benefit to students; the work being exhibited must meet the highest standards of the college, and the exhibit must promote MIAD's educational mission. **SEE Chapter Two: Students.**

Section III. EVALUATION, PLANNING, PROJECTIONS

III. A. Institution

1. Describe how the college evaluates, plans, and makes projections. As part of the narrative, describe any basic concepts, policies, and/or schedules that fundamentally characterize or shape evaluation, planning, and projection.

OVERVIEW

MIAD has made planning, evaluation and the use of data central to institutional development. Planning is no longer "part" of the college's function, it is the driving force, and is the basis on which the self-study has been created. Planning not only defines MIAD's future goals and objectives, it was deliberately designed to develop the college as a community. Changing the college's "climate" was one of the primary reasons for initiating the planning process as the current president's first priority. The history of administrative and academic silos and lack of participatory decision-making was being changed, beginning with a planning process that demonstrated how the college could work as a community. Even though the need to establish funding priorities is an obvious part of any planning process, the primary purpose of this planning process was for the college to envision an enlightened future which was not possible from the then-existing perspective. It was not only a positive unifying experience for the participants, it also had practical outcomes: when trust replaced fear and the future became defined and embraced by everyone, it also became the first phase of implementation. Student recruitment and retention have been directly affected by the unified faculty and staff efforts, described in greater detail in the Self Study**. SEE Chapter One: Planning, Chapter Two: Students, and Chapter Four: Learning.**

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STRATEGIC PLANNING PROCESS

During the 2007 planning retreat, key goals and accompanying objectives were identified. Task forces, representing all areas of the college, worked towards achieving each objective. In the first seven months, task force leaders met regularly to share results and work collectively on problem-solving strategies. Each task force completed progress reports which were distributed to the entire college. ***SEE Chapter One: Planning.***

In the eighteen months following the first planning retreat, the college gathered two more times to focus on the original five goals and to identify new objectives. After the third retreat, it was clear that the college had successfully internalized the planning process and experienced significant success in a number of initiatives. The college's planning climate had shifted from relative stasis to igniting the faculty, staff and administrators to a more nimble, pro-active state of operation. ***All strategic planning documents will be found in the Resource Room – Cpt.1 #1.***

LEADERSHIP STRUCTURES

Concomitant with introducing inclusive strategic planning, between 2007 and 2009, the college reviewed staff and academic leadership structures. In Fall 2007 the senior staff analyzed the functions of academic support staff and realigned services and talent to reduce redundancy and increase effectiveness. A new Enrollment Management structure was created, under which vital student services were reorganized. This culminated in creation of the Dean of Students and Director of College Advising positions, the shifting of academic support areas such as the Learning Resource Center from Academic Affairs to Student Services, and creation of a developmental academic advising program. Subsequent to these changes it became possible to transfer many management responsibilities that previously saddled the academic deans to the Dean of Students. ***SEE Chapter Two: Students.***

Following these changes in enrollment management, faculty were invited to restructure leadership in Academic Affairs. In the 2008-09 academic year, Interim Faculty Chairs replaced

academic deans, and a faculty team of Dialogue Conveners assumed leadership of academic

departments and took responsibility for forming a new long-term academic leadership model. The

new model replaced the four academic divisions (Foundations, Liberal Studies, Fine Art and Design)

with six more manageable departments (Foundations, Art History/ Sciences, Writing / Humanities,

Fine Arts, 2D/4D Design, and 3D Design), each to be led by faculty-elected chairs. This restructuring

has resulted in dramatic change in institutional roles and responsibilities, and has allowed the

department chairs to address a greater number of curricular and planning issues. *SEE Chapter One:*

Planning, and Administrative Organizational Charts in Appendix #2.

Because the college had become frustrated by standing committees in which faculty felt

powerless to create effective change, the governance infrastructure was also revised. Some of the

faculty's strongest committees, Academic Policy Committee, and Faculty Affairs Committee, remain,

but now work more closely with academic leadership. This year, faculty, the President and the Vice

President for Academic Affairs are working together to create a new salary schedule that will address

inequities and create new faculty levels within existing ranks. This process includes development of a

thoughtful academic credentials review procedure that will fairly recognize faculty accomplishments.

SEE Chapter Three: Talent.

OTHER PLANNING OUTCOMES

Other examples of transformation include the formation of the Laptop Learning Initiative,

creation of a College Curriculum Committee, and revision of professional development functions for

faculty. (a.) The Laptop Learning Initiative *(SEE Chapter Three: Talent)* developed a 3-year

implementation plan to shift the college from a fixed lab environment to a mobile learning environment

where all students have laptops and all areas of the college have access to digital technology. (b.)

With membership of faculty, staff and students, the newly-created College Curriculum Committee

(SEE Chapter Four: Learning) expanded the exploration of curricular issues from isolated activities

within individual majors to an institution-based conversation; deep discussions of learning and

curriculum led to the 2008 creation of college-wide learning outcomes. (c.) Based on research into

"best practices," the Faculty Development function has shifted from a stipend-based funding structure to a competitive grant system more closely aligned with the college's needs and goals. *SEE Chapter Three: Talent.*

HEARING STUDENTS, EVALUATING LEARNING, FUTURE ACADEMIC PLANNING

A college climate focused on student retention has resulted in increased dedication and renewed commitment to the assessment of student success. Since 2007 the college has twice administered the Student Satisfaction Inventory (SSI) instrument; the resulting data has been used to craft action plans to address student concerns*. (SEE Chapter Two: Students.)* In addition to the SSI, the college has recently completed a college-wide assessment plan that is currently being implemented on a pilot basis. *(SEE Chapter Four: Learning.)* As it commits to looking at measurements derived from student learning outcomes, the new assessment process will shift faculty discussions from simple evaluation to a more holistic assessment of learning. *SEE Assessment Plan in Appendix #8.*

As institutional transformation continues, the college will increase its ability to create an academic plan that will identify long-term needs. At present, the college is in transition from conducting short-term academic planning linked to annual budgets, to developing longer-term planning based on increased student numbers and increased revenue. The college is poised to complete this shift to long-term inclusive planning and budgeting as the student body grows. *(SEE Chapter Six: Resources.)* Since strategic planning efforts began in 2007, the college has succeeded in increasing institutional involvement, in refining and improving its leadership structure, and in realigning and redesigning its student services functions. The college has also made a commitment to long-term academic improvement through assessment and curriculum revision. The key to continued success in these areas will be the institution's ability to identify effective, meaningful, and creative solutions to challenges that arise, while retaining fiscal stability.

2. (a.) Evaluate on a fundamental level the extent to which all elements of the college's work— purposes, size, scope, programs, resources, policies, etc.—have a logical, functioning and productive relationship.

The college is divided into two major units, Enrollment Management, led by the Vice President for Enrollment Management, and Academic Affairs, led by the Vice President of Academic Affairs (VPAA). Enrollment Management is comprised of Admissions, the Registrar, Financial Aid, Student Services, Career Development, Academic Advising, and Security. Academic Affairs is comprised of the six academic departments, the Library, Academic Operations, Institutional Technology, and support services such as the 3D Lab. The Development Office, Business Office, and Facilities Management area report to the President.

The senior staff of the college, the vice presidents for Enrollment Management and Academic Affairs, the President, the Director of Development and the Controller/Business Manager, meet weekly to collaborate on planning and meeting the needs of the college.

Enrollment Management is guided by a Enrollment Management Committee consisting of the Vice President for Enrollment Management, the Executive Director of Information Management & Registration Services, the Associate Director of Registration Services, the Executive Director of Financial Aid, the Dean of Students, the Associate Dean of Students, and the Director of Communications. This committee meets monthly to coordinate admissions policies, and create and execute enrollment management policies.

Academic Affairs is led largely by the Leadership Group, comprised of the VPAA, the six faculty department chairs, the Director of Academic Operations, and the Director of Technology. This group meets and reports weekly.

Both Enrollment Management and Academic Affairs are guided by an inclusive approach to planning and problem-solving. The two units are interdependent and work collegially to meet the needs of the college. The effectiveness of both groups has improved significantly since the advent of strategic planning and the leadership of the current president. Both groups readily address new and continuing challenges and are guided by a commitment to institutional improvement.

2. (b.)(1.) Evaluate on a fundamental level the extent to which evaluation, planning, and projection efforts support stated purposes.

The college has a number of strategies and practices that support evaluation, and planning and projection efforts.

EVALUATION

The chief evaluation process for curriculum is the academic program review (***SEE Chapter Four: Learning, and Program Review Procedure in Resource Room – Cpt.4 #2***). MIAD has recently revised its procedures for conducting these reviews, requiring more comprehensive and data-based analysis and linking reviews to best practices in peer programs. The college has developed a template to guide the reviews and ensure a common breadth and depth of inquiry. At present, four academic programs are conducting reviews: Integrated Studio Arts, Time-Based Media, Painting, and Interior Architecture + Design.

In addition to program reviews, the college has a history of evaluating and monitoring curricular effectiveness in department and area meetings as well as meetings with the VPAA and the faculty chairs. Faculty in each curricular area meet often to discuss their observations of effectiveness. The college is nimble in implementing improvements when the need arises. For example, in the Fall 2009 pilot assessment process for Writing 100 and 200, faculty realized that a greater emphasis on critical thinking was needed in their delivery and assignments; appropriate changes will be implemented in Spring 2010. Design and Fine Arts faculty have been requesting new electives to augment the regularly-scheduled required courses: the Student Satisfaction Inventory and recent curricular discussions provided the impetus to develop and offer new fine arts electives, such as Hybrid Practices, Printmaking: Accumulating Narrative, Digital Painting, and Book Arts.

A third method by which the college evaluates and monitors curriculum is through assessment (***SEE Chapter Four: Learning, and Assessment Plan in Appendix #8.***). The college has a history of assessment, including frequent critique and portfolio reviews. The college offers an ongoing critical visual environment in which student work in all disciplines is exhibited throughout the building. The comprehensive assessment plan that the college is currently implementing is also steeped in general education and major-specific learning outcomes.

As cited earlier, the college evaluates and monitors curriculum through the month-long senior exhibition. Every Spring, seniors are required to mount an exhibition of their capstone creative work. The exhibit then becomes the site for final critiques, artists presentations, and senior defenses.

PLANNING AND PROJECTION EFFORTS

As described in the preceding pages and in detail in **Chapter One: Planning**, planning begins with the Strategic Planning Process and Enrollment Management and results in institution-wide efforts to address student needs and programmatic improvement. The college leadership has made planning and projection central to institutional development.

III. B. Students

1. Describe means for using various evaluations of student achievement presented in items A. (common body of knowledge) and B. (individual degrees) of the Instructional Programs Portfolio (Section II) and applicable sections of the Management Documents Portfolio (Section IV) in the course of art/design unit and program development.

Fostering, evaluating and assessing student learning is essential to the college. With the revision of the college's mission statement in Fall 2007, shifting from a focus on providing curriculum to a focus on individual learning, meaningful evaluation and assessment of student learning and achievement have become more important than in the past.

In general, student learning and achievement are guided by learning and performance objectives identified in each course syllabus. These objectives also circumscribe course assignments, projects and learning activities. Faculty encourage the evaluation of *authentic learning*—that is, providing students with more meaningful learning opportunities than individual papers, quizzes, exams, projects and critiques. Faculty contextualize learning by creating opportunities for students to engage meaningfully with course material and expectations, and by requiring students to identify personal relevance to pertinent questions and issues.

One result of the Student Satisfaction Inventory was the perception that students wanted more feedback on their work throughout the four years. This was a surprise to faculty, given the continuous critique and discussion surrounding the grading of student work in all classes. After conducting focus

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groups to explore this perception, the college realized that students did not always perceive of or recognize critiques and writing groups and process discussions as "feedback." Accordingly, faculty began to provide framing cues, such as "In this critique, you will receive feedback…" to help students recognize the purpose of critiques as an evaluative process.

EVALUATION OF STUDENT ACHIEVEMENT IN FOUNDATIONS AND LIBERAL STUDIES

In Foundations studio courses, the display and critique of student work drive student learning and evaluation. **(SEE Chapter Four: Learning.)** From the first day of the semester, Observational Drawing faculty exhibit the best student work in the hallways, which facilitates informal discussions and critique in the studio while contributing to the overall climate of a critical visual environment. Students are continuously immersed in examples and evaluative discussion of their work. Formal critiques are scheduled periodically throughout the semester, often taking place in the hallways, identifying the exhibition space as a site for learning.

Foundations students complete assignments germane to the course learning and performance objectives, and are graded by their achievement of these objectives and assignment requirements. In the second semester of a year-long Foundations course, F111 (Visual Dynamics 2: Color, Light, and Time), freshmen learn problem-solving skills that concentrate on issues of color and time. Color and light are explored as a visual phenomenon, as a perceptual occurrence, as pigment with specific mixing properties, and as an element with powerful expressive and symbolic potential. Time is investigated through simultaneity and sequentiality. Tools include traditional materials/media and digital imaging. Course learning and performance objectives require that students: solve problems with inventiveness and original thinking; compose with a more comprehensive knowledge of the issues surrounding color, light, and time and their application; explore color as both light (additive - RGB) and surface (RYB and CMYK); understand the symbolic qualities of color in our culture and in other cultures; alter color by chromatic and achromatic additions and by simultaneous contrast color interactions; and alter the perception of time by adjusting and organizing both simultaneously and sequentially.

Student achievement of these objectives is determined by student performance on projects that include: the creation of a Hue Color Chart with Tints and Shades and B/W Grey Scale; a tonal scale from one hue color; Tonal Alterations of Hue; Gradations (through a System of Color Notation); Transformable Pictures; Visual Narrative; Color Instrumentation; Local Color; and Pop Art. Criteria for evaluation includes innovative, inventive, and creative exploration of solutions; demonstrated problem solving ability; demonstrated understanding of concepts; application of major ideas and research; informed use of assigned media; and visual presentation and craft.

In the second semester offering of another year-long Foundations course, F101 (Observational Drawing II), students further enhance their drawing skills by investigating visual language through analytical seeing and drawing. Both traditional black-and-white media and color drawing media are explored. The course places primary emphasis on depicting forms in space through the drawing of nude models, self-portraits and objects. The course continues the investigation of individually perceived truth and personal "voice" through analytical seeing and drawing. Students learn to use line, value, space, proportion, and composition.

Learning and performance objectives include: continuation of the ability to see with understanding; develop the ability to look beyond the superficial in order to avoid visual cliché and triteness of vision; uncover individually perceived truth in so-called "realistic" drawing; understand simple and complex forms within illusory space; discover the importance of composition; understand drawing as a process, with investigation as valid as the end product; and develop the ability to draw with skill and originality. Students spend the semester drawing the figure and objects, responding to problems and suggestions provided by the faculty.

Student achievement is evaluated by students' demonstrated degree of understanding of the elements and principles covered and their ability to successfully apply this understanding to the solving of specific visual problems. Evaluation criteria include willingness to take risks (exploring solutions using innovation, inventiveness, and creativity); progress/grasp of concepts; degree and quality of participation in critiques and discussions; and understanding and informed use of media.

Students must demonstrate the ability to expand and invent from the subject matter being explored; effectively communicate an understanding of drawing principles with common drawing terminology; implement a repertoire of skills in mark-making methods and drawing approaches with black & white and colored media; work in a variety of scales; and investigate color.

Forty-three credits of Liberal Studies courses are required throughout the students' four years and extend from introductory writing courses to a capstone senior writing seminar and advanced-level art history, science, humanities, and social science courses. The college has been recognized for its four-year writing program, a sequence of four required writing courses. In addition to these courses, many of the central learning activities in art history and other Liberal Studies courses are influenced by a write-to-learn approach. To foster broad-based discussion and participation, all Liberal Studies courses have a verbal literacy requirement that supports student participation.

In WR100 (The Word and The World), students are introduced to the writing process, working from ideation and brainstorming to the completion of final drafts. To foster revision and improvement students share drafts of their work in writing groups. Students also keep journals in which they respond to assigned readings and observe their writing process; journals are evaluated for content and the students' ability to think informally. More formal essays and "two-pagers" (brief and less formal writings) are graded for clarity and development and the students' ability to respond to others' ideas. Students complete reflective self-assessment essays at semesters' end.

In AH110 (Pre-History to 1400), students respond to journal prompts based on assigned readings, complete quizzes and tests on major units, and conduct primary research based on museum visits. Freshmen participate in a field trip to The Art Institute of Chicago to ground their study of Egyptian art. Students select an Egyptian artifact, conduct a visual analysis, and then ground their perceptions through research. Students compile end-of-the-semester portfolios that include all quizzes, tests, papers and a self-assessment essay. These portfolios present a holistic evaluation moment that is included in the faculty's grading.

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In Science and advanced-level Liberal Studies courses, students are required to conduct primary research to augment their studies. Students in HS220 (Introduction to Biology) and advanced science are required to show evidence of practicing the scientific method by drafting hypotheses and then conducting tests to validate these hypotheses. Students then present their research and results in PowerPoint class presentations and an all-college "science fair" in which students visually display their research and results. Class research presentations are graded through comprehensive rubrics; evaluation of science fair projects includes the responses from students, faculty, and staff. In HS 380 (Topics in Social Sciences – Service Learning) students are required to complete 35 hours of service with a community non-profit agency. These experiences are evaluated by the community partners. Students ground their experiences by writing reflective journal responses regarding their service. They must also conduct primary research about the agency they are serving or a particular neighborhood in Milwaukee. In addition to this active learning, students explore their convictions by crafting "This I Believe" essays based on the National Public Radio forum. Students are required to make frequent seminar-style class presentations in which they connect their service experiences with assigned readings.

EVALUATION OF STUDENT ACHIEVEMENT IN STUDIO COURSES

In the majors courses, faculty evaluate student achievement by considering individual student performance against the course learning and performance objectives.

In the second semester of the introductory course in the Communication Design major, DS201 (Communication Design II), students study the basic elements and principles of communication design within a context of the history of graphic design. Students are expected to develop critical thought and aesthetic responses through an exploration of the tools of visual communication. Students also develop an understanding of typographic form through a review of historical influences and movements in the field of visual communication. These learning objectives are achieved through a series of in-depth studio projects, short exercises, demonstrations, critiques and lectures. Studio projects and exercises include assignments involving typographic explorations and studies, a poster,

and the development and implementation of an expansive short-term identity system. As they complete these projects, students must demonstrate: an ability to communicate messages, information and ideas through creative problem solving; an understanding of the design ideation process; the ability to design with consistency, proportion, contrast, movement, and direction; and facility with two-dimensional design principles such as repetition, variety, rhythm, balance, emphasis, and economy.

One example of a DS201 project is the "Monopoly Game" in which students must work as a team to develop a game that reveals an understanding of the history of Communication Design using Monopoly as a common design system. The assignment requires students to create the ambiance of a chosen period, or movement, in communication design history. The game solution must reflect and represent the historic visual, political, social, cultural and physical attributes of the selected time period and historical design movement. Students are graded on their exploration of historical reference in visual communication; ability to work together as a group; demonstrated understanding of the poster as a form of visual communication; ability to adapt and/or create appropriate and engaging quality imagery; ability to communicate ideas through the use of historically appropriate typography and visual imagery; and their exploration and development of concept and adaptation in communication design.

In the sophomore Photography course, FA281(Elements of Digital Photography), the second required course in the major, students learn the basics of image acquisition, manipulation and output; explore image manipulation software; and learn the aesthetics specific to electronic photographs. Elements of Digital Photography also introduces students to contemporary photographic imagery. Studio instruction is augmented by regular lectures on contemporary photographers and photography. Course learning and performance objectives include the ability to demonstrate: a mastery of camera operations; the ability to use the computer as a photo manipulation tool; the ability to approach the medium with artistic intent; a stronger sense for our culture and the photographer's place in that culture.

Assignments in Elements of Digital Photography include: An Insightful Portrait; A Special Place; Social Statement; Places without People; Looking at Things; The Photograph as Metaphor; Cityscape/Landscape; and the creation of a final portfolio. Student achievement is evaluated by performance criteria that include: the students' ability to produce well-crafted photographs which are clear in their intention and exhibit an in-depth investigation of the problem at hand; the caliber of problems posed; facility with photographic technique; class participation; written response to reading assignments; and the ability to verbalize visual ideas. Students are graded by their performance in critique and class discussion, their ability to successfully photographs that complete assignments, and their performance on written assignments and exams.

III. C. Projected Improvements and Changes

Indicate areas for improvement and/or plans for change in one or more of the following categories. Respond only in the categories where improvements and changes are being considered, planned, or are in the process of completion. Please combine categories or create new ones as appropriate to the nature of the information you are providing.

EVALUATION, PLANNING, AND PROJECTIONS

The college has committed to evidence-based planning and decision making and expects to improve its faculty evaluation process by making evaluation more meaningful and performance-based. Faculty evaluation is becoming more standardized: a new student evaluation instrument has been devised that distinguishes faculty performance from course evaluation and the quality of the students' participation. This evaluation instrument replaces the various instruments formerly used in different academic divisions.

Overall, the college is seeking to become more learning–based and even more centered on its newly-revised mission, which focuses on learning and the students' development rather than the delivery of a linear, sequential curriculum. Increased and invigorated discussions about learning and finding ways to make the college experience more engaging, exciting, and challenging will replace the previous climate of "just keeping things together." A College Curriculum Committee has been developed to foster broad-based discussions about learning and curriculum, creating a common set of

goals, initiatives and learning outcomes.

A faculty-led assessment plan that identifies major-specific learning outcomes and collects evidence toward these outcomes as a method for implementing continuous improvement is now underway. The college needs to fully implement the assessment plan. To do so will require the eventual hiring of a Director of Assessment and Evaluation, a position that will link student learning and faculty performance and development. The hiring of a core coordinator will support the college's plans to provide more integrated learning and the reinvention of the first- and second-year as a contiguous experience.

Today's art and design students now come to the college with greater expectation of outcomes—the college needs to become more comfortable with these expectations and its ability to demonstrate how a studio-based education at an independent college can uniquely prepare them for future success.

GOVERNANCE AND ADMINISTRATION

After decades of a hierarchical, top-down administrative governance structure, the administration and faculty worked collaboratively to create a faculty-led governance model based on dialogue and collaboration. Not without skepticism, doubt or fear, the faculty and administration replaced the historic Deans' model with a faculty-led structure that brought programs together to create a more integrated approach to learning. Collaboration engaged faculty across disciplines to advance this goal.

The faculty selected the current (interdisciplinary) area chairs for staggered 3-year terms: a spirit of cooperation has resulted. As a part of the new dialogue-based leadership model, the Vice President of Academic Affairs meets weekly with the faculty chairs to address key issues such as integrated learning, creating a contiguous first- and second-year experience, and creating action plans to address challenges in the academic departments and improve the quality of education. The reorganization of the Foundation's year and the integration of the first- and second-year programs were outcomes of these discussions. In the future, tied to enrollment increases, additional full time

faculty will be appointed as chairs to support this cross-disciplinary approach. Full-time faculty hires will be needed to support the increased enrollment, revised curriculum and the academic advising program. A Core Coordinator will also be appointed to facilitate the continued development of these collaborations throughout the four-year degree programs.

FACULTY

The faculty and administration collaborated to create a competitive faculty compensation schedule, which was completed in spring 2008. At that time, it was evident that faculty salary inequity existed. Creating salary equity was the first funding priority. Subsequently, a Faculty Senate committee was formed to assess faculty backgrounds to place each faculty member in their appropriate rank and to adjust compensation accordingly. Full time faculty submitted an inventory of their academic and professional accomplishments. A similar review and ranking system will also occur for part time faculty. In the meantime, part time faculty salaries were increased to be more competitive and equitable in 2008.

The faculty review process will be completed by the time of the joint HLC/NASAD visit. The faculty committee recommendations will be submitted for approval to the Provost/VPAA and President, followed by a review by the Academic Affairs Committee of the Board of Trustees and equity adjustments will be budgeted in 2010-11. The enrollment forecast bodes well for the college's ability to fund both the equity adjustments and to implement the first step of the faculty salary schedule in 2010-11. As the college grows in size, we will be able to hire new faculty according to a thoughtful planning process that helps guide the college for the future rather than simply filling vacancies.

The Faculty Professional Development process has been improved to increase the quality of proposals and to align development with the college's goals. In the coming years the college needs to procure additional funding to support the continuing need for faculty development. As the new dialogic leadership model continues to take hold, faculty need to work toward a more open, inclusive

and supportive decision-making process that is based on mutual trust rather than territorial and facility "protection."

ADMISSION – RETENTION

In the past, a lock-step curriculum and a 560-student population made scheduling and course selection simple. Curriculum changes, increased course selection flexibility, interdisciplinary programming and increased enrollment, however, will all create new challenges for scheduling, space utilization and the student advising program. Increased full time faculty, thoughtful training of all faculty advisors and the participation by all faculty in retention efforts will be necessary to achieve an optimal outcome.

FACILITIES

Increased student enrollment, curriculum changes and facilities/space planning need to be tied to the creation of a new overall academic plan. To prepare the institution to accommodate the needs of an increased enrollment a space planning process has been initiated. One primary requirement will be to replace the current, limited student housing facility with one that can serve a greater number of students.

Beginning in 2007 the college pursued the development of a new residence hall as a two-storey addition on top of the main Pettit building. The basis for this choice included the assumptions that the students would find the adjacent location very appealing and the ownership of the building, land and existing superstructure, would make it a financially attractive proposition. It was understood that this choice would be disruptive to the existing operations of the college and therefore would need to be carefully incorporated into the planning process, and it could be a significant cost factor as well. At that time, MIAD requested a postponement of the accreditation visit for one year to spring 2010, in part because of the potential disruption of the college's operations. The extension was granted.

Planning ensued under the direction of Uihlein Wilson Architects and others were consulted regarding the feasibility and costs of the project. After extensive study, including student focus groups,

the following was revealed: students did not view the incorporation of the dorm into the classroom building as desirable and the cost of construction on top of the existing structure would be considerably more expensive and time consuming than acquiring new land and constructing a new building. Subsequently an RFP for a new dormitory building was widely distributed and 9 local contractors and architects submitted proposals. The final selection is a location directly across the street from the main building, which is not only convenient, but adds to the sense of "place" and campus for MIAD.

One aspect of this transaction is the necessity to realize the net cash asset of the existing dormitory to fund the new one. The result is that the contractor purchased the old building making possible a seamless a student transition from one facility to the other.

The existing dormitory also houses the Eisner Museum of Advertising and Design under the terms of an agreement with the building's donor. The Museum's continued use of this facility is subject to MIAD's continued ownership of the building; the obligation to the Museum is no longer in effect upon sale of the building. The Eisner Museum historically has had financial difficulty sustaining its operations, even with the college's significant subsidy of all overhead costs. The College privately and confidentially shared the inevitability of the sale of the building with the Museum's Board Chair and Director to help assist the Museum's transition to new operations. Months later, the Museum's Board decided to change its mission and direction to provide programs in service to the community and no longer create exhibitions. As a result of these conversations, MIAD and the Eisner board are working collaboratively in support of outreach programs for the community, and the Eisner will cease its museum exhibition programs on March 31, 2010. Some use of the facilities to support the Museum's prior commitments will continue through September, 2010.

Construction of the new dormitory is subject to bank financing and fundraising, which is being pursued at this time. One of the expectations of the new residence hall is to integrate the academic experiences with residential living. To that end, Uihlein Wilson has been contracted to interface with the residence hall architects to create a symbiotic relationship of the functions of the two buildings.

Under the leadership of the faculty chair of the Interior Architecture + Design program, students are participating in the space planning process. Motivated by a $1.2 million gift of high-end design and display materials, the students are using the materials to transform the function and aesthetic of the Pettit Building. One of the primary goals is to create more social space for the students throughout the building.

TECHNOLOGY

Finally, the college has made a significant commitment to "laptop learning," shifting from a fixed-lab model that supports only a group of majors to a model that empowers all students moving throughout the campus. The course management system, MOODLE, will be the infrastructure for increased "blended" online learning opportunities. The college will use academic planning and facilities planning to activate highly-flexible studios and classrooms, transforming many of the college's existing department-owned spaces to a more integrated understanding of space.

III. D. Futures issues

Describe the most significant opportunities and challenges the institution expects in the next 5 to 10 years. Evaluate the institution's readiness to work productively with these opportunities and challenges.

A full discussion of MIAD's strengths, challenges and emerging issues can be found in

Chapter 7: HLC Criteria: Strengths, Challenges / Future Issues. The strengths and challenges are organized to reflect the accreditation criteria of the Higher Learning Commission.