Accreditation Report
Woodbury University
May 2005
There are twelve standards. Standards 1-8 relate to the educational program and 9-12 relate to other areas impacting educational quality. Each standard sets forth a general expectation without stipulating a means for achievement. Indicators provide an instrument, or performance criteria, for determining whether a program complies with the standard.

Standards are in bold type, followed by indicators. For instance:

**Standard → The curriculum is structured to facilitate and advance student learning.**

Indicator → a) The curriculum **MUST** follow a logical sequence.

FIDER’s evaluation of how the program meets or does not meet each indicator follows each indicator. If the program does **not** meet the indicator, FIDER has provided a Recommendation for Improvement.

Achievement of indicators is analyzed to determine program compliance with each Standard. Each Standard is evaluated as compliance, partial compliance, or non-compliance. In order to be accredited, a program must comply or partially comply with all twelve standards. Judgment of compliance is based on the expertise of experienced peer evaluators and precedent in accreditation.
Standard 1: Curriculum Structure

The curriculum is structured to facilitate and advance student learning.

a) The curriculum **MUST** follow a logical sequence.

The curriculum follows a logical sequence, which is demonstrated in many areas including the elements and principles of design, understanding the built form, and the use of models in the design process. The application of these elements and principles of design begin at the foundation level and advance as students proceed through the required courses. Understanding of the built form is systematically part of the design process throughout the curriculum. Visually and volumetrically, student projects demonstrated understanding of space and the built environment and models are used extensively throughout the curriculum. In addition to models, documents such as axonometrics, sections, and perspectives are used to develop understanding of the built environment.

b) Course content **MUST** increase in degree of difficulty.

Early in the curriculum, students work with small spaces and are concerned with the basic elements and principles of design and drafting. As they progress throughout the studio sequence, students apply more technical information and human factor needs and presentations are expected to become more professional. In Senior Project (IA 483), students select their own project and complete the programming through design development.

c) Significant concepts **MUST** be interrelated and reinforced throughout the curriculum.

Significant concepts are interrelated and reinforced throughout the curriculum. The program curriculum is centered around three broad areas: perceptual experiences of space; social conditions of space; and principles of built form. These three areas are interwoven and developed throughout the curriculum and the FIDER team observed this development in student work.

d) Projects **MUST** demonstrate variety and complexity in type, size, and scope.

Projects demonstrated variety and a range of complexity in type, size, and scope. Design Studio 4: Retail (IA 282) includes retail projects, while Design Studio 5: Residential (IA 363) includes residential projects. Multipurpose public spaces are addressed in Design Studio 6: Public Spaces (IA 382), and entertainment facilities are the focus of Design Studio 7: Entertainment (IA 480). Project sizes range from under 2,000 square feet to 3,000-5,000 square feet in foundation courses, and projects are over 50,000 square feet in Design Studio 6: Public Spaces (IA 382). Project scope ranges from basic projects that are small and concentrate on drafting and models in Design Studio 1 (IA 105) through Senior Project (IA 483), which addresses programming, and progresses through design development and the design process for large projects.
Standard 1: Curriculum Structure

h) ...exposure to a variety of business cultures and organizational structures (for example, for-profit, non-profit, publicly or privately held, hierarchical, flat).

Students in Constructions (IA 327) worked with a non-profit group comprised of citizens from an East Los Angeles community and the White Memorial Hospital to create the Boyle Heights Community Garden. The project display included the design and finished construction of a planting table and shelving. Professional Practice (IA 451) introduces students to different types of design firm structures, as demonstrated in course content and quizzes. The 300-hour work experience requirement also exposes students to different business cultures and organizational structures.

i) ...opportunities for design work experience (for example, internship, co-op, shadowing, or other experiences that familiarize students with the culture and environment of the professional studio and professional practice).

All students are required to complete 300-hours of work experience as a part of the program requirements. The work experience is to be in the office of a department-approved architect, interior designer, or allied professional. Some of the students interviewed were in the process of completing this requirement.

EVALUATION OF PROGRAM COMPLIANCE

Standard: The curriculum is structured to facilitate and advance student learning.

✓ COMPLIANCE
□ PARTIAL COMPLIANCE
□ NON-COMPLIANCE
Standard 2. Professional Values

e) ...a global perspective and approach to thinking and problem solving.

The program incorporates learning experiences that lead to a global perspective in Design Theory (IA 352) through articles on critical regionalism. In History 2, 1850-Present (IA 165) and History of Furniture (IA 326), students are exposed to art and architecture from around the world. This was confirmed in the PER and in student interviews.

The program MUST include learning experiences that incorporate:

f) ...critical, analytical, and strategic thinking.

The program incorporates critical, analytical, and strategic thinking experiences in a variety of courses. Student work demonstrated learning experiences through data collection, analysis, and program reports in Space Planning (IA 252). In an assignment from Building Systems and Codes (IA 258), students completed a critical analysis of existing buildings and systems. Precedent studies are used throughout the studio sequence and in written assignments from Design Theory (IA 352) and case studies that demonstrated strategic thinking and planning ideas from Design Studio 5: Residential (IA 363). This is a strength of the program.

g) Creative thinking (exhibit a variety of ideas, approaches, concepts with originality and elaboration).

The program employs a variety of processes that promote student creativity and originality. Studio courses progressively develop creative skills, which culminate in the final studio Senior Project (IA 483), which is comprehensive and exemplifies the students' originality and creative thinking skills. Creative thinking is a program strength.

h) ...the ability to think visually and volumetrically.

All studio courses included projects that demonstrated students' ability to think visually and volumetrically such as, building sections, perspectives, axonometric drawings, study models, and conceptual sketches for finished drawings. The ability to think visually and volumetrically is a strength of the program.

i) ...professional discipline (for example, time management, organizational skills).

The program includes learning experiences that incorporate professional discipline. As indicated in the syllabus, Professional Practice (IA 451) addressed time management and scheduling in week ten. Interviews with alumni confirmed that time management skills were introduced and are beneficial in the professional world. Faculty interviews confirmed that professional discipline is a key component in Professional Practice (IA 451).
Students have a foundation in the fundamentals of art and design, theories of design and human behavior, and discipline related history.

Student work **MUST** demonstrate understanding of design fundamentals including:

a) ...design elements (for example, space, line, mass, shape, texture) and principles (for example, scale, proportion, balance, rhythm, emphasis, harmony, variety).

Student work from Beginning Drawing (FO 101) and Design Elements (FO 102) demonstrated understanding of design elements and principles at the foundation level. Students completed a series of projects that incorporated 2 and 3-dimensional design and clearly evidenced a strong understanding of abstract concepts. These concepts were carried through into upper-level studios and evidenced in abstract models and spatial studies. Understanding of design fundamentals is a strength of the program.

b) ...color principles, theories, and systems (for example, additive and subtractive color; color-mixing; hue, value, and intensity; the relationship of light and color).

Color Theory (FO 103) introduces students to basic color principles. The syllabus, lectures, and student work demonstrated understanding of additive and subtractive color. Student projects evidenced understanding of hue, value, and chroma in Design Studio 3: IA Elements (IA 207), in which color was introduced in a series of exercises including the study of color/light, color/material, and the study of space. Student presentations observed demonstrated understanding of color principles, theories, and systems. Foundations of color principles, theories, and systems are a strength of the program.

c) ...theories of design and design composition (for example, functionalism, Gestalt).

Design Elements (FO 102) introduces theories of design and design composition through a series of exercises, such as the image posterization project, which addressed the composition of visual and tactual texture. In Color Theory (FO 103) students studied a painting and analyzed the colors and composition as the basis for a design composition. The Quest, a final project in Color Theory (FO 103), required students to design a unique pathway depicting the story of a hero based upon the cultural experience of color. In Building Systems and Codes (IA 258), students analyzed the architectural design of buildings, such as the Kimbell Museum by Kahn and the Church of the Light by Ando, in relation to the design theory associated with the architect/designer and the structure. Subsequent studio assignments routinely required precedent studies based upon design theories.
Student work MUST demonstrate understanding of history including:

\textbf{g) ...art.}

Students demonstrated understanding of the history of art through projects from various courses, including an in-depth time line that included art from History 1 (IA 164). In History of Furniture (IA 326), an assignment used works of art, such as the design principles demonstrated in Mondrian's paintings, as the basis for a design solution for the recreation center at the Van de Camp Bakery site.

\textbf{h) ...architecture.}

Students demonstrated understanding of the history of architecture through projects from various courses, including the in-depth time line that included architecture from History 1 (IA 164). In Building Systems and Codes (IA 258) students completed precedent studies with an analysis of buildings designed by prominent architects and designers. In Design Studio 5: Residential (IA 363) the designer live work studio assignment used historical styles for design solutions. In Design Studio 6: Public Spaces (IA 382) the bathhouse and library study analysis used historical styles as the basis for design development.

\textbf{i) ...interiors.}

Students demonstrated understanding of the history of interiors through projects from various courses, including the in-depth time line that included interiors from History 1 (IA 164). In Building Systems and Codes (IA 258) students completed precedent studies with an analysis of buildings designed by prominent architects or designers. In Design Studio 5: Residential (IA 363) the designer live work studio assignment used historical styles for design solutions. In Design Studio 6: Public Spaces (IA 382) the bathhouse and library study analysis used historical styles as the basis for design development.

\textbf{j) ...furnishings.}

Students demonstrated understanding of the history of furnishings through projects from various courses, including the in-depth time line that included furnishings from History 1 (IA 164). In Building Systems and Codes (IA 258) students completed precedent studies with an analysis of buildings designed by prominent architects or designers. In Design Studio 5: Residential (IA 363) the designer live work studio assignment used historical styles for design solutions. In Design Studio 6: Public Spaces (IA 382) the bathhouse and library study analysis used historical styles as the basis for design development.
Standard 4. Interior Design

Students understand and apply the knowledge, skills, processes, and theories of interior design.

Student work **MUST** follow a process and demonstrate the ability to:

a) ...apply 2-dimensional design elements and principles in interior design projects.

Students progress from abstract concepts in Design Studio 1 (IA 105) to practical application in advanced studios. In Design Studio 1 (IA 105), student work progresses from loose drawings through floor plans, elevations, and sections, as illustrated in the clock. Students' ability to apply 2-dimensional design is further evidenced in Space Planning (IA 252), in which space plans included 2-dimensional design in the organization of circulation patterns and the placement of objects on the 2-dimensional plane. The application of 2-dimensional design elements and principles is a strength of the program.

b) ...apply 3-dimensional design elements and principles to the development of the *spatial envelope* (for example, volumes of space, visual continuity and balance, visual passages, interconnecting elements).

Throughout the curriculum, drawings and the integration of model studies helped students understand the development of the spatial envelope. In Design Studio 5: Residential (IA 363), a series of sketch/project notebooks demonstrated students' ability to use the elements and principles of design in relation to visual continuity and balance. Models used throughout the curriculum demonstrated student competence in designing forms in space and working with volumes. Student presentations demonstrated the use of study models in design development to communicate the use of volume. This was a strength of the program.

c) ...select and apply color in interior design projects.

The foundation for selection and application of color in interior design projects begins with abstract projects in foundation courses such as, Color Theory (FO 103), Design Studio 1 (IA 105), and Design Studio 2 (IA 106). Design Studio 6 (IA 381) included a color analysis project that asked students to pair the emotional aspect of color selections with the functional aspect of a space. Student interviews and on site presentations also demonstrated the ability to select and apply color in interior design projects.

Student work **MUST** demonstrate programming *skills*, including:

d) ...problem identification.

In assignment #2 from Space Planning (IA 252), students concentrated on data collection related to dealing with design problems. Students developed an interview questionnaire, conducted interviews, and documented field conditions to aid in defining the problem. Problem identification was also evident in final student projects from Senior Project (IA 483), which demonstrated programming and problem identification skills. Student presentations observed on site also demonstrated competent skills.
Standard 4. Interior Design

j) ...space planning (adjacencies, circulation, and articulation and shaping of space).

Space planning is strong throughout the curriculum. It was well developed in projects that used adjacency matrices and circulation studies and culminated in developed volumes from Space Planning (IA 252). Student projects from upper-level studios also demonstrated understanding of space planning. This is a strength of the program.

Student work MUST demonstrate competent design development skills in:

k) ...selection of interior finishes and materials.

Students selected interior finishes in Materials and Finishes (IA 256) as part of the schematic design phase of a project, but did not document or justify the selection of interior finishes and materials, including textile products. In Senior Project (IA 483), performance criteria were discussed in written project requirements provided by the instructor, but student project notebooks and finish boards remained at the schematic level. Student presentations and interviews indicated students' ability to articulate some application criteria, but student work did not demonstrate competence.

Recommendation for improvement: Strengthen the development and documentation of the selection of interior finishes and materials.

l) ...detailed and developed layout of furniture, fixtures, and equipment.

Materials and Finishes (IA 256) included detailed layouts of furniture, fixtures, and equipment for the Mayo Breast Clinic project. Furniture layouts throughout the curriculum indicated competence with regards to space planning.

m) ...detailed and developed furniture selection.

The only course where furniture specifications could be found was Materials and Finishes (IA 256). This was a sophomore level course. Evidence of progression of learning related to furniture selection was weak in subsequent courses.

Recommendation for improvement: Strengthen learning experiences that will develop detailed furniture selections.

n) ...space plans, elevations, sketches, and study models.

Study models are used throughout the curriculum and most courses included space planning and model components supported by sketches and elevations. Study models included in the student work display were excellent. This was a strength of the program.
Standard 4. Interior Design

t) the ability to design custom interior elements (for example, case goods, floor patterning, textiles).

Constructions (IA 327) included excellent examples of furniture development from concepts through prototypes. Design Studio 4: Retail (IA 282) included examples of floor pattern studies in projects such as the Lacoste Beverly Boutique.

u) wayfinding methods.

Concepts for circulation patterns were found throughout the program. Student interviews demonstrated understanding of wayfinding concepts; however, wayfinding methods were not adequately documented in student work. In Senior Project (IA 483) a student used color-coding for wayfinding.

v) graphic identification, such as signage.

Examples of exterior signage from Design Studio 4: Retail (IA 282) were completed in conjunction with graphic design students. Graphic design students developed the signage package for the interior design student’s concepts. Signage was applied to design solutions for the exterior of project models and indicated in exterior elevations, but interior signage was not included in enough projects to satisfy the indicator. Student interviews indicated that signage is not a component of many projects. The FIDER team did not observe any other means of graphic identification.

Recommendation for improvement: Strengthen design development skills in integrating graphic identification into interior solutions.

EVALUATION OF PROGRAM COMPLIANCE

Standard: Students understand and apply the knowledge, skills, processes, and theories of interior design.

□ COMPLIANCE
✓ PARTIAL COMPLIANCE
□ NON-COMPLIANCE
Standard 5. Communication

Student work **SHOULD** demonstrate the ability to:

f) ...render (for example, pencil, marker, or other manual media, or by computer – any medium that successfully communicates the design intent).

In Beginning Drawing (FO 101) students demonstrated the ability to render using manual media such as, pencil, colored pencil, and paint. Design Studio 6: Public Spaces (IA 382) included examples of renderings that used marker and pencil. In Senior Project (IA 483) students used computer renderings and mixed media presentations.

g) ...draw in perspective.

Students demonstrated the ability to draw in perspective. In Beginning Drawing (FO 101), one and two-point perspectives are introduced and included in exercises. By the time they have reached Design Studio 6: Public Spaces (IA 382), student work demonstrated advanced two-point perspectives with multiple views.

h) ...construct models.

Students demonstrated the ability to construct models and use models as an integral part of the design process. Study models were used in Design Studio 1 (IA 105). In Design Studio 3 (IA 207), the raw/cook project developed scaled study models and, in Design Studio 6: Public Spaces (IA 382), students completed transverse and longitudinal section models. In Senior Project (IA 483) models that included integrated lighting were observed. This is a strength of the program.

i) ...apply the metric system to design work.

Students demonstrated the ability to apply the metric system in the live/work space project from Construction Documents (IA 454), which included one detail or elevation in imperial and metric dimensions.

j) ...communicate through alternative presentation techniques (for example, audio, electronic, film, photography, slides, video).

Students demonstrated the ability to communicate through alternative presentation techniques. In Digital Communication I (IA 111) Photoshop and Illustrator were used in projects. In Design Studio 2 (IA 106) projects included photography and Illustrator and Photoshop were used to develop computer-generated presentation boards.
Students design within the context of building systems. Students use appropriate materials and products.

Students **MUST** demonstrate *understanding* that design solutions affect and are impacted by:

a) **...construction systems and methods** (for example, wood-frame, steel-frame, masonry, concrete).

Students demonstrated understanding that design solutions affect and are impacted by construction systems and methods in Design Studio 6: Public Spaces (IA 382). Building sections indicated the use of structures including steel trusses and cross bracing. Also, in Building Systems and Codes (IA 258) student journals indicated field observations of different types of construction. Specific examples of wood, steel, and concrete and their elements were identified, including metal decking trusses, steel beams, and enclosure systems.

b) **...power distribution systems.**

Students demonstrated understanding that design solutions affect and are impacted by power distribution systems in Building Systems and Codes (IA 258). Student journals identified power panels, circuiting, outlet panels, lighting systems, and junction boxes. Also, the office project from Construction Documents (IA 454) included documents that indicated power distribution and voltage requirements.

c) **...mechanical systems (HVAC, plumbing).**

Students demonstrated understanding that design solutions affect and are impacted by mechanical systems. In Building Systems and Codes (IA 258) student journals identified sprinkler heads, hydrants, plumbing fixtures, air vents, roof top units, diffusers, and thermostats.

d) **...energy management.**

Students demonstrated understanding that design solutions affect and are impacted by energy management. In Building Systems and Codes (IA 258) the final exam referenced energy management in the context of sustainability in regards to mechanical and lighting systems.

e) **...data/voice telecommunications systems.**

Students demonstrated understanding that design solutions affect and are impacted by data/voice telecommunications systems. In Building Systems and Codes (IA 258) student journals identified signaling, power, and data. Construction Documents (IA 454) included contract documents for the office project that indicated distribution of data and telephone systems.

l) Student work MUST demonstrate that materials and products are appropriately selected and applied on the basis of their properties and performance criteria.

Although student interviews confirmed awareness of the subject of performance standards, student work did not consistently demonstrate that materials and products are appropriately selected and applied on the basis of their properties and performance criteria.

Recommendation for improvement: Strengthen the appropriate selection and application of materials and products based on properties and performance criteria.

m) Students MUST demonstrate knowledge of sources for materials and products.

Student notebooks demonstrated knowledge of manufacturers of furniture, materials, and artwork.

n) Students SHOULD demonstrate understanding of the concept of sustainable resources.

Building Systems and Codes (IA 258) addresses sustainability, which was covered in the final exam in regards to lighting, mechanical, plumbing, enclosure systems, and electrical systems. Student interviews confirmed understanding of the concept of sustainable resources.

Students SHOULD demonstrate knowledge of:

o) installation methods (for example, carpet, resilient flooring, wallcovering).

Students demonstrated knowledge of installation methods in Materials and Finishes (IA 256). Material notebooks included data sheets for the installation of a variety of materials.

p) material maintenance requirements.

Students demonstrated knowledge of material maintenance requirements in Materials and Finishes (IA 256). Material notebooks included examples of maintenance requirements of materials

EVALUATION OF PROGRAM COMPLIANCE

Standard: Students design within the context of building systems. Students use appropriate materials and products.

☐ COMPLIANCE
✔ PARTIAL COMPLIANCE
☐ NON-COMPLIANCE

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Standard 7. Regulations

Students **MUST** demonstrate understanding of the impact on health and welfare of:

h) ...indoor air quality.

Building Systems and Codes (IA 258) addressed mechanical systems that provide air control for indoor air quality and natural air to eliminate sick building syndrome. Discussions about the Design Center, which uses a natural air system, helped develop student understanding of indoor air quality issues. Students discussed the Design Center and its mechanical systems in interviews.

i) ...noise.

Building Systems and Codes (IA 258) used the Design Center as an example when addressing noise transmittal. Noise is discussed in relation to psychological well-being. The student cafeteria also addressed the impact of noise in relation to sound absorption versus transmission. Exams from Building Systems and Codes (IA 258) included NRC and STC.

j) ...lighting.

Building Systems and Codes (IA 258) introduces lighting in relation to health and safety and the impact of natural light on psychological well-being. Lighting Design (IA 365) reinforces these issues. Students are concerned about the impact of lighting on people, as demonstrated in the light box study from Design Studio 3 (IA 207).

k) Student work **MUST** demonstrate understanding of universal design concepts and principles.

The program integrates universal design with issues of accessibility. In Design Studio 5: Residential (IA 363) students created a custom designed table that met the needs of a family with small parents and full-sized children. Student work evidenced understanding even though students did not demonstrate understanding of human factor needs and universal concepts in relation to accessibility and designing for human needs in interviews.

**EVALUATION OF PROGRAM COMPLIANCE**

Standard: Students apply the laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public.

✓ COMPLIANCE
☐ PARTIAL COMPLIANCE
☐ NON-COMPLIANCE
Standard 8. Business and Professional Practice

Students MUST demonstrate knowledge of:

  g) ...certification, licensing, and/or registration requirements.

In Professional Practice (IA 451), the course syllabus included certification, licensing, and registration requirements during week two and in exams. Faculty and alumni interviews confirmed student participation in local meetings with professional organizations and the course included guest lecturers from CLCID, the California Licensing Organization.

  h) ...professional design organizations.

In Professional Practice (IA 451) the course syllabus included professional design organizations in week two and in exams. Student interviews and course notebooks demonstrated participation in local chapter events for ASID and IIDA. Student interviews confirmed student memberships in these organizations.

  i) Students SHOULD demonstrate understanding of basic business computer applications (for example, word processing, spreadsheets).

Basic programs are used throughout the curriculum in the execution of project notebooks, including schedules and timesheets. Students take a computer literacy test when they enter the university and if they do not meet the minimum requirement, they are required to take Computer Applications (CI 110).

  j) Students SHOULD demonstrate knowledge of business processes (for example, marketing, strategic planning, and accounting procedures).

In Professional Practice (IA 451) the course syllabus includes business processes in week four and in exams. Students completed a business card project as part of a marketing packet.

EVALUATION OF PROGRAM COMPLIANCE

Standard: Students have a foundation in business and professional practice.

✓ COMPLIANCE
☐ PARTIAL COMPLIANCE
☐ NON-COMPLIANCE
Standard 9. Faculty

A majority of faculty members and other instructional personnel with interior design studio supervision:

f) ...have earned a degree in interior design.

The majority of faculty members and other instructional personnel with interior design studio supervision have not earned a degree in interior design. Neither of the two full-time interior architecture faculty has a degree in interior design. One of twelve primary adjunct faculty has a degree in interior design.

Recommendation for improvement: Increase the number of faculty members that have earned a degree in interior design

g) ...have passed the complete National Council for Interior Design Qualification exam.

The majority of faculty members and other instructional personnel with interior design studio supervision have not passed the NCIDQ exam. Considering the full-time interior architecture faculty, one of two has passed the NCIDQ exam. Considering the primary adjunct faculty with studio supervision, six of twelve have passed the NCIDQ exam.

h) The number of faculty members and other instructional personnel is sufficient to implement program objectives.

PER, II-9-3.

The program uses adjunct faculty to keep the studio sizes to 16 students or less. The university goal is to keep the faculty/student ratio low. This is a strength of the program. The University’s strategic plan includes support for the expansion of the number of full-time faculty positions.

EVALUATION OF PROGRAM COMPLIANCE

Standard: Faculty members and other instructional personnel are qualified and adequate in number to implement program objectives.

☑ COMPLIANCE
☐ PARTIAL COMPLIANCE
☐ NON-COMPLIANCE
Standard 11. Administration

The administration of the program is clearly defined, provides appropriate program leadership, and supports the program. The program demonstrates accountability to the public through its published documents.

a) The administrative unit(s) in which the program is located support(s) program goals.

PER, II-11-1.

The program is supported by the administration, and during the site visit, it was apparent that the dean is very supportive of the program.

b) Clear channels of communication exist between the program and departmental and/or administrative unit in which it is located.

PER, II-11-1 and 2.

c) The coordinator, faculty members, and other instructional personnel collaborate in developing, implementing, and modifying the program.

PER, II-11-2.

The coordinator.

d) is a full-time faculty member qualified by education and experience to administer an interior design program.

PER, II-11-2.

e) ...participates in the recruitment, evaluation, and retention of program faculty and instructional personnel.

PER, II-11-2 and 3.

The program provides clear, consistent, and reliable information to the public regarding:

f) ...admission policies.

PER, II-11-3.

g) ...program philosophy, mission, and goals.

PER, II-11-3.
h) ...course of study.

PER, II-11-3.
i) ...academic quality.

PER, II-11-3.
Standard 12. Assessment

Systematic and comprehensive assessment methods contribute to the program's ongoing development and improvement.

a) The program uses input from various groups (for example, enrolled students, faculty members, employers, alumni, Advisory Board, local design organizations) in developing and implementing strategies for improvement.

PER, II-12-1.

b) The program regularly monitors and evaluates professional placement of alumni.

PER, II-12-2.

As stated, the University Advancement Office has a list of alumni contact information, but does not have a system for evaluating the professional placement of alumni.

Recommendation for improvement: Implement a systematic approach that monitors and evaluates the professional placement of alumni.

EVALUATION OF PROGRAM COMPLIANCE

Standard: Systematic and comprehensive assessment methods contribute to the program's ongoing development and improvement.

☐ COMPLIANCE
✓ PARTIAL COMPLIANCE
☐ NON-COMPLIANCE
Schedule of Activities

Tuesday, November 16, 2004

7:00 a.m.   Team breakfast.
8:30 a.m.   Exit interview with President Kenneth R. Nielsen and Vice President of Academic Affairs David M. Rosen.
9:30 a.m.   Exit interview with the dean and faculty.
10:45 a.m.  Team departed.

* Lists of meeting and interview attendees and additional course and program information requested by the FIDER team is on file at the FIDER office.