing assessment of these services

is conducted through student interviews. The second round of the SSI was administered in October 2009; the results are being used to gauge progress over the last two years and to further refine the support initiative on campus.

In time, the college will transition from manually collecting and using data in isolated silos to an integrated student information system (SIS). Such a system will be necessary to effectively integrate all services to students. In June 2009 the college created the position of Executive Director of Information Management and Registration Services. A long-serving staff member was promoted to this position to enhance, through technology, the services we provide to our students especially in advising, registration and student life. In fall 2009 three SIS vendors were invited on campus for one-day demos. Primary users met with each vendor to learn about their product. An RFP process has begun with a product recommendation and anticipated timeline going to the Board of Trustees before the end of the fiscal year.

ACADEMIC ADVISING SERVICE TO STUDENTS (3C, 3D)

One clear goal in the strategic planning process was to improve academic advising. In the past, faculty provided academic advising in a decentralized model. Students reported that this approach did not always meet their needs, and the data later provided in the SSI confirmed this. After the strategic planning retreat, a task force on academic advising conducted comprehensive research and outlined a plan to revise the academic advising function at the college. This led to the creation of the Director of College Advising position and the construction of a formal academic advising office in June 2008.

Developmental advising, with a comprehensive, “matriculation through graduation” focus was launched for Foundations students in fall 2008. The program is structured on a 2+2 Model of academic advising that parallels the 2+2 academic curriculum: During their first two years, students work with an advising generalist whose expertise helps students adapt to the MIAD academic environment and identify the most appropriate academic major(s); during their junior and senior years,

students work with advisors within their discipline whose expertise is major-specific competencies and the cultivation of professional connections.

To propel the effectiveness of MIAD's newly implemented 2+2 developmental advising program, during the fall 2009 orientation program the college administered Noel-Levitz's Retention Management System (RMS) inventory to all first-time freshmen. The response to this inventory is shared in the form of individual reports and an aggregate summary and planning report. The college learned about our student's academic motivation, desire to finish college, coping abilities, receptivity to campus services to inform interventions and self-reported strengths and weaknesses.

In the aggregate, we learned that first-year MIAD students bring the following expectations to campus:

- *Academic success will come with little difficulty;*
- *Their educational experience will be characterized by little stress;*
- *They will not need to improve their study habits;*
- *They possess high intellectual interest and verbal confidence;*
- *They possess high determination to finish college;*
- *They have great uncertainty about their career directions*
- *The possess a low sense of financial security;;*
- *They are not receptive to academic assistance, but have a higher receptivity to career counseling.*

These results have been highly revealing to the college. Clearly incoming freshmen have a deep concern about career and professional outcomes, even before their first day of classes. This finding has an important connection to our thinking about retention and how we talk to students about MIAD's educational programming. Foundations is typically regarded as a preparatory year, a year of skill-building. The RMS data suggests, however, that by not addressing students' sensitivity to these outcomes immediately, we may be increasing their anxiety. Advisors were therefore provided training on a newly-established four-year "Career Program of Study" curriculum developed by the Career

Services Office, and were given a checklist to discuss with their advisees to aid in implementing professional goals and objectives. The college needs to become more proactive about addressing students' concerns about outcomes and careers throughout their four years and throughout the curriculum. *(SEE Academic Advising Binder, **Resource Room – Cpt.2 #3**)*

In the past, academic advising consisted almost exclusively of registration sign-off. At the same time, most freshman-level advising was limited to intrusive advising, seeking to guide only those students who warranted assistance due to poor academic performance, poor attendance and/or emotional or physical stress. In some majors, however, notably Communication Design, Industrial Design and Sculpture, students were advised through a developmental model over the course of their major that provided them individualized career and academic advising to complement their studies. In fall 2009, the Director of College Advising initiated a series of advisor training workshops with faculty and staff to prepare them to interact with all students according to the Noel-Levitz academic advising model. Freshmen advisors are being trained to establish retention-based strategies, and thus begin the college's efforts to address retention on an institution-wide scale.

LEARNING RESOURCE CENTER (3C, 3D, 4D)

Another well-established and highly successful student resource is the Learning Resource Center (LRC). Located adjacent to the Library, the staff of the Learning Resource Center (LRC) works with students one-on-one to provide a full range of academic support services. The Associate Dean of Students directs the LRC, with additional staffing by the Coordinator of Disability Services, the part-time Coordinator of Tutoring Services and a part-time Learning Resource Specialist. Upper-class students also provide peer tutoring and mentoring services. Through the Learning Resource Center, MIAD supports the diverse and creative learning styles of art and design students, meets their individual academic needs and helps them complete their course of study. Information on available services is posted on the MOODLE (course management software) site for easy student access.

Tutoring services focus on a student's success in the classroom, life skills, transition to college issues and student wellness. Typical appointments may cover study skills, academic success

programs like time management, writing skills, research skills, critiques and presentations. Many students meet regularly with LRC personnel throughout the semester. Point-of-need tutoring with Peer Tutors is available over the lunch hour, five days a week; students may simply drop-in, or can sign up for specific days and times. Students can also make appointments to meet with professional staff throughout the day for tutoring, informal counseling, English-language assistance and disability services. Appropriate and reasonable accommodations for students with disabilities are provided on an individual basis. MIAD contracts with Marquette University for professional counseling and health services for all students, and the LRC frequently serves as a conduit to these services for students in distress. All LRC personnel are trained to be good listeners and undertake a holistic approach to student problems. ***(Data on Learning Resource Center services is provided in the NASAD Supplement.)***

In fall 2009, the MIAD Peer Mentor Program was initiated, combining the position of orientation leader with academic tutor for the purpose of providing transitional support to all new students throughout their first semester at MIAD. Orientation leaders have historically provided a transitional boost to new students during MIAD's one-week orientation. By nearly tripling their number, providing enhanced training, expanding their role to include academic considerations, and extending the duration of the mentor relationship through the first semester, the full benefit of this program made itself apparent. Even during the premier week of the program in August 2009, it was clear that the mentors were instrumental in having a positive impact on the quality of the freshman orientation experience. All new students were matched with Mentors and met during orientation to build a support relationship that will last the entire first semester. Mentors respond to student inquiries, assist students in solving problems, refer students to appropriate campus resources and services, and, most importantly, introduce them to MIAD's unique institutional culture.

CAREER SERVICES (3C, 5B)

The MIAD Career Services Office is actively involved with the professional development of students. Career Services staff provides services, resources and support to students from their

freshman year to their senior year as well as to graduates/alumni. The involvement of Career Services starts with the new student orientation program and continues through to the senior exhibition.

As part of MIAD's advising program, the Career Services Office developed a four-year "Career Program of Study." This offers a sequential outline and checklist for advisors and their advisees to discuss and implement professional goals/objectives. This document is provided in the **Resource Room – Cpt.2 #4**.

All job-related opportunities are centralized through the Career Services Office to optimize the student's exposure to Career Services. This includes the on-campus student employment program, the internship program, and profession-related part-time, freelance project, and exhibition opportunities. Career Services staff work closely with MIAD faculty, make classroom visits and presentations and hold one-on-one sessions with students.

MIAD Career Services' job search system includes a web-based database through which students may review job, internship, project and exhibition opportunities. The 4,500 entries in this database also include information on prospective businesses and possible employers. As MIAD's recent graduates pursue their professions, their overall employment rates and their satisfaction with their employment have been good.

Employment Statistics						
MIAD Graduates 2006 - 2007						
<i>Major(s)</i>	<i>Total % employed</i>	<i>Full-time position</i>	<i>Part-time position</i>	<i>Related to major</i>	<i>Full-time self-employment</i>	<i>Satisfied with employment</i>
CD	94%	86%	10%	86%	10%	86%
IL	78%	56%	28%	88%	5%	88%
ID	94%	94%	5%	82%	0%	82%
IAD	92%	70%	20%	70%	10%	80%
FA	91%	71%	26%	62%	1%	66%
ALL	90%	75%	18%	78%	5%	80%

3% attending graduate school

TBM = 2007 was first year of graduates and there were not enough respondents to the employment survey to determine percentages. Therefore TBM is not included in this chart.

MIAD believes that the curriculum and the personnel of the Career Services Office both contribute to these positive employment and satisfaction rates. Professional practice classes, taken by all students to develop their knowledge of the industries and markets pertinent to their future professions, help

students achieve learning outcomes that prepare them for 21st Century careers. The table above summarizes employment statistics for 2006 – 2007 MIAD graduates.

INTERNSHIPS (3C, 4C, 5D)

The Office of Career Services also oversees MIAD's internship program. All internships at MIAD are for credit. Businesses or organizations that host MIAD students as interns must meet three fundamental requirements: They must provide a minimum of 90 hours of work; the student's supervisor must have a professional background that coincides with the student's interests and/or major; and the site must provide an on-site workspace and/or sufficient contact time for the student.

In the span of six years – from 2003/04 to 2008/09 – an average 30% of MIAD juniors and seniors completed elective internships. It is important to note that this percentage does not include the internships held by junior and senior Photography majors, all of whom are required to undertake internships as part of their degree program: when these numbers are included, student participation in internships rises to 35%.

Elective Internships		
<i>Below is the number of elective internships for juniors and seniors per academic year indicated. Percentage indicates how many juniors and seniors, of all juniors and seniors for that academic year, elected internships. NOTE: The number of photography juniors and seniors is <u>excluded</u> from both the number of internships and the percentage because the photography major is the only major that requires an internship. Source: MIAD Career Services internship activity database</i>		
# of Internships Registered	Percentage of Juniors/Seniors	Academic Year
91	36%	2003/2004
62	26%	2004/2005
69	25%	2005/2006
68	24%	2006/2007
95	34%	2007/2008
85	32%	2008/2009
470 elective internships		

MIAD students are involved with internships at a variety of businesses and organizations. Generally, students in design majors choose design firms and studios, advertising agencies, architecture and interior design firms, corporations and manufacturers. Fine arts majors most often choose artist studios, museums, galleries, schools and cultural and community organizations. During the academic year 2008/2009, 56 businesses or organizations hosted MIAD interns; the chart that follows offers a selection that illustrates the range of opportunities available to MIAD students.

<i>Aesthetics Architects</i>	<i>High Sierra Sport Company</i>
<i>Assurant Health</i>	<i>Kimberly - Clark Corporation</i>
<i>AWE - Artists Working in Education</i>	<i>Miller Brewing Company</i>
<i>Backlot Imaging</i>	<i>Milwaukee Electric Tool Corporation</i>
<i>Betty Brinn Children's Museum</i>	<i>Milwaukee Public Museum</i>
<i>Fiskars Brands Inc.</i>	<i>Starship Tattoo</i>
<i>Flux Design</i>	<i>STUCKmagazine</i>
<i>General Motors Design Center</i>	<i>The Milwaukee Community Service Corps</i>
<i>Graff Faucets</i>	<i>The Onion</i>
<i>Hanson Dodge Creative</i>	<i>West Bend School District</i>

Opportunities for Learning: Beyond the Classroom or Studio

Learning takes place throughout the curriculum, but students also have many opportunities to learn beyond the walls of the classroom and studio. The Office of Campus Life offers extra-curricular activities that foster student leadership development and provide students with a wide range of experiences.

***STUDENT SERVICES AND CAMPUS LIFE* (3C, 4B)**

Through the Peer Mentor Program, established in fall 2009 and described previously, upper-level students can cultivate leadership skills by working with new students during Orientation and throughout the semester. MIAD students can also take an active role in their own governance by participating in Student Government, which serves as a liaison with the MIAD community and provides the voice of the student body. Student Government comprises 27 members: two representatives from each of the 11 majors, two representatives each from Liberal Studies and Foundations, and the Student Government President, who serves as the presiding officer and represents the group at meetings of the Board of Trustees. Starting in mid-September, following elections of area representatives, Student Government meets weekly to provide a forum for student interests and concerns. The group provides leadership, monitors issues and, when necessary, brings these issues to the administration and the Board of Trustees. In the 2008/2009 academic year, for example, the group undertook a survey of all students to determine the fate of the smoking room in

the Student Union. The decision to eliminate the smoking room led to fall 2009 discussions of future use of the space, resulting in the student decision to create a student gallery.

During 2008/2009, the Student Government met with Noel-Levitz to choose activities that would become “River Rat Traditions,” annual all-school events forming a social framework for each academic year. (The “River Rat” is MIAD’s mascot; the life form and graphic were chosen through a student-initiated competition in 2006.) In 2009, eight “Tradition” events are planned, ranging from a beach sculpture competition during Orientation, to picnics, parties and a Beaux Arts Masquerade Ball to bring students together with alumni. Formalizing the major activities planned each year makes members of Student Government active participants in strengthening retention efforts at MIAD.

Students can also join or lead programs and organizations, and can create new organizations to meet new interests. Among these are numerous “adventure” clubs that offer hiking, rock-climbing, organized sports and other active experiences; service organizations such as the AIDS Walk group and the Dirt Club, through which students work on a farm and share the produce grown there; and the Environmental Club, which focuses on campus recycling, beautification efforts and clean-up projects. Leaders of each club meet monthly with the Associate Director of Campus Life to develop budgets, events and leadership skills.

The Office of Student Services actively promotes student organizations through an annual Activity Fair. Held over a lunch hour early in the fall semester, the fair gives all students the opportunity to connect with other MIAD students with similar interests. Throughout the year, organizations and events are publicized through expanded forms of communication, from flyers to Facebook and the weekly e-mail *River Rat Review* newsletter to ensure that students are aware of campus events.

STUDY OPPORTUNITIES ACROSS AMERICA AND IN FOREIGN COUNTRIES (3C, 4B)

A blend of exchange programs and international study experiences enables students to earn credit toward graduation while expanding their horizons in a new city or country. For the past ten years, MIAD has maintained academic affiliations and/or exchange opportunities with other notable

art and design colleges throughout the world, offering MIAD students the opportunity to spend one semester abroad, as well as bringing foreign students here. Among the foreign exchange institutions are the Ecole des Beaux Arts, Paris; the Warsaw Academy of Art, Warsaw, Poland; the Bauhaus University, Weimar, Germany; the Institute of European Design in Milan, Rome, Turin, Madrid and Barcelona; and the Ecole de Design Nantes Atlantique in Nantes, France.

<i>Participants in MIAD International Exchange Programs</i>					
	2004/05	2005/06	2006/07	2007/08	2008/09
<i>Students from Other Countries to MIAD</i>	5	6	3	3	3
<i>MIAD Students to Other Countries</i>	3	0	2	2	5

In addition, MIAD is a member of the Association of Independent Colleges of Art & Design (AICAD), which allows educational exchanges through their U.S. Mobility Program. Students can attend other AICAD schools throughout the nation for one semester; since 2004, nine MIAD students have taken advantage of this exchange. Finally, every fall semester, two upper-level MIAD students are selected to participate in the New York Studio Program, through which they work and study in New York under the guidance of notable New York artists or designers.

Since 1994 MIAD has organized and offered its own summer study-abroad programs in which the college exports both faculty and students for four to six weeks of interdisciplinary study. These programs are all designed and presented by MIAD faculty, based on curricula proposed by faculty. The program started initially in Western Ireland, using the facilities of the Burren College of Art. In 2004, opportunities in the city of Florence were added, and in 2008 and 2009 students visited China to explore the art and culture of Asia. After participating in these summer programs, students exhibit the work they created during and after their travel and share their experiences with the entire MIAD community.

<i>Students Participating in MIAD Study-Abroad Programs</i>								
	2002	2003	2004	2005	2006	2007	2008	2009
Ireland	11	17	13	14	16	10	12	
Italy			16	19	24	23	11	
China							10	8

Currently, the college is reassessing its summer study-abroad programs. The recent economic downturn resulted in reduced student participation in 2008-09. In spring 2009, the college created an International Study task force to clarify the college's commitment to international study and to improve planning processes required for international study. The task force recommended that the college begin by creating a stronger course development process and to target those travel opportunities that would increase student involvement. As a result, in fall 2009 three excellent proposals were presented for study in Florence. Over 45 students attended a December 2009 information meeting on the Summer 2010 program. This advanced-level art history and studio course will investigate the historical and cultural movements influencing Italian art, architecture, design, and aesthetics; students will examine how culture and aesthetics are continuously being reinvented. The college will continue to plan future international study opportunities following this more rigorous process.

For many years, MIAD was also actively engaged in programs that brought design students from Korea (SADI) and Thailand to MIAD to complete the junior and senior years of their degrees. This was viewed as a path to expand enrollment, but participation was limited, so the programs were not cost effective. The college ended them in 2008 to focus on regional recruitment.

Academic Support for Learning

The college has several academic areas that support teaching and learning. A Learning Support Team, comprising the directors of Institutional Technology, the Galleries, the Library, Academic Operations and the 3-D Lab, was formed in 2008 to increase levels of staff collaboration and to provide students with improved learning environments outside, and in support of, the studio and classroom. **Appendix #18, MIAD Classrooms, Labs and Equipment Lists**, provides detailed information on types of classroom spaces, their locations throughout the building, and the equipment that can be found in each.

INSTRUCTIONAL SUPPORT (3D)

Academic Operations is responsible for all aspects of academic support in classrooms and studios. This includes monitoring budgets, purchasing classroom supplies and furnishings, coordinating textbook information for students, coordinating figure models for classes, and room scheduling. MIAD provides four specialized equipment lab areas within the disciplines of Photography, Printmaking, Sculpture and Time-Based Media. In each lab, a full-time studio technician oversees the cleanliness, safety and function of the lab and its equipment. In addition, a science lab is available for use by sophomore and junior natural science classes and electives.

The Photography labs, substantially upgraded in 2005 using funding from a Title III Strengthening Institutions Grant, consist of two digital darkrooms, one large format printer lab, three darkrooms offering traditional photography processes, and a lighting studio. The area continually examines curriculum to keep up with the rapidly changing demands of the increasingly digital photo market.

The Printmaking lab offers equipment to practice traditional printmaking methods, including screen printing, etching, and intaglio. Recent donations of equipment, including a sizable letterpress collection, have greatly increased the opportunity for students to explore traditional book arts methods. Most recently, Communication Design majors used this equipment in a poster project. Plans are under way to expand into digital printmaking practices.

The Sculpture lab is the center of mixed-media practices and provides specialized equipment for welding, carving, casting glass, working with clay, plaster and wood, as well as a bronze and aluminum foundry. The curriculum has developed to include digital media, greatly expanding installation and new genre methods. The flexibility to work on a large scale allows students to connect with the surrounding community in public art projects.

The Time-Based Media Labs, focusing on video and animation, are the most recent addition to the specialty labs. Individual labs include: a digital lab with computers and specialty sound and projection equipment; an animation production studio with computers and digital cameras for

transferring drawings to digital files; an animation studio with specially designed drawing light tables; a green screen studio for video production work, and a screening room that accommodates up to 50 people. Time-based media labs house some of MIAD's most advanced equipment and allow students the opportunity for access to professional studio practices.

Science Lab. Focusing on the observational sciences, MIAD's science curriculum incorporates significant field study and research that in turn support students' understanding and utilization of observation in their studio work. The science lab is equipped with a variety of microscopes, an incubator, a small refrigerator and chest freezer to store samples, and specialty field gear. A recent acquisition within the last two years is a digital microscope and camera capable of capturing images from microscope slides; students utilize the images for research and exploration within their science and their studio projects. The size of the Science Lab limits class size and will become an issue to resolve as MIAD's enrollment grows.

3-D LAB (3D)

The 8,500 square ft. 3-D Lab is one of MIAD's core support facilities, comprising a woodworking area, metal working area, bench area for assembly, paint spray booth, sewing room, classroom, casting and molding area, and specialized storage areas for tools and materials. In this well-organized, thoroughly equipped, well-maintained facility, learning occurs across many disciplines.

All MIAD Foundations students participate in a five-week orientation during which they learn the proper and safe use of hand and power tools. The lab serves the Industrial Design, Sculpture, and Interior Architecture + Design programs in great depth, but faculty in any major may request material-specific, process-specific or tool-specific demonstrations for their classes. In the lab, students become self-motivated learners who can work independently and with confidence. The lab is open 75 hours per week during the fall and spring semesters; all Lab Supervisors are highly qualified instructors who teach class groups and also excel in one-on-one interactions with students.

FACILITIES USE POLICY (3D)

Until recently, use of some facilities in the college, notably in Photography, Printmaking and Sculpture, as well as the computer labs, was restricted to students who were either majors in the areas, enrolled in the disciplinary areas, or had achieved basic competency through prior coursework. This was identified in the Student Satisfaction Inventory as an area of concern.

Computer labs have been scheduled almost exclusively to serve the needs of design classes. In particular, foundations students have had extremely limited access to labs, and students in fine arts areas (with the exception of Photography) and Liberal Studies classes have had very limited access to the labs, even though all students pay the same technology fee. Until recently computer access was not examined. The Laptop Learning Initiative, formed as a result of the strategic planning process, gave the college the opportunity to frame a discussion and to make decisions to improve computer access for all students. The college's comprehensive laptop plan and desktop lease refreshment strategy have reduced the number of labs, increased freshmen's access to computer labs, moved design students to laptops and made clear plans to address the computing needs of all students over the next two years.

To increase access to facilities in areas such as Photography, Printmaking and Sculpture, as well as others, the Vice President of Academic Affairs (VPAA -- known as the Provost until summer 2009), recently required all departments to create lists of the prerequisite skills and experiences that would be needed for supervised access to facilities. These prerequisites have been shared with students and, in the same manner that MIAD allows access to the 3-D Lab, all major facilities are now open to students suitably trained in their use. (*SEE Facilities Use Policy **Resource Room -- Cpt.2 #5***)

MIAD GALLERIES (3D)

Exhibition programming, offered through the office of MIAD's Galleries, serves as a learning resource for students, faculty and the external public. A wide range of design and fine art exhibitions

are organized and displayed in the galleries. Additionally the area orchestrates lectures, discussion groups, performances, readings, film and video showings and other events that support the focus of the exhibit programming. The public exhibition areas of the college include:

- *Frederick Layton Gallery (River Level)*
- *Brooks Stevens Gallery of Industrial Design (River Level)*
- *River Level Gallery*
- *Entrance Gallery (First Floor)*
- *East Gallery (River Level)*
- *Project Room (River Level)*
- *Fourth Floor Community Raw Space*

Additionally, MIAD's art and design collection is displayed throughout various public hallways and individual offices. Long-term exhibitions in the Brooks Stevens Gallery focus on varying aspects of Industrial Design; shorter-term exhibitions in the Frederick Layton Gallery offer a wide range of subjects, with faculty, alumni and student work featured on an regular basis. Below are listed all exhibits in the Brooks Stevens Gallery, and a selection of exhibits in the Layton Gallery, that were presented in the last five years. *(A complete list of major exhibits in these galleries can be found in the **Resource Room – Cpt.2 #6.**)*

Brooks Stevens Gallery of Industrial Design

2009 - 2010	The Great American Kitchen: Formative Years 1900-2010
2008 - 2009	New Intersections: Form and Meaning in Design
2007 - 2008	From Visions to Vintage: The Value in Collecting Design
2006 - 2007	Making It For Real/MIAD Industrial Design Alumni Exhibition
2005 - 2006	From Corner Bars to Exotic Cars: Point of Purchase Displays in Milwaukee

Frederick Layton Gallery

1/16/09 – 3/21/09	Personal Culture: New Art from Latin Americans
1/18/08 – 3/22/08	This Land is My Land
10/19/07 – 11/17/07	Media Projects: Catherine Ross and Hu Jieming
10/19/07 – 12/15/07	Out of the Suitcase II: Mary L. Nohl Fund Suitcase Award Winners
1/17/06 – 2/11/06	Liberation, Tradition & Meaning / Women on the Edge of Culture
11/11/05 – 12/17/05	roll-run-hit-run roll-tick: Jin Soo Kim

Beyond exhibitions and the public events that frequently accompany them, gallery personnel are also teachers, interacting with MIAD students and faculty both in the classroom and one-on-one; the training they offer to students is an essential part of a MIAD education. Every year, before

installation of the Senior Exhibition, gallery staff make presentations in fine arts senior seminar classes, providing instruction in the basics of framing and hanging art. During the process of installation, gallery personnel work one-on-one with many students from all majors to solve exhibition installation problems.

Gallery staff also speak to classes on diverse gallery-related subjects, from framing to the procedures of installations. They give technical advice to individual students and assist them with installation and other projects, including exhibitions off MIAD's campus. Although not a formal program, this philosophy of responding to student requests for assistance supports the area's essential educational mission.

Student workers who are employed by the galleries acquire experience in a wide range of gallery functions. Training sometimes occurs through formal presentations, but more often on an individual, task-related basis: Much information is exchanged, particularly with new personnel, during periods of exhibit installation. A seasoned student gallery worker will leave MIAD knowing proper art handling procedures; how to pack and unpack works, lay out exhibits and hang or install art or design pieces; and prepare appropriate didactic materials.

MIAD LIBRARY (3D, 4D)

The Library is an inviting place that serves the entire MIAD community; it is accessible six days (69.5 hours) per week during academic semesters. Online catalog, electronic databases and electronic reserves program are all available for use via the Internet, 24/7. The Library philosophy is one of openness and inclusion, where student visits are encouraged not only for purposes of conducting research, but also to allow students to relax and socialize. The atmosphere is informal and the staff excels at providing assistance and training whenever needed. The Library Director actively supports faculty interest in bringing classes to the library to access resource materials, or when a change of location would enhance the day's lessons. Evidence that students value the library can be seen in data from the Student Satisfaction Inventory: the questions, "Library resources and

services are adequate,” and “Library staff are helpful and approachable,” were given highly positive responses in both 2007 and 2009.

In addition to books, periodicals, audio-visual materials and electronic resources that constitute the library collections, the library staff also provides, in conjunction with faculty, an intellectual framework for information literacy and lifelong learning. As a result of changes made to the writing and art history curricula in recent years, segments on specific information literacy skills are now integrated in required courses so that all MIAD students acquire the literacy tools they need, when they need them. Additionally, members of Library and Learning Resource Center staff have presented an average 49 classroom sessions per year since 2005, a significant increase since academic year 2000, with only 12 presentations. In addition to annual sessions on availability and use of library resources for specific classes, library staff creates customized sessions on special topics requested by faculty.

In July 2009, the Library collection contained nearly 25,000 items heavily focused on the varied aspects of art and design. In 2003, working in conjunction with the Library Steering Committee, and following extensive input from MIAD faculty, the Library Director created a Collection Development Policy for the college. A significant weeding of the collection, based on faculty review of the resources in their subject areas, was one outcome of this process; additionally, after all faculty were surveyed and their recommendations for future purchases were obtained, guidelines were established for acquisitions. The policy was revised in 2007 (reflecting the creation of MIAD Special Collections), and the Library Steering Committee will again revisit this policy during the 2010/2011 academic year to ensure that collection growth remains aligned with the curriculum and learning outcomes. (*Library Collection Development Policy: **Resource Room Cpt. 2 #7***)

MIAD administration has continued to make budgetary support for Library collections a priority. Although the financial crisis of 2001/2002 led to a reduction in staff and a sharp curtailment of acquisitions spending, that budgetary year was the only one since the last HLC/NASAD visits in which expenditures for the collection dropped below \$10,000. Spending levels hovered just above \$10,000

for the two subsequent years, but by 2004-2005 the budget line for acquisitions increased more than two-fold, and since that time expenditures for Library materials have remained at or above \$25,000 per year.

Five electronic text-based databases are provided for student research needs; three additional databases give access to digital images, sound files and new media art. All databases are accessed online through the shared library catalog, TOPCAT, which displays MIAD's holdings, plus those of seven other local colleges and universities. MIAD's membership in this SWITCH (Southeastern Wisconsin Information Technology Exchange) Consortium significantly increases availability of library materials in support of general education: the eight member libraries share their collective 600,000 items through online requests and deliveries made every week day.

The library also houses MIAD's slide collection, a resource that traditionally supported the teaching of both studio and Art History faculty. Although slides are still used by some faculty, the majority of faculty now teaches digitally. Understanding the growing demand for high-quality digital images, in 2004 MIAD was one of the early subscribers to the image database, ARTstor. The digital collections in ARTstor have continued to grow and today it is a very robust resource for both fine arts and design areas.

The Library Steering Committee began studying the use of digital images at MIAD in 2006 and gathered significant momentum for this study as a result of the strategic planning process in 2007. Their report on digital assets was presented to the President in 2008 (*MDID Digital Image Report Resource Room – Cpt.2 #8*); during that academic year, a pilot project using open-source “MDID” digital asset management software was completed to demonstrate new digital teaching tools. In December 2009, MIAD staff began discussions of creating a shared repository that would make images of two of MIAD's unique collections accessible to the institution, and to the community at large via the web. This undertaking was recommended in the 2008 planning report, and discussions will continue in coming months. (***Additional Library data is provided in the NASAD Supplement***)

Staff Professional Development 2b, 4a, 4d

Although past budget limitations resulted in reduced opportunities for staff to attend conferences and workshops, in the past five years, some funding for staff development has opened up. Staff frequently attend in-state technology and student services conferences sponsored by the Wisconsin Association of Independent Colleges and Universities (WAICU). The academic deans and Provost traveled to New York to attend the “Reinventing the Core” Conference sponsored by AICAD in Fall 2007. In the summer of 2008 the Provost and members of the IT team attended an AICAD conference on technology in Baltimore. In 2009 the VPAA led a team of faculty and the Director of Technology Training to Boston to attend Campus Tec 2009.

In the past two years most professional development funding has focused on staff members in enrollment management. MIAD has contracted with experts in the fields of admissions, financial aid and retention through Noel-Levitz. These consultants provide significant learning opportunities when on campus to staff in admissions, financial aid, registration, student services and billing. In addition, MIAD has funded attendance for conferences on enrollment management in higher education for the Vice President for Enrollment Management, Director of Admissions, Director of College Advising, Executive Director of Information Systems & Registration Services and the Associate Director of Admissions. The Executive Director of Financial Aid attends conferences locally and nationally on an annual basis to stay informed in the changing environment of financial aid.

Beyond the Classroom

A UNIQUE EXTRACURRICULAR ACTIVITY (4B)

MIAD’s creative environment encourages faculty and students to step beyond the established curriculum and share their personal interests and skills within MIAD’s integrated learning community. An extracurricular bow-making course offered by one of MIAD’s Biology professors has captured great interest among faculty and students. For several years, this expert in wooden bows of all genres

– from Native American to English longbows – has offered a workshop to the MIAD community in which participants study and build their own bows in the 3-D Lab.

One MIAD student even expanded this workshop into an independent study elective of the ethnic and historical components of bow designs. By the end of the semester, he had successfully built three bows, spanning a design from 9,000 years ago to a Native-American bow style of the 1600's. Faculty commitment to this type of extracurricular activity exemplifies the creative opportunities that MIAD offers to students and faculty outside the classroom or studio.

PARTNERSHIPS WITH THE COMMUNITY (4A, 5B, 5D)

Students in both fine arts and design majors are involved in the professional community as a result of a variety of established external partnerships. In design, these take place through collaborative assignments in Industrial Design and Interior Architecture + Design, as well as in Illustration, Communication Design, and the college's honors-level professional preparatory course, The Visual Resources Design Group (VR). Students working in VR provide graphic design services to non-profit organizations. The course is structured as a design firm with the faculty member acting as a professional art director and students working closely with clients from the initial presentation to project critiques and the final design solution.

Similarly, partnerships created by faculty with corporations such as A.O. Smith, MillerCoors, Rubbermaid, Harley-Davidson and Fiskars provide students with real-world experience in the design process. In addition to visiting design businesses, faculty invite design professionals from the community to MIAD to critique and assess seniors' thesis projects as well as their senior portfolios

Industrial designers who are members of IDSA (the Industrial Designers Society of America) regularly participate in class lectures and critiques, culminating in the annual selection of the outstanding merit award winner who represents MIAD at the regional Spring Midwest IDSA conference. The process mandates that outside professionals jury all student portfolios in a professional interview format. This event has been an ongoing aspect of the Industrial Design student experience for over 25 years.

Illustration juniors have worked annually with the non-profit organization Irish Fest to develop posters for their summer festival, and with the *Milwaukee Journal Sentinel* art directors on design assignments that are published in the Sunday newspaper. Illustration seniors work with 10 industry professionals in their seminar classes, and juniors are among the students selected for the Visual Resources Design Group. Communication Design students have worked on projects for the Betty Brinn Children's Museum, the Haggerty Museum at Marquette University, the Mequon-Thiensville Education Foundation, La Causa Crisis Nursery, and they, too, participate in the Visual Resources Design Group.

Interior Architecture + Design (IA+D) students, in conjunction with MIAD's VISTA volunteers, have undertaken projects to design, fabricate and install storage units in the Salvation Army Emergency Lodge. IA+D students also have ongoing involvement in designing Children's Memorial Hospital's Downtown Health Center.

Students majoring in fine arts also have many opportunities to partner with community organizations. In summer 2009, Sculpture students, alumni and faculty worked with IN:SITE, an organization that fosters temporary public art, to transform the Park East Corridor, a 29-block area north of the downtown that was formerly a freeway spur. Through activities and 11 diverse and interconnected installations, pedestrians, drivers, bikers, and people riding the bus were encouraged to consider the past, present and future of this yet-to-be-redeveloped land. Public art students have also worked with the Friends of the Hank Aaron State Trail and the DNR to produce and place temporary art along this urban bike trail, and a MIAD alum and faculty member was chosen to create a permanent piece of public art for the trail. The expressed goal of the Friends group is to explore how public art can reinforce and interpret the trail's post-industrial identity.

Painting students created murals for the children's room of the Milwaukee Salvation Army Emergency Lodge. Students, alumni and faculty volunteered for the first ever All City People's Parade, spearheaded by the Milwaukee Public Theatre, making masks and props. In partnership with La Casa de Esperanza and Milwaukee's Department of Neighborhood Services, students painted

murals that were placed over the windows of vacant storefronts in a north side neighborhood. A MIAD alum recently brought the Internet-driven “Help-Portrait” movement to Milwaukee, through which photographers, working with stylists, create formal portraits for homeless and needy individuals, and provide them with prints at no cost.

Given the students’ hard work and the many connections that faculty and students make with the community, the college constantly explores ways to increase visibility, both internally and externally. A review of faculty’s self-reports reveals many more assignments and activities that deserve notice. The recent participation of Communication Design students in the Aspen Design Challenge resulted in the recognition of one student through a local Education Forum Award for future Latino leaders; and faculty and students have won national and international IDSA awards, recognized by trade and local business papers. The potential exists, with creative vision, targeted promotion and innovative thinking, to expand the fine art and design programs’ level of visibility, thereby increasing understanding of the college, improving the college’s reputation and diversifying the students’ education through earlier exposure to the art and design communities.

Places to Learn: Facilities Planning In and Out of the Classroom and Studio

ADDRESSING STUDENT NEEDS THROUGH NON-CLASSROOM SPACES (3C)

Spaces like MIAD’s Time-Based Media Hub, at the center of the second floor, were created to encourage small groups of students to work together, and to enable faculty to informally meet with students. Expansion of the Hub into the adjacent corridor has pushed learning outside of the classroom walls. Students sit at small tables and work on their computers, while drinking coffee or having lunch. Monitors installed on the walls display student video work. With the campus wireless network and the laptop program, teaching and learning have become “wherever” and “whenever” options that support MIAD’s collaborative learning philosophy.

MIAD realizes the importance of student workspaces outside the classroom and provides individual studio space to all juniors and seniors. As the facilities plan is being developed, more

workspaces and social spaces will be designed to allow greater flexibility and access for other students. Additional space in the proposed residence hall will allow residents to have all-hours studio space. An open central staircase, proposed to improve circulation in the Pettit Building, will also create additional community space for relaxing and gathering on the 4th floor.

In 2009, renovation of a former art store space at the east end of the River Level enabled MIAD to provide more centralized Student Services offices. The offices of Registration, Advising, Student Services and the Business Office were grouped in one suite, and the offices of Financial Aid and Career Services were relocated into the renovated art store space nearby. The decision to centralize student services (one-stop-shopping) in this way was made to improve visibility and availability of those services for all MIAD students, thereby responding to a major concern identified in the SSI regarding accessibility and “information run-around.”

Impact of Service Learning Philosophies on Student Studies (4d, 5d)

The college ensures that faculty, students and staff acquire, discover and apply knowledge responsibly through value-driven programs and strategies. First and foremost, the college is driven by a strong work ethic. Nothing of value can be achieved or recognized unless it is the product of applied skill and knowledge. That belief is supported by two of the college’s core values, “Quality,” and “Passion, Commitment and Dedication.”

One of the most significant ways that the college fosters responsible application of knowledge is in the junior-level Service Learning course. As a result of the NASAD accreditation visit in 1999, the college became aware of a deficiency in the credit allocation in Liberal Studies. To rectify this, and a long-standing observation that MIAD students were largely insular and disconnected from the community, the college created a four-credit Service Learning course, adding one credit to the degree and reducing the Art History sequence by three credits. The challenge to students’ building community relationships was heightened by the college’s location in the Third Ward, which was, at the time, sparsely populated and physically disconnected from the rest of the metropolitan community.

The required service learning course immerses students in non-profit agencies throughout the community. Unique in many ways, particularly in terms of its intensity and expectations of students, the course requires students to complete 35 hours of service work with a partner organization of their choosing, at least 10-15 hours more than many college programs. Course work is centered on broad-based rather than singular themes (Race, Social Justice, Urban Ecology, Literacy, Service) that challenge students to rethink their roles and responsibilities as citizens. Students learn how the community addresses human needs with limited resources. They develop empathy as their awareness deepens. MIAD service learning students are highly valued by non-profit organizations in the community: the head of the nationally recognized Urban Ecology Center stated at the graduation ceremonies in 2009 that MIAD student volunteers distinguish themselves from their community peers because of their leadership, their work ethic and their ability to contribute and improve the workplace without direction.

Since the advent of the course eight years ago, an increasing number of students' senior thesis work has been informed by their Service Learning experiences. A senior Painting major, for example, chose the homeless as her subjects, and another painter returned to St. Ann's Nursing Home to create portraits of the residents. A number of Communication Design students have focused on socially conscious design problems. These choices added depth and richness to student work. Other students, after graduating from MIAD, have chosen to enter the non-profit sphere to broaden their career and leadership growth.

In Communication Design, juniors in Information Graphics use student essays and interviews from Service Learning as project source materials and design magazine and website layouts that promote service. Students have also incorporated knowledge from their water resources research to create unique design solutions for an international competition. One student team traveled to a Mexican village and used their design to bring attention to the problem of limited drinking water—their design informed villagers how to change their habits and provided international assistance to help solve their problem.

The impact of MIAD's service learning requirement often stays with students after they graduate and colors their work as mature artists. The 2004 painting graduate who created portraits of nursing home residents was recently named "2010 Artist in Residence" at the Pfister Hotel, in a program that will provide hotel guests and the public access to an artist at work. Now known in the community for her realist portraits of regular Milwaukeeans, she will be given a monthly stipend, a studio and gallery space in the hotel's lobby for one year. Competition for the residency program took place last fall: the work of six finalists was exhibited and put to a public vote. A selection committee then reviewed the applications and, heavily influenced by the public's vote, chose the MIAD alum. The aim of this artist is to blur the lines between the art and non-art worlds, to find regular people in everyday settings and elevate them to subjects worthy of being painted.

Responsibility for Intellectual Property and for the Environment (4d)

The Industrial Design program has a long history of working with industry as collaborative partners. These partnerships require students to sign confidentiality contracts, which the students have never breached. Just recently, a group of students has become concerned about their own intellectual property rights and the terms of these contractual obligations. In spring 2009, the group proposed that the college examine these contracts; a working group of faculty, staff and students has been formed to research and create a new policy to guide the college in the future.

A concern for the environment and "going green" have manifested in two recent initiatives: first, facilities management has undertaken significant efforts to reduce the college's carbon footprint through retrofit activities, motion-sensitive lighting, and the formation of a MIAD "green" student organization. Under the leadership of the new 3-D Lab director, the college is now more aggressive in its recycling efforts in the 3-D Lab, which creates a significant amount of waste every year. He is also investigating toxic-free paint and lacquer applications, used widely by our 3-D students.

Also, as a result of collaboration with the Urban Ecology Center (UEC), a nationally recognized leader in environmental education and green design, and one of the strongest non-profit community partners in the Service Learning course, MIAD was invited to participate in a unique project. Using

only green technologies and construction methods, students collaborated on a two-stage, design-and-build project to rehab an existing building. Only students from MIAD and the University of Wisconsin-Milwaukee participated, with seniors in the Interior Architecture + Design program emerging as project leaders.

Finally, a MIAD Industrial Design senior was invited to participate in the first annual Designers Accord conference. Designers Accord is a global coalition of design educators and professionals working together to inculcate sustainability throughout the design process. The senior has created a template for design students on other campuses to form their own chapters of Designers Accord.

Timely Response to Complaints and Grievances

ADMINISTRATIVE RESPONSE TO COMPLAINTS AND GRIEVANCES (1E)

The college is proactive in its approach to student complaints and grievances. The deans were, and the chairs are, expected to be responsive. As a result, most student complaints and grievances do not reach the level of formal action. Students and faculty meet on a timely basis and classroom, policy or procedural situations are almost always rectified before they escalate. Generally, only grade appeals that cannot be resolved between the student and the instructor require an appeals committee. The Vice President of Academic Affairs, sometimes with the participation of the Disciplinary Committee, handles student grievances or violations of the college's academic disciplinary code and maintains the records of these procedures.

In 2008, as the college was in the process of reconstituting academic staff functions, college leadership created the Dean of Students position. Historically, the Office of Academic Affairs handled all academic complaints, academic actions and grade appeals. As a result of reorganization, this was viewed as a conflict of interest and it was decided that students needed a neutral party to handle appeals. Accordingly, in 2008, this process was transferred to the Dean of Students Office. Violations of the Academic Disciplinary Code, such a sexual harassment, and violations of the law are reviewed by the Dean of Students. When these incidents occur, the Dean of Students informs the VPAA in a

timely manner. If the incident is not resolved satisfactorily, a Disciplinary Committee hearing is conducted. The most recent instance of such a committee hearing was in fall 2008.

DEAN OF STUDENTS OFFICE RESPONSE (1E)

Before the creation of the position of Dean of Students in the spring of 2008, records of student complaints or grievances were seldom archived. Consequently, it is not possible to provide records for incidents that occurred before the 2008/2009 academic year. One purpose for creating the Dean of Students position was to centralize the record-keeping function and to accurately track all complaints. For this self-study report, figures are provided for the 2008/2009 academic year.

The MIAD Student Handbook outlines procedures that the institution uses when student conduct violates the law, is harmful to self or others, constitutes academic dishonesty or seriously disrupts the learning environment. Many incidents are resolved through mediation by the Dean of Students or the Vice President for Academic Affairs: In 2008/2009, 23 mediations were conducted and none were referred for further disciplinary action. *(For Student Handbook, **SEE Appendix #5.**)*

An administrative hearing can be requested by the student to resolve incidents that do not include suspension or expulsion; in these cases, the Dean of Students serves as the Administrative Hearing Officer. Of 31 total administrative hearings in 2008/2009, 18 students were judged not to be responsible for the infraction, 12 were judged to be responsible, and one was referred to the Disciplinary Committee for review. The Disciplinary Committee reviewed the case in 2008, and the student was held responsible for harassment and removed from college housing.

Academic policies ensure the safety of the community by requiring administrative withdrawal of students whose actions are disruptive; in 2008/2009, no students were asked to withdraw. The Associate Dean of Students approved medical leaves of absence for four students during this period. No infractions of MIAD's code of civility occurred. One student was judged to have committed plagiarism in an Academic Honesty Hearing in 2008/2009, and was graded "F" for the assignment as a result. Five students filed grade appeals in 2008/2009, but all were denied. Students on academic probation who fail to achieve a 2.0 semester grade point average after a probationary semester may

be academically dismissed from MIAD on the recommendation of the Academic Standards Committee; of the 13 students who appealed their dismissals in 2008/2009, eight were denied and five were reinstated.