

REPORT OF THE WSCUC VISITING TEAM

SEEKING ACCREDITATION VISIT 1

For Institutions Seeking Initial Accreditation

To The Design Institute of San Diego

September 11-14, 2017

Team Roster

Denise DeZolt, Senior Vice President, Laureate Education (Chair)

J. Joseph Hoey, Associate Provost, National University (Assistant Chair)

Kristin King, Assistant Professor, Interior Architecture, Woodbury University

Sandy Sarge, Independent Financial Consultant

Richard Osborn, Vice President, WASC Senior College and University Commission
(WSCUC Staff Liaison)

The team evaluated the institution under the WSCUC Standards of Accreditation and prepared this report containing its collective judgment for consideration and action by the institution and by the WASC Senior College and University Commission. The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. Once an institution achieves either candidacy or initial accreditation, the team report and Commission Action Letter associated with the review that resulted in the granting of either candidacy or initial accreditation and the team reports and Commission Action Letters of any subsequent reviews will be made available to the public by publication on the WSCUC website.

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SECTION I. OVERVIEW AND CONTEXT

Description of the Institution and Visit

Design Institute of San Diego (DISD), a family owned institution founded in 1977, is a single purpose design institution with a reported student enrollment of 127 (86 day; 41 evening) as of Fall, 2017. DISD is currently led by CEO Margot Doucette, the daughter of the founders. Ms. Doucette was appointed CEO in 2015, having served as COO since 2005. The executive leadership team includes the CEO/Director, CFO (part-time, volunteer), and the Interior Design Program Director. Eleven staff members and two academic/full time faculty administrators comprise the administrative staff. The faculty include two other full time members who also serve in leadership roles, along with a cadre of 24 part-time faculty with content, discipline specific, and related professional expertise.

The Interior Design program has been accredited by the Council for Interior Design Accreditation (CIDA, formerly the Foundation for Interior Design Education Research) since 1991 and was re-accredited by CIDA in August 2017.

Since 1995 DISD has been nationally accredited by Accrediting Council for Independent Colleges and Schools (ACICS) to award the Bachelor of Fine Arts in Interior Design degree, however ACICS recently lost Department of Education (DOE) recognition. Continuation of CIDA accreditation requires DISD ability to obtain Department of Education recognized institutional accreditation. Currently DISD is approved by the California Bureau for Private Postsecondary Education (BPPE) to operate as a non-accredited institution because ACICS is no longer a recognized accrediting agency.

The Department of Education allowed ACICS affected institutions continued participation in Title IV programs for a period not to exceed 18 months and pursuant to the institution agreeing to the terms and signing and complying with an Addendum. All institutions had to apply for new accreditation within 90 days of December 12, 2016, prior to triggering additional events. A site visit by the new accrediting agency had to be scheduled within 300 days of December 12, 2016, or a whole other set of requirements trigger. All institutions had to provide a list of students to the Department of Education, a proposed teach out plan, and quarterly reports of any student complaints or investigations. DISD has met all of these requirements.

In December 2009, Margot Doucette, then Director and COO, presented to the founders a proposal to pursue WSCUC accreditation, however, the founders opted to not pursue it at that time in order to be more prepared for WSCUC accreditation. More recently, prior to ACICS's loss of DOE recognition, DISD had initiated the process of seeking WSCUC accreditation, recognizing the opportunities to further enhance its standing, facilitate transfer of credit opportunities, enter into articulation agreements with the community colleges, and offer new programs. The institution was granted eligibility in September 2016, and this is its initial Seeking Accreditation visit. In conjunction with the expectation of on-going development of WSCUC's 4 Standards and 39 Criteria for Review, the Eligibility Letter stipulated specific attention on 4 eligibility criteria as outlined below with reference to related CFR's.

Description of the Team's Review Process

In advance of the visit the team conducted a conference call on August 11, 2017 to review the areas of responsibility for the members of the team, set the process for the visit, and later to draft the report sections. In preparation for the conference call, the team reviewed the Eligibility Letter

and DISD Seeking Accreditation Visit Report and appendices, evaluated the report's content in light of the stated issues of focus stipulated in the Eligibility letter, identified areas of inquiry, and developed initial notes based on evidence presented within the report and its appendices. The team identified additional materials needed, and requested these from the institution. Changes to the proposed visit schedule were also requested. The institution was responsive to both requests. Additional materials were supplied and posted to the WSCUC Box account nearly two weeks in advance of the visit.

Response to Issues Raised in the Eligibility Review Committee Letter

The Institute responded thoroughly and positively to the issues raised by the Eligibility Review Committee by creating action plans and committees to implement the recommendations made by the committee. DISD was proactive in addressing the recommendations in the action letter. The challenge is that many of the initiatives are quite new and have limited evidence to support the impact. DISD clearly articulated in its response that it understands the ERC's concerns. The institution utilized creative ways to address what needs to be done, and the loyalty within their staff and faculty to achieve their plans was evident to the entire visiting team. The team's concern is that the Commission's expectations demand a great deal of smaller institutions that rely on fewer staff to handle multiple responsibilities. Given DISD's reputation and ability to place their graduates so successfully, regardless whether their processes for informed decision making are informal, the institutional processes seem to be working. Team members expect that with time, progress towards formalization will serve to further heighten their effectiveness. DISD's response to each of the Eligibility Review Committee's recommendations follows.

Criterion 9, Institutional Planning. Previous planning efforts at DISD have been informal and not widely disseminated, given the limited size and scope of the institution. In 2016, the Board of Directors adopted a formal strategic plan, featuring an annual review cycle, clearly articulated strategic goals, and a timeline for accomplishment. In 2017, as part of the annual review of that plan, DISD undertook a fundamental revision and was guided through a rigorous, broad-based strategic planning process by a seasoned consultant familiar with WSCUC who is a prior Chair of the WSCUC Commission. The resulting plan is robust, includes detailed action plans, initiatives, and timelines. Implementation has begun – for example, Goal 5 (Institutional Research) has been addressed through position re-allocation and the creation of an Institutional Research Committee (CFR 4.6). The team heard DISD employees describe with emotion the process and results of the strategic planning process which is something not normally associated with strategic planning.

Criterion 9, Institutional Research. Since receipt of the ERC letter, DISD organized an internal Institutional Research Committee to establish the groundwork for data and research driven decision making. Team members noted the clear charter, roles and responsibilities developed for the Institutional Research Committee (IRC) and spoke with the committee chair and other faculty committee members. Two highly relevant reports by the IRC have been completed, dealing with retention research findings in one report, and with aspirational and benchmark schools in the other. In follow-up materials requested by the team and made available prior to the visit, DISD also indicated that the Library Director has taken on the additional role of Assessment Coordinator. To enable the Assessment Coordinator to be able to devote sufficient time to Institutional Research and Assessment, a library technician will be hired to take over specific library duties. While the structure of various institutional committees was described, actual data collection and database queries to support the work of those committees was done by

an external database contractor affiliated with the student information systems software in use at DISD. Responsibility for DISD's ongoing reporting requirements (for example, IPEDS and WSCUC Annual Reporting) is vested primarily in the Registrar. (CFR 4.2, 4.3)

Criterion 13. Faculty. In terms of the faculty accepting primary responsibility for assessment of student learning, the team noted that DISD had provided a collectively-developed rubric for assessing institutional learning outcomes (ILOs). Regarding the formalization of faculty governance, the Faculty Leadership Committee (FLC) has been formally created with a charter, voted on, and approved by the entire faculty. Meetings of that body have taken place and were provided in evidence. Team members noted that while a faculty governance structure has been put in place, evidence for effective functioning can only be provided with the passage of time and the development of further evidence. (CFR 2.4, 3.10)

Criterion 14. Student Success. The institution provides a transparent, informative student success website using WSCUC definitions at <http://www.disd.edu/about-retention-and-graduation.php>. Review team members noted that maintaining a Cohort Default Rate of 1.6% is an impressive achievement compared to the national average of 15% for this sector of education. (CFR 2.10)

Criterion 16. Information and Learning Resources. Taking the ERC's recommendation to heart, DISD has elevated information literacy to the status of a strategic goal in its revised 2017 Strategic Plan: "*Strategic Goal No. 6: Information Literacy - Design Institute will complete development of its Information Literacy Program to further support faculty in their teaching and contribute to student learning outcomes.*" The Institute has developed and included in evidence an impressive Information Literacy Plan, based on Association of College and Research Libraries standards, and a curriculum map for Information Literacy that specifically locates and integrates aspects of Information Literacy within each course in the entire span of the four-year

curriculum. Assessment of this Core Competency has already begun in the Senior Project (ID 395) and a formal assessment plan will be put in place by 2018. DISD plans on a comprehensive review of Information Literacy in 2020. (CFR 2.2a, 3.5) WSCUC has not expected that core competencies will be developed at the same level as for institutions seeking reaffirmation of accreditation.

SECTION II. EVALUATION OF INSTITUTIONAL COMPLIANCE WITH WSCUC STANDARDS

Standard 1

Design Institute of San Diego communicates through their Vision and Mission statements they are an established, single-purpose institution with a 40-year history. Through the professional practice of interior design and the creation of well-designed built environments, the institution contributes to the public good by bringing into evidence the way in which human interaction with the environment can shape and uplift our lives. The multiple constituencies throughout the institution clearly support this mission as evidenced through interviews with the visiting team. Excellent results from DISD's most recent Council for Interior Design Accreditation (CIDA) visit also supports their academic purpose. (CFR 1.1)

The institution appointed a Campus Effectiveness Committee to conduct internal and external research. The committee produced a Campus Effectiveness Plan for 2016-2017. The report provides data about student achievement, measures of retention and graduation, and evidence of student learning. In addition, a recent Institutional Research Committee report from July 2017, evaluates retention and research findings from 2013 to 2016 and Aspirational/Benchmark

Schools Research Findings. The committee provides statements on future steps for program improvement and opportunities for growth in both reports. DISD supplied a Retention Improvement Plan in Response to 2017 IRC Reports with deadlines ranging from August 15, 2017 to 2019. During the visit, the team met with stakeholders committed to the development of a graduate degree program in Interior Design (see CFR 3.4, below). The team agreed on the need for further capacity building in institutional research, to deepen institutional capability for evidence-based planning and decision making. (CFRs 1.2, 2.6, 2.10, 4.2)

Design Institute of San Diego states in its Catalog, Student Handbook and Faculty Handbook a commitment to academic freedom for all members of its academic community. Academic freedom is one of the underlying principles (core values) of the institution's mission, scholastic activities, and service to the larger academic community and the public. In team interviews with members of the faculty, those interviewed expressed a strong conviction that they were asked to teach to specific agreed-upon student learning outcomes, but not constrained as to how to structure their courses, select appropriate course materials, or assess student learning. (CFRs 1.3, 3.2, 3.10)

Design Institute of San Diego is committed to creating a diverse design community that supports and enhances the educational experience of its students. The Marketing and Enrollment Plan identifies goals the institution has set for implementation upon receiving regional accreditation. This includes entering into articulation agreements with local community colleges offering interior design courses. DISD's strong relationships with interior design professional organizations, ASID and IIDA fosters engagement with alumni, industry professionals, and

current faculty and students. The recently re-established advisory board will provide additional mentoring in this area. (CFR 1.4)

DISD is committed to serving the students first. This was evident in meetings the team had with faculty, staff, administration, and the students. The quality and independence of the Board of Directors ensures institutional integrity. The Internal Controls Policy of the school prevents the approval of any transactions between the CEO and CFO. (CFR 1.5)

The institution publishes policies to students and the public in the student and faculty handbooks as well as on the DISD website. The student-centered focus of the institution is pervasive from the CEO and Board of Directors to Faculty and Staff. The policies in place provide personalized attention to each student. The office of Student Services provides one on one advisory sessions to every student. The personalized attention continues to be a mission of the institution and is recognized positively by the students. Student complaints are extremely low and are archived and maintained as required. (CFR 1.6)

The single focus, one program offering, as well as the longevity of success as a CIDA accredited Interior Design program has demonstrated a high level of integrity and academic honesty. With the addition of regional accreditation, the institution would formally implement their marketing and enrollment plan to reach previously-attained goals in student enrollment and to develop a graduate degree program. While operating cohesively at its current size and enrollment, team members were concerned that changes in organizational scale and size may have unintended consequences (see CFR 3.4 below). The institution maintains sufficient operational policies and procedures and internal controls as evidenced in the Administrative Handbook, Financial Aid

Policies, DISD Internal Controls Policy, Independent Financial Audit, and Student Grievance Policies and Procedures. (CFRs 1.7, 2.2b, 3.4, 3.5, 3.7, 4.6, 4.7).

DISD has illustrated an exemplary level of commitment to WSCUC processes, quality of documentation, presentation of evidence, and formalization of policies and practices that demonstrate adherence to WSCUC expectations. The transparency and inclusiveness of the institution was apparent from discussions the team had with students, faculty, staff, administration, and the Board of Directors about the strategic planning process and of seeking initial WSCUC accreditation. (CFR 1.8)

Overall, the team finds that DISD demonstrated evidence of compliance with Standard 1 at a level sufficient for Initial Accreditation, recognizing that only the WSCUC Commission can make a final determination.

Standard 2

DISD currently offers one program, the BFA in Interior Design. The program is accredited by the Council for Interior Design Accreditation (CIDA) and all efforts are devoted to providing the best possible environment for education and training in interior design. In response to DISD's most recent CIDA site visit, the CIDA team commended them in multiple areas of the program and student achievement, resulting in a full term (6 years) accreditation. The program is delivered on-site and does not offer any distance education component. DISD has four full-time and 24 part-time faculty with degrees from doctorate to bachelor in appropriate areas of expertise (Interior Design, General Education, etc.). A high percentage of interior design faculty members

have passed the complete National Council for Interior Design Qualification Exam (NCIDQ), a mark of proficiency within Interior Design and commitment to the profession. (CFR 2.1)

The institution's offering of one professional degree, BFA in Interior Design, is clearly defined through the Vision and Mission statements. The Mission Statement is supported by Institutional Goals, Program Goals, Institutional Learning Outcomes (ILOs), and Program Learning Outcomes (PLOs) that define expected levels of achievement. The map of PLOs, ILOs and Core Competencies provides an overview of the core competencies identified by the institution: oral communication, written communication, visual communication, critical thinking, quantitative reasoning, information literacy, creativity, and global context. Visual communication, creativity, and global context are institutional additions that reflect the core competencies associated with the focus on interior design and the CIDA accreditation standards. Further, the institution comprehensively aligned the program and student learning outcomes with the core competencies as well as with the CIDA standards for every course offered and aligned them with specific assignments, rubrics, and student work. The Faculty Leadership Committee oversees this process to ensure that all faculty are aligned with the outcomes based curriculum. The showcase of student work provided additional evidence of success in the curriculum. (CFR 2.2a)

DISD does not currently offer graduate degree programs. In the Marketing and Enrollment Plan are plans to develop graduate programs. In team meetings with faculty, staff, administration, and the Board of Directors team members heard frequently reiterated expression of the desire to develop a graduate degree program in Interior Design (see CFR 3.4, below). The team advises a

careful and evidence-based approach to the addition of new graduate programs. (CFRs 2.2b, 3.4, 3.7, 4.7)

The Map of PLOs, ILOs and Core Competencies along with the CIDA standards provides initial guidance for alignment in the curriculum. The complete set of course binders available for team review provided more detailed evidence of alignment of CLOs, PLOs, ILOs, CIDA standards, and Core Competencies to course syllabi, assignments, and rubrics. DISD's Classroom without Walls program provides service learning and out-of-classroom opportunities to all students. Course work, rubrics, and testimonials/surveys from participants in the program provide substantial support to show alignment with student learning outcomes. The Externship curriculum successfully ensures that all students participate in a supervised pre-professional experience, potentially leading to the institution's successful job placement rates of 90%. The evident personal attention to each and every student affords students opportunities for success at every level of the curriculum. (CFR 2.3)

The institution's offering of one degree, BFA in Interior Design, allows all faculty teaching interior design curriculum and general education to have a single focus: to teach all disciplines through the lens of interior design. The faculty, both full and part-time, are candid about their enthusiasm for collaboration with one another and with DISD leadership to develop a successful curriculum. Historically, informal groups of faculty and leadership would come together to develop curriculum and assessment. DISD has been rigorous in their development of a more formal review of PLOs, SLOs, Core Competencies and assessment through the formation of formal committees. The Faculty Leadership Committee (FLC), Faculty Forum, Institutional

Research Committee (IRC), and ILO Assessment Committee, are all made up of faculty members. The IRC is comprised of all part-time faculty. The Map-of-PLOs-ILOs-and-Core-Competencies is evidence of the committee collaborative work together. The Campus Effectiveness Committee incorporates institutional committee work for continued development of the program and institution. (CFR 2.4)

The institution provides an inclusive and transparent leadership style for its students. The team heard from DISD students that they had been invited to participate in the strategic planning process and that they are actively engaged in the assessment process of the curriculum. The students articulated a sincere acknowledgment of the welcoming and nurturing environment DISD provides to them individually. Student Services provides assistance to students when needed. Team members were informed that in cases where someone from the institution was not qualified to provide necessary assistance, an expert specialist would be hired to accommodate student needs. Student involvement in professional organizations, ASID and IIDA, is very active at DISD, and students interviewed were enthusiastic about DISD's support for their involvement. Student exposure to the professional practice of interior design is impressive. (CFR 2.5)

In the Campus Effectiveness Plan 2016-2017, DISD provides surveys of students who have completed multiple levels of coursework in the curriculum to get an average of achieved ability in different areas of skill and ability. The CIDA response to visit report supports exemplary student achievement in the program. The team commends DISD for its attention to student outcomes, including pre-graduation professional experiences, the placement of graduates and its extremely low cohort default rate. (CFR 2.6)

The Institutional Assessment Plan provides a set plan for assessment of retention, graduation, professional placement, student satisfaction, alumni satisfaction, employer satisfaction, and student learning. Review of the Campus Effectiveness Plan provided evidence of continuous development. (CFR 2.7)

Scholarship, creative activity and service by faculty and students is embraced, encouraged, and evaluated at DISD. A majority of faculty are also practicing professionals. As noted in meetings with the faculty, the institution strongly supports faculty development events and provides support for scholarship, creative activity, and curricular and instructional innovation.

Educational goals are in place to address and to realize the artistic, intellectual, technical and practical needs of the student seeking to begin entry-level professional practice. DISD places great emphasis on teaching students to think critically and creatively and to solve problems and make decisions both independently and collaboratively, preparing them for careers in the profession of interior design. This was evidenced in the response from CIDA site visitor's report as well as the showcase of student work. Opportunities for student research and creative activity are integrated throughout the program's curriculum. Opportunities for students to participate in research-based and creative learning in the Classroom without Walls program clearly provides support for both students and faculty to collaborate on creative research. Past recipients (clients) of the Classroom Without Walls program were on site to showcase the successes they had in working with DISD students. Active collaboration with the local professional organizations for interior designers provide local and national opportunities for scholarship and competitions for students and faculty. Some of the faculty have memberships with chapters of the American Society of Interior Designers (ASID), International Interior Design Association (IIDA), United

States Green Building Council (USGBC), and the American Institute of Architects (AIA). The Board of Directors is also comprised of members of these organizations as well as alumni of DISD. (CFR 2.8)

As stated in the Faculty Evaluation Policy, DISD faculty members hired for two or more semesters shall be subject to an annual evaluation of their teaching performance and the fulfillment of their responsibilities as outlined in the job description. The Faculty Leadership Committee, the Peer Review Committee and the Director/CEO evaluate all faculty and Program Directors yearly. Service activities that link research, teaching, assessment and student learning are fostered through the Classroom Without Walls (CWW) Program. Collaborative relationships are established with non-profit community organizations that have interior design or facility assessment needs. (CFR 2.9)

The Campus Effectiveness Committee (CEC) engages in systematic institutional assessment and produces an annual Campus Effectiveness Plan (CEP) to guide planning and decision-making for the coming year, closing the assessment loop by planning specific actions in response to institutional research and faculty discussion of assessment results. The CEC considers student demographics; retention, graduation and placement rates; student, graduate and employer satisfaction; student learning outcomes; and curriculum development and review. In addition, the Institutional Research Committee report dated July 2017, evaluated retention and completion findings from 2013 to 2016. The Committee provided statements on future steps for program improvement and opportunities for growth. The institution's Retention Improvement Plan provides immediate action items with deadlines ranging from August 2017 to 2019. (CFR 2.10)

With the assistance of faculty, staff and industry partners, co-curricular programs are approved by the Program Director and assigned to the appropriate staff or faculty to oversee. Co-curricular programs are assessed continually by the administrative leadership during weekly Leadership Meetings, and on an annual basis by the Campus Effectiveness Committee (CEC). Social media channels are used to advertise on-and off-campus events, provide opportunities for students to connect with each other, and build community by highlighting curricular and co-curricular activities and accomplishments of students, faculty and graduates. The Director of Communications uses data analytics and researches best practices to craft these channels. The DISD mission is to prepare students for careers in interior design and allied fields. The team found that professional connections and opportunities for experience and exposure to the profession are supported by many co-curricular programs and activities. The institution sponsors a job fair, which offers students and graduates access to job opportunities, employers, and other industry professionals. Industry professionals frequently serve as guest critics, jurors, and lecturers. Faculty and professional guests conduct mock interviews as part of the Externship course. Students are actively engaged in student chapters of ASID and IIDA providing opportunities for professional development and networking. (CFR 2.11)

The institution has a strong commitment to personalized attention for every student. The Director of Student Services is almost always the first point of contact for the student to ensure proper referral and follow-up. Advisement that is purely curricular or academic in nature is referred to the Program Director or Assistant Program Director. Students also receive support, evaluation and direction in all of their educational activities as well as guidance in establishing career goals and assistance in finding placement in the interior design field upon graduation from faculty and administration. Student advisement is also conducted at registration for classes each

semester. All new incoming students meet personally with the Director of Student Services, the Registrar, and the Financial Aid Director when applicable. Students are provided with an enrollment agreement and have an opportunity to discuss and review all the supporting documents and policies in person. During registration, each student receives an update on policies and an overview of their progress through the curriculum and completion of academic requirements. DISD has previously assessed the effectiveness of information materials and advising services primarily through direct communication with students and alumni. The Campus Effectiveness Committee (CEC) is examining ways of assessing these materials and services more formally. (CFR 2.12)

Advising on academic, career, or personal matters is available to all students throughout the year in the Student Services office. During the meeting with students, the team heard multiple accounts where the institution went above and beyond to accommodate the students. The Director of Student Services meets with each new student to review how the curriculum is structured, provide options, review any courses that have been transferred for credit, accommodations for students with disabilities, and other policies and procedures. Students with disabilities who are in need of accommodation provide documentation to and work with the Director of Student Services to discuss the suggested accommodations and how the student can best be supported by administration and faculty. The institution has a large military and/or veteran population for its size (13.8% in spring 2017). Military students are provided with special attention and monitoring through Student Services and social activities specifically for military students contribute to building a support group and to an easier transition into the campus environment. When a student requires help of a personal nature, the Director of Student Services will either suggest outside resources or help the student research outside qualified

resources. Tutoring is offered to students on faculty recommendation or student need. Tutoring is provided at no charge to the students and is conducted by college work-study students who have demonstrated a mastery of the course for which they are tutoring and have been recommended by their instructors. Student written communication skills are assessed in the admissions process through review of transfer courses or academic achievement in written communication at the high school level. If remedial coursework is required, recommendations are made through student services. The writing center is available through Library Services currently. The team agreed that an assessment of technology and further development of a technology strategy for student support is advisable. Career planning and placement advisement is available to all students and alumni from Student Services, the Career Development and Externship Advisor, Placement Services, the Program Director and Assistant Program Director, and faculty. All graduating seniors are required to meet individually with the Career Development and Externship Advisor for an Exit Interview. Specific job search strategies are discussed and suggestions are offered as needed. (CFR 2.13)

The team heard that transfer articulation agreements were formerly in place with several San Diego area community colleges, but had been discontinued due to a change in community college policy regarding transfer of credit from nationally-accredited institutions. Current formal articulation agreements do not yet exist at DISD, however updated articulation agreements will be completed upon DISD obtaining regional accreditation. Informal lists of acceptable transfer courses have been created from community college and university course lists. The Director of Student Services, Program Director and/or Assistant Program Director review transfer of academic credit, and when necessary to review work or competency outside of the expertise of

the Program Director or Assistant Program Director, an appropriate faculty member is consulted.
(CFR 2.14)

Overall, the team finds that DISD demonstrated evidence of compliance with Standard 2 at a level sufficient for Initial Accreditation, recognizing that only the WSCUC Commission can make a final determination.

Standard 3

DISD has four full-time and 24 part-time faculty with degrees from doctorate to bachelor's in appropriate areas of expertise (Interior Design, General Education, etc.) According to DISD's staffing plan, its full-time faculty teach approximately one-third of the courses offered with part-time faculty covering the remaining portion. For a school of DISD's size, this appears to be a reasonable plan with sufficient and qualified faculty to support its current student population. While the ratio of female to male instructors is heavily weighted towards females, this aligns with industry ratios. The institution is aware of its potential diversity limitations and utilizes proactive diversity recruiting to expand its networking reach. Additionally, there are 12 administrative staff. The team regards this as an adequate number given the current student population. All key administrative areas are staffed with experienced individuals, most of whom have been with DISD for several years. Most members of the administrative staff are female, with only two male administrative employees. With its low employee turnover rate, DISD is limited in its ability to affect its diversity makeup but is aware of this issue. Student population growth or adding additional programs, both of which are targeted strategic goals, will justify increases to staff and faculty levels. DISD has a Faculty Staffing Plan in place, but does not

have a similar plan in place for Administrative staff. Team members were informed that administrative staffing level has varied to support student enrollment. (CFR 3.1)

DISD has thorough Faculty and Administrative Handbooks that clearly state the institution's expectations for hiring, evaluation and professional development. Its hiring process is objective and utilizes a team approach. Teaching loads and parameters are in place and take into consideration advising time, committee involvement and teaching scope. Both faculty and staff are well versed in the policies and could easily point to examples of application throughout the visit. (CFR 3.2)

According to its Faculty and Administrative Handbooks, DISD supports professional development for both faculty and staff. It clearly defines a multitude of different types of development which includes both mandatory and elective options. DISD also provides reimbursement parameters and budgets for this expense. Faculty and staff were aware of these opportunities. (CFR 3.3)

Over the last 6 years, DISD financial metrics show a downward trend in revenue which is relatively consistent with the for-profit higher education industry. DISD leaders have been aware of this trend and responded appropriately by reducing costs. DISD has solid retained earnings and cash balances to support them through a rebuilding phase and to support their strategic plans. The last three years of audits have been unqualified with no issues of going concern. They have passed 90/10 and Composite Score requirements without concern.

Currently, this institution has only one source of revenue, its Interior Design program. This has

been a successful specialized program for the institution, however could be perceived as a threat to sustainability.

DISD has a one-year Marketing and Enrollment Management plan intended to outline the institution's plan to increase enrollments to previous levels. These plans focus on where to find new students and how to implement clear paths for enrollment, but team members were concerned that it fails to address the impact of student enrollment increases on staffing, facilities and other resources needed. In addition, the plan mentions the possibility of adding a professional master's degree (MFA), but did not further discuss the details and market expectations of adding it. Both Staff and Faculty mentioned the adding of the Master's program on numerous occasions. In context of the Marketing and Enrollment Plan, the Team recommends that DISD undertake a comprehensive market analysis and scenario planning of each identified new program opportunity to determine its viability and probability for high success. (CFRs 2.2b, 3.4, 3.7, 4.7)

Per the audited financial statements, DISD fixed assets are approximately 95% fully depreciated. This is an indicator that facilities and other long-term assets are reaching the end of their useful lives. It should be noted that the campus and its facilities were very well maintained, clean, and fresh looking. DISD has added a component to its strategic plan to evaluate the technology and infrastructure of the campus and update as needed to ensure students are working with equipment that is relevant to their education. This initiative represents \$367.5K of the \$495.5K or 75% of the estimated costs of the Strategic Plan. The institution has the financial resources to fund these expenditures and appears committed to doing a thorough review. Although the Strategic Plan

identifies a focus on Technology planning, the team strongly suggests that in its review and research, DISD evaluate the risk of using a Student Information System (SIS) that is a proprietary system whose developer has retired and for whom there is currently only one contractor who can make changes or implement enhancements. The review team considers this a single point of failure risk potential that should be specifically addressed in a contingency plan. The Team recommends that DISD further develop and implement a comprehensive, scalable institutional technology strategy (CFRs 1.7, 3.5, 3.7)

DISD has been owned by the same family since inception 40 years ago and has exhibited a long continuity of dedicated, passionate leadership. Based on clean audits, excellent CIDA professional accreditation reviews over the years, consistent previous accreditation through ACICS, consistently high retention, completion and professional placement rates, and high student satisfaction survey results, there is sufficient evidence to indicate that DISD operates with integrity and accountability. (CFR 3.6)

DISD appears committed to ongoing improvement and continued sustainability. This is evidenced by the progress it has made in advancing faculty governance and strategic planning as well as its solid policies and procedures infrastructure. It was clear from the team's meeting with staff and faculty that all members of the staff feel included and listened to when DISD is contemplating future plans. A culture of personal service, inclusivity for decision-making and family dynamics was obvious. The review team is concerned, however, that should the institution experience significant growth, this culture would be strained and potentially unsustainable. The Team recommends that DISD review the potential changes to organizational structure, policy, and culture that could result from dramatic enrollment growth or the addition of

graduate programs, so as to preempt any deterioration of student services or educational effectiveness. (CFRs 1.7, 2.2b, 3.7, 4.6, 4.7)

Margot Doucette, J.D., is the full-time CEO and has been involved with the operations of the institution for many years. Her tenure with the organization began in lower level staff positions, where she gained experience in all facets of the institution. Prior to becoming CEO, Ms. Doucette held the role of COO for ten years. She has the experience and background to lead the organization. The school's financial operations are currently overseen on a part-time basis by Mr. Dennis Doucette, who holds a Juris Doctorate with graduate and undergraduate degrees in Economics. Mr. Doucette has extensive experience with financial reviews and accounting operations based on the client work he handles in his legal practice. According to DISD's long employed Bookkeeper, Mr. Doucette has made himself available and has provided improvements and support to the accounting functions. Mr. Doucette is the husband of the President but the team determined that appropriate lines of responsibility have been created to avoid a conflict of interest. Most of the administrative team has been with DISD for many years, apart from the Program Director who joined in 2016. Job descriptions are in place for all administrative positions and have been signed by the staff member. Per discussions with the administrators, they are well versed in their responsibilities and carry out their duties sufficiently. (CFR 3.8)

The Board appeared to the team as being vested in the success of DISD. There is a solid foundation of expectations, qualified members and procedures in place, including succession planning and evaluation of the CEO. Both the CEO and the CFO serve as members of the Board, however there are adequate segregations and autonomy to counter any potential conflicts

of interest. The Team commends DISD for the independence, diverse qualifications, and quality of the Board of Directors. (CFR 3.9)

DISD has striven to adopt more formal structures within its organization, especially with its faculty governance and involvement. These new functions have been formalized with charters and voted on and approved by the entire faculty. Meetings of the Faculty Leadership Committee (FLC) have taken place and were documented in evidence. DISD leadership is open to delegating these functions to the faculty to ensure autonomy. The faculty seems to have embraced this opportunity and has enthusiastically volunteered for committee work. (CFR 3.10)

The overall impression of the team is that DISD is well organized, financially stable and adequately staffed to sustain itself in its current state. DISD has thoughtfully examined its areas of opportunity and growth and have put forth a reasonable and achievable strategic plan. Overall, the team finds that DISD demonstrated evidence of compliance with Standard 3 at a level sufficient for Initial Accreditation, recognizing that only the WSCUC Commission can make a final determination.

Standard 4

The team noted that due to ACICS and CIDA requirements, DISD has an established history of collecting data from multiple sources and for multiple improvement purposes. DISD has used its periodic reaccreditation by CIDA every six years as an outcomes-based program review process. The Institute's Interior Design accreditation was most recently reaffirmed by CIDA on August 14, 2017. DISD has developed and put into place two coherent guiding documents for its quality

assurance processes, an Introduction to Campus Effectiveness and an Institutional Assessment Plan. The Institutional Assessment Plan is comprised of multiple measures, mapped to important institutional outcomes and student learning. It is aligned with the Strategic Plan. The ILO Senior Project Assessment Report is focused specifically on assessing Institutional Learning Outcomes, and is based on collaborative faculty analysis of actual student work from senior design projects. The Team suggests that DISD broaden its focus on developing direct assessments of student learning outcomes through the critique process, from informal desk reviews to formal panel presentations. (CFR 4.1)

The 2017 Senior Project ILO Assessment Report, the IRC Research Report on Retention Findings, and the IRC Research Report on Aspirational and Benchmark Schools amply demonstrate the institution's commitment to collecting, analyzing and interpreting data, tracking results longitudinally, and using comparative data from external sources. The Campus Effectiveness Plan (CEP) 2016-2017 includes detailed findings from its assessment and review processes, along with directions for institutional improvement that have resulted from campus discussion of the findings (pages 44-47). For example, one goal developed for the 2016-2017 academic year is the formation of an external practitioner-based Advisory Board. In the CEP 2016-2017 Mid-Year Review, the intent is given to develop and assess learning outcomes throughout the curriculum. Team members agreed that DISD also needs to promote progress on defining and assessing Student Learning Outcomes at the Program Level, and suggested that PLOs and CLOs could be drawn from/adapted from the SLOs inherent in the CIDA standards.

The Institute supplied evidence of surveys and comment cards used to evaluate its non-academic offices including Career Services, Financial Aid, the Library, the Registrar, Student Services,

and Support Services. DISD notes that evaluation of support services is subject to annual self-review and supervisory review, based on department goals, and in alignment with the timeline developed for initiatives within the strategic plan.

DISD currently has two committees with responsibility for several of the functions normally housed within an Institutional Research (IR) office. The Campus Effectiveness Committee (CEC) has primary responsibility for educational and institutional effectiveness, retention and graduation rates, satisfaction surveys, and student learning outcomes. The Institutional Research Committee (IRC) conducts one or two in-depth institutional research projects per year. Regularly occurring reports on student enrollments, IPEDS reports, and other standard institutional research reports were not mentioned in the Institutional Report.

The Eligibility Review Committee had noted previously that student success measures on the DISD website were still calculated using ACICS definitions, however that has since been corrected (as noted above in the response to the ERC's recommendations). Team members were impressed by the institution's use of data such as weekly retention reports to monitor all student drops and conduct a group-level review of the reason for each drop, to modify institutional support and practices.

At the team's request, DISD provided follow-up documents germane to Institutional Research capacity. The follow-up narrative on how Institutional Research is working provided needed clarification of CEC and IRC committee roles, a schedule of shared meetings, and protocols for review, planning and decision making. The Library Director has been named as Assessment Coordinator, with responsibilities for coordinating both assessment and Institutional Research.

The person appointed does not at this point have experience in institutional research, but is undergoing training through the Association for Institutional Research. Team members agreed that both developments are highly positive steps for DISD as it moves to build and coordinate institutional research capacity and encourage the new Assessment Coordinator to seek further IR training. Two finalized IRC reports, on Aspirational and Benchmark Schools and on Retention Research Findings, provide concrete evidence that the Institute is actively engaged in using evidence-based institutional research to recommend institutional improvements, such as appointing one faculty member as a permanent advisor/mentor to each student throughout their program of study.

Team members took note of the Institute's progress on developing appropriate capacity in Institutional Research as one of its strategic goals. However, despite a plethora of data, the team was concerned that DISD has yet to develop a comprehensive, integrated, and disciplined IR strategy that allows for robust evidence based decision making. This will become increasingly important as the institution expands its portfolio. Although IR is a strategic goal for DISD, there was no budget specifically allocated. It appeared to the team that several adjunct faculty will make up the IRC, and one staff position has had additional responsibilities allocated to it. Adjunct faculty committee members are paid hourly for all committee work, including IRC and FLC. This is tracked and updated in the Strategic Plan financial budget. Importantly, resources for data housing and systems were also not discussed. The Team recommends that DISD continue to develop its capacity and invest in talent for the collection, analysis and use of data to support key operational metrics, student success and evidence-based decision making across all areas of the institution. This includes the further development of capacity for institutional research and student learning outcomes assessment. (CFRs 4.1, 4.2)

Team members found that DISD has a long-established and broad-based culture of evidence collection, introspection, and improvement. The wide involvement of stakeholders in the 2017 Strategic Plan strongly emphasizes DISD's commitment to evidence-based institutional improvement. As a previously ACICS – accredited institution, DISD has long had in place multiple institutional evaluation and improvement processes. The Institute has and recently clarified the coordination of its committee structures that have responsibility for taking an evidence-based approach to institutional improvement (for example, CEC and IRC).

Responsibility for assessment and institutional research has been assigned to the Library Director and additional support will be provided to the Library to enable fulfillment of IR and assessment coordination responsibilities. DISD has created a series of handbooks that articulate policy and procedure for various aspects of its organization. Surveys of various campus services and offices have recently been put in place to permit more granular assessment of the campus environment, but results are not yet apparent. As stated in the recent Faculty Evaluation Policy, included as evidence, the assessment of teaching already takes place through classroom observations, comprehensive instructor evaluation, examination of student work, review of course binders, and student course evaluations. Team members agreed that while infrastructure already exists to improve institutional effectiveness, further engagement with direct assessment of student learning – as already begun through assessment of capstone projects – needs to be developed further and used for planning/institutional improvement. (CFR 4.3)

As a CIDA-accredited institution, DISD demonstrably adheres to the CIDA professional standards to guide the evaluation of teaching and learning processes and ensure that students meet the established standards of performance. The recent reaffirmation of CIDA accreditation argues well for sufficiency in this respect. Individual faculty performance and teaching

effectiveness is assessed annually as clarified in the recent Faculty Evaluation Policy. Faculty are consulted at least twice annually on topics related to academics, governance, and curriculum as well as through the recently-created Faculty Leadership Committee (FLC). Each faculty meeting is followed by a workshop or other type of in-service training related to the processes of teaching and learning. Grade analysis reports are provided, and included in evidence. While a number of appropriate processes are now in place, team members were concerned that assessment of student learning at the program level needs further strengthening. The team suggests redoubled efforts to involve faculty in the creation of program-level learning outcomes, wider faculty involvement in direct assessment of student artifacts, and the use of assessment results for ongoing improvement of curricula, pedagogy, and assessment methodology. (CFR 4.4)

The thorough involvement of stakeholders is an area of strength for DISD, as evidenced by the broad-based involvement of stakeholders in the 2017 strategic planning process. The existence of an active Advisory Board is a good practice. Feedback from alumni is a regular feature of DISD's effectiveness planning and reporting. Industry professionals are regularly involved in the assessment and evaluation of student projects. The team noted that while the 2016/2017 CEP was still focused on ACICS standards, it did identify areas for improvement. Team members would like to see further evidence of how areas of improvement have been incorporated into the curriculum. For example, the CEP showed that students felt they were not adequately prepared in lighting techniques. Knowing how and where this has been addressed in the curriculum would be informative. (CFR 4.5)

In 2016, the Board of Directors adopted a strategic plan, featuring an annual review cycle, clearly articulated strategic goals, and a timeline for accomplishment. The institution's recent

(2017) one-year review and dramatic expansion of the 2016 strategic plan provides ample evidence of how DISD's multiple constituencies are involved in evidence-based institutional reflection and planning processes. The onsite strategic planning retreat was very well attended indicating an excitement from many constituents to be part of DISD's new direction as a regionally accredited institution. While the team agreed that it is too early to judge the efficacy of the 2017 Strategic Plan, one encouraging sign is that implementation has already begun. For example, Goal 5 (Institutional Research) has been addressed through position reallocation, additional staff support, and the creation of an Institutional Research Committee. (CFR 4.6)

DISD's response to the changing environment of higher education has been one of thoughtful and collective consideration, driven by its mission and focus, and articulated through its most recent (2017) expansion of its strategic plan. As part of the strategic planning process, stakeholders involved conducted a SWOT analysis to better understand the evolving higher education landscape. DISD clarified that its strategic emphases in terms of marketing and enrollment will be on recruitment and enrollment of primarily older students, generally with some prior postsecondary education or degree. Once regionally accredited, DISD intends to pursue articulation agreements with community colleges as well as other accredited senior institutions, to enable more seamless transfer. An additional focus will be on the ethical recruitment of international students. The creation of a foundation to eventually provide student scholarships is articulated as an additional objective.

Through its inclusive strategic planning process, DISD has received input from its stakeholders regarding the establishment of a task force to research future program offerings, such as a master's degree in Interior Design, continuing education for design professionals, and other

specialized programs and courses. The Program Director has created an Advisory Board of professionals and community members to begin to address these recommendations. While the team applauded the creation of an Advisory Board, members also noted that at present, fourteen (14) other institutions in California offer CIDA-accredited programs in interior design. How the institution intends to cope with this level of competition, with pricing pressures apparent across all of higher education, and with ongoing regulatory mandates such as Gainful Employment all constitute areas in which the team suggests that further development appropriate and needed. (CFR 4.7)

Overall, the team finds that DISD demonstrated evidence of compliance with Standard 4 at a level sufficient for Initial Accreditation, recognizing that only the WSCUC Commission can make a final determination.

SECTION III. PREPARATION FOR ACCREDITATION UNDER THE 2013 HANDBOOK OF ACCREDITATION

Maintaining the high quality of the educational experience, continuing to ensure that graduates have achieved core competencies and learning outcomes, and adapting to changes in both higher education and the field of interior design are critical to the continued success of DISD. The Institute will continue to focus on these three areas during the time between accreditation and reaffirmation. During this time, DISD has indicated that it will take the following steps:

a) Degree Programs: Meaning, Quality, and Integrity of Degrees

1. Build a robust process for assessing student achievement of ILOs both at the point of graduation and throughout the program, and work with faculty to ensure that course learning outcomes are aligned with ILOs. One approach will be an in-service training for the whole faculty on developing and assessing learning outcomes. Another approach will be bringing faculty together in small groups to work collaboratively on courses in a sequence (for example, the sequence of Interior Design studio courses) or on courses typically taken together (for example, all the courses taken during the first semester).
2. Further develop co-curricular programs and their assessment, and align these more closely to promoting student achievement of the learning objectives of the academic program.
3. Establish quality assurance processes for approving and reviewing new programs or other educational offerings, and for the recruitment and hiring of faculty to support those offerings.
4. Commit to identifying opportunities supported financially by the institution for faculty to engage in research and scholarly activity and integrate the results of that engagement into the

teaching and learning endeavor in order to enhance the quality of the academic program. Find additional ways to involve DISD students in faculty research and scholarship activities in order to improve the quality of their learning.

b) Educational Quality: Core Competencies, and Standards of Performance at Graduation

1. Continue aligning academic and non-academic programs, activities, departments, policies and procedures with the Vision, Mission, and institutional goals and learning outcomes. Particular attention will be paid to aligning the general education (GE) courses to ensure a more cohesive curriculum and educational experience. The GE courses were selected to provide the educational breadth required of a global citizen, and they will be more fully integrated into the educational experience and learning environment.

2. Improve methods of assessing student achievement of learning outcomes, including the Core Competencies, and established standards of performance at the point of graduation and throughout the curriculum. Further develop the ILO Rubric. Evaluate and improve the ILO Assessment Plan based on recommendations of the ILO Assessment Committee.

c) Sustainability: Preparing for the Changing Higher Education Environment

1. Research expanded program offerings such as a master's degree; specialized programs, tracks, or courses; or continuing education courses to meet the changing needs of new students as well as alumni and other interior design professionals.

2. Research online and hybrid learning options for general education courses and/or assignments, and evaluate classroom and learning management software, systems and applications in order to identify opportunities to further integrate technology into learning and teaching.

3. Enter into articulation agreements with community colleges to help recruit transfer students.

Develop new outreach programs to recruit international students. Adapt the Marketing and

Enrollment Plan as the landscape changes, with the goal of increasing enrollment and the diversity of the student population without sacrificing quality.

4. Establish collaborative partnerships with other institutions of higher education to develop additional learning opportunities for students, share perspectives, identify best practices, and build exposure in the educational community.

The team considers the planned steps forward to be both appropriate and achievable.

SECTION IV. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

Upon follow-up request, DISD supplied the required completed IEEI form for its one program in Interior Design. The form was completed in a satisfactory manner.

SECTION V. FINDINGS, COMMENDATIONS AND RECOMMENDATIONS

Findings

The visiting team found that Design Institute of San Diego's seeking accreditation self-study, supporting documentation, and evidence of ongoing conversations around continuous quality improvement within the DISD community of faculty, staff and students, but also with the external professional community, triangulate to provide compelling evidence that the institution is aligned and congruent with WASC's values, standards and criteria for accredited institutions in its region. In the team's judgment, Design Institute of San Diego is at a sufficient level of compliance with each of the four WSCUC standards and the individual criteria for review for Initial Accreditation, recognizing that only the WSCUC Commission can make a final determination. The team's overall view is that DISD exemplifies best practice in focusing on student success and professional placement in a rapidly evolving design environment and offers a model for emulation by other higher education institutions in the region.

Commendations

1. The Team commends DISD for the overt and pervasive passion throughout the institution for serving the students first.
2. The Team commends DISD for the quality of documentation and presentation of evidence, including the formalization of policies and practices.
3. The Team commends DISD for the responsiveness to the Eligibility Review Committee recommendations, and for its embrace of WSCUC processes.

4. The Team commends DISD for the independence, diverse qualifications, and quality of the Board of Directors.
5. The Team commends DISD for the commitment and engagement of all faculty and staff throughout the process of seeking initial WSCUC accreditation.
6. The Team commends DISD for its attention to student outcomes, including pre-graduation professional experiences, the placement of graduates and its extremely low cohort default rate.
7. The Team commends DISD for its broad-based, inclusive and transparent strategic planning process and the impact of that process that is already evident.

Recommendations

1. The Team Recommends that DISD continue to develop its capacity and invest in talent for the collection, analysis and use of data to support key operational metrics, student success and evidence-based decision making across all areas of the institution. This includes the further development of capacity for institutional research and student learning outcomes assessment. (CFRs 4.1, 4.2)
2. The Team recommends that DISD further develop and implement a comprehensive, scalable institutional technology strategy. (CFRs 1.7, 3.5, 3.7)
3. The Team recommends that DISD continue to develop a comprehensive human resources strategy, including an appropriate faculty and staffing plan, to ensure risk mitigation, succession planning and sustainable organizational structure. (CFRs 3.7, 3.8)
4. In context of the Marketing and Enrollment Plan, the Team recommends that DISD undertake a comprehensive market analysis and scenario planning of each identified new

program opportunity to determine its viability and probability for high success. (CFRs 2.2b, 3.4, 3.7, 4.7)

5. The Team recommends that DISD review the potential changes to organizational structure, policy, and culture that could result from dramatic enrollment growth or the addition of graduate programs. (CFRs 1.7, 2.2b, 4.6, 4.7)

APPENDICES

Appendix A: Four Federal Compliance Forms

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	If so, where is the policy located? http://www.disd.edu/credit-hour-policy.php
	Comments: Easy to find on website, under "Our Program" tab
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	If so, does the institution adhere to this procedure? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? NA
	What kind of courses (online or hybrid or both)?
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)?
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: No online or hybrid courses taught at DISD
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? 5
	What kinds of courses? 3 core (2 lecture, 1 studio/lecture blend); 2 Gen Ed (lecture)
	What degree level(s)? <input type="checkbox"/> AA/AS <input checked="" type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)? Interior Design, Gen Ed
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? One
	What kinds of programs were reviewed? Bachelor of Fine Arts
	What degree level(s)? <input type="checkbox"/> AA/AS <input checked="" type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)? Interior Design

	Does this material show that the programs offered at the institution are of a generally acceptable length? X YES <input type="checkbox"/> NO
	Comments: The program is 132 semester-credit hours in length

Review Completed By: Sandy Sarge
Date: 9/14/17

2 - MARKETING AND RECRUITMENT REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
**Federal regulations	Does the institution follow federal regulations on recruiting students? X YES <input type="checkbox"/> NO
	Comments:
Degree completion and cost	Does the institution provide information about the typical length of time to degree? X YES <input type="checkbox"/> NO
	Does the institution provide information about the overall cost of the degree? X YES <input type="checkbox"/> NO
	Comments:
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? X YES <input type="checkbox"/> NO
	Does the institution provide information about the employment of its graduates, as applicable? X YES <input type="checkbox"/> NO
	Comments:

*§602.16(a)(1)(vii)

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By: Sandy Sarge
Date: 9/14/17

3 - STUDENT COMPLAINTS REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's student complaints policies, procedures, and records.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? X YES <input type="checkbox"/> NO
	If so, is the policy or procedure easily accessible? Is so, where? Yes, this is policy is in the catalog (web and hard copy) and in the Administrative Handbook.
	Comments:
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? X YES <input type="checkbox"/> NO If so, please describe briefly: Students can either talk informally or file a formal complaint with Student Services. SS investigates and responds to student. Student has the opportunity to appeal if needed.
	If so, does the institution adhere to this procedure? X YES <input type="checkbox"/> NO
	Comments:
Records	Does the institution maintain records of student complaints? X YES <input type="checkbox"/> NO If so, where? The Director of Student Services keeps all complaint files
	Does the institution have an effective way of tracking and monitoring student complaints over time? X YES <input type="checkbox"/> NO If so, please describe briefly: DISD administrative team meets weekly to discuss students' progress, concerns and issues. Director of SS maintains written record (reviewed all complaints from 2015 to current-less than 10). Documents include supporting evidence of original complaints, notes on all meetings with students to discuss issue, investigative steps taken, and resolution decisions.
	Comments: DISD has had very few complaints and records were thorough and well documented.

*§602-16(1)(1)(ix)

See also WASC Senior College and University Commission's Complaints and Third Party Comment Policy.

Review Completed By: Sandy Sarge

Date: 9/14/17

4 – TRANSFER CREDIT POLICY REVIEW FORM

Under federal regulations*, WSCUC is required to demonstrate that it monitors the institution’s recruiting and admissions practices accordingly.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? X YES <input type="checkbox"/> NO
	If so, is the policy publically available? X YES <input type="checkbox"/> NO If so, where? Website, Catalog
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? X YES <input type="checkbox"/> NO
	Comments: Reviewed a sample of transfer credit analyses and noted that files were well organized, supporting documents were maintained (including original transcripts, course descriptions, e-mail communications). Follow-up instructions were adhered to and evidence of academic review and approval was found.

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

- (1) Are publicly disclosed in accordance with 668.43(a)(11); and
- (2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission’s Transfer of Credit Policy.

Review Completed By: Sandy Sarge

Date: 9/14/17