Accreditation Report
Woodbury University
May 2005
Summary of Accreditation Decision

The FIDER Accreditation Commission, at a meeting in Grand Rapids, Michigan, on May 13-14, 2005 voted to award accreditation to the interior architecture program at Woodbury University. Accreditation is for a term of six years effective May 2005. The next on-site review is scheduled for spring 2011.

Award of FIDER accreditation provides assurance that students graduating from the interior design program are adequately prepared for entry-level interior design practice. Program quality is assessed primarily through evaluation of student learning outcomes evidenced in student work. To determine accreditation status, the Accreditation Commission carefully considers program self-study information and information provided by the FIDER team through on-site review of the program.

This Accreditation Report represents FIDER evaluation of the interior design program leading to the Bachelor of Fine Arts in Interior Architecture degree using Professional Standards 2002. No other programs at Woodbury University are included in this evaluation.
Reader’s Guide

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.
Introductory Comments from the FIDER Visiting Team

Woodbury University created a well organized Program Evaluation Report. This report was received by FIDER team members well in advance of the site visit and included clear and complete information that assisted the FIDER team in their preparations. Closer to the visit, a second full-time faculty member was hired and the Personnel Data Form was provided.

Student work was displayed in the lower level of the Design Center Building in the North Gallery and the Main Gallery, with some work in the entry and corridors. The display was clearly labeled and there was a floor plan noting the location of the work by course. Notebooks were provided for each course and included a syllabus, assignments, and other course materials. Some of the work did not include project titles or assignment labels and providing titles in the Visiting Team Report meant referring to the syllabus and/or asking faculty. The FIDER team asked for assistance in locating work and evidence that had not been found by noon on Sunday. More complete examples of the following items were requested: projects that demonstrated the application of interior materials, finishes, furniture, signage, wayfinding, security, the interface of workstations and structure, rapid sketching, and examples that demonstrated knowledge of sustainability and a global perspective. The program chair assisted the FIDER team in locating this evidence.

The schedule was reviewed prior to the visit and was well prepared. Laura Prestwood and Dee Ginther arrived early on Saturday afternoon and started reviewing student work prior to the arrival of Stephanie DeShaies. All three FIDER team members had a chance to get an overview of the student work prior to dinner on Saturday evening. The visit went according to schedule and there were no problems with the arrangements.

There was a large turnout for the Sunday night reception. The FIDER team was able to meet some administrators, adjunct faculty, many alumni, and current students. Interviews held on Monday were productive. The FIDER team met with a group of students over lunch and observed project presentations from two different classes. The majority of interviews and the student work display were held in the same building, which made information gathering simple and efficient. Randall Stauffer's organization, careful attention, and coordination made the site visit run smoothly.

The program includes summer school courses that address two challenges in the curriculum. For instance, students undergo a portfolio review at the end of the second year. If a student going through this review is having difficulty acquiring the necessary knowledge and skills, the program provides a summer school studio to bring the student up to the expected level. The program also provides a course for returning and transfer students, to assist with the transition into the design studio sequence, fill in any gaps, and address individual needs. The FIDER team observed student work from the summer school offerings, which confirmed that the program is working effectively to address curriculum challenges that could affect sequence and quality.

A majority of the organization and preparations for the site visit were under the direction of Randall Stauffer, the program chair and full-time faculty member (during the visit preparations). Carolee Toon, a full-time faculty member teaching in the Interior Architecture department and coordinator of the Design Foundation Department provided assistance advising students and assisted in writing the PER and with site visit preparations. Joshua Stein was added to the faculty at the beginning of the fall semester. As a new faculty member, Joshua Stein is assuming some responsibilities, such as advising. The addition of a second full-time faculty member will make program administration somewhat easier.
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

The teaching and learning methods MUST incorporate:

e) ...the experience of team approaches to design solutions.

Team approaches to design solutions are included in several studio courses. In Space Planning (IA 252) students worked in teams of three and four to complete the human factors project, which included behavioral mapping, questionnaires, and observations to study space, circulation, ventilation, acoustics, function, and aesthetics. Based upon student team analysis, recommendations and goals were established for the campus cafeteria, which was the project focus. In Design Studio 4: Retail (IA 282), architectural interior majors worked with graphic design majors to develop branding for exterior signage. In Constructions (IA 327), competitive student teams worked to create designs for the Boyle Heights Community Garden project and students on winning teams became project managers for the implementation of the design in the second half of the studio course. Students from Constructions (IA 327) worked in teams of five to research, design, and install design display cases in the Design Center Building. In Senior Project (IA 483), the initial research and analysis of available site locations was completed in teams of four, documented and presented, and then each person selected a site for an individual project based upon the results and analysis of the teams.

f) ...experiences that provide interaction with multiple disciplines (for example, code specialists, engineers, architects, artists, behaviorists) representing a variety of points of view and perspectives on design problems.

The faculty is primarily made up of adjuncts from a variety of backgrounds, which provides interaction with multiple disciplines. Adjunct faculty come from a variety of fields including interior design, architecture, engineering, acoustics, art, graphic design, and art history.

The program MUST provide:

g) ...interaction with practicing professionals (for example, as jurors, project critics, guest lecturers, mentors).

A large percentage of the faculty members are adjuncts that have contact with or currently are practicing professionals. Every design studio includes at least two project critics, one at mid term and one during finals. Students commented that critiques typically include up to six practicing professionals. During the design process, students participate in desk critiques with instructors and often ask other instructors to critique work. Critiques are an integral part of the design process and a strength of the program.
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

The program leads students to develop the attitudes, traits, and values of professional responsibility, accountability, and effectiveness.

a) The program **MUST** incorporate learning experiences that address client and/or user needs and their responses to the interior environment.

The program incorporates learning experiences that address client and user needs and responses to the interior environment. In Space Planning (IA 252), students conducted a mock interview with another student to identify program requirements, assuming that the student interviewed was the client. Students also developed a questionnaire and conducted a second interview based upon knowledge gained in the first interview. Documents were compiled based upon these interviews and a field observation that included behavioral mapping. The data gathered resulted in a report, followed by a space plan that met the established program needs. In Design Studio 3: IA Elements (IA 207), students observed a space over a 24-hour time period and compiled a photographic record of the results, noting light/shadow changes in the space. The information is transformed into a programmed space.

The program **MUST** provide learning experiences that address:

b) professional ethics and the role of ethics in interior design.

The syllabus from Professional Practice (IA 451) addresses ethics in course objectives and lecture on ethics was included in the syllabus. This was evidenced through faculty interviews. Ethics are also integrated into studio courses and student interviews demonstrated understanding of the role of ethics in business.

c) consciousness of alternate points of view and appreciation of cultural diversity.

The program provides learning experiences that address alternate points of view and an appreciation of cultural diversity. In Design Studio 7: Entertainment (IA 480) an assignment required extensive urban analysis of a culturally diverse neighborhood in Los Angeles, which was used for the integration of varying needs for diverse cultures in a community building. In Design Studio 3A (IA 205) students were also required to research the cultural aspects of a poet and an artist and design a living/workspace.

d) the designer's ability to affect people and the environment.

Detail Design (IA 257) included a synthesis project that required students to design a structure that would inform the public, promote interaction, and provoke thought, which resulted in the creation of a multifaceted kiosk. During student interviews, this project was cited as a design that affects people and the environment. In Design Studio 5: Residential (IA 363), students completed a project that met the needs of children who were full-sized people and parents who were the size of children.
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 163) 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).
Standard 2. Professional Values

j) ...active listening skills leading to effective interpretation of requirements (for example, programming interviews, participatory critiques, role playing).

The program includes learning experiences that incorporate active listening skills leading to the effective interpretation of project requirements. Students demonstrated the ability to listen and communicate in interviews.

k) The program MUST present opportunities or experiences that address the value and importance of community or public service.

In Constructions (IA 327) students designed, modeled, and built the Boyle Heights Community Garden project. Students designed and finished the construction of a planting table and shelving for a local community garden and donated the project and their time.

EVALUATION OF PROGRAM COMPLIANCE

Standard: The program leads students to develop the attitudes, traits, and values of professional responsibility, accountability, and effectiveness.

✓ COMPLIANCE
☐ PARTIAL COMPLIANCE
☐ NON-COMPLIANCE
Standard 3. Design Fundamentals

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.
d) ...principles of lighting design (for example, color, quality, sources, use).

In Design Studio 3: IA Elements (IA 207) students analyzed the effects of daylighting using photographs from a 24-hour period of time. This project provided students with an understanding of light and shadow in the built environment. Students demonstrated a strong understanding of daylighting principles as they relate to interior lighting. In Lighting Design (IA 365), students received technical information related to the selection and application of electrical lighting and students were tested on sources, color, and quality. The second half of this course is a studio component that required students to apply lighting to a concurrent studio project such as, the bathhouse and library from Design Studio 6: Public Spaces (IA 382). Student work demonstrated understanding of the principles of lighting design and subsequent studio courses demonstrated conceptual understanding of lighting applications. Student interviews demonstrated understanding of the principles of lighting in upper-level studio projects.

Student work MUST demonstrate understanding of theories of human behavior and interior environments:

e) ...human factors (for example, ergonomics, anthropometry/anthropometrics).

In Detail Design (IA 257) students are required to address details and custom work that uses anthropometrics as the basis for the dimensions of details and custom furniture designs. In Design Studio 2 (IA 106) Students created a fisherman's kiosk that evidenced understanding of the theories of human factors and how these factors physically relate to items in the environment. Additionally, students completed behavioral mapping exercises in Space Planning (IA 252), which enhanced understanding of human factors.

f) ...the relationship between human behavior and the built environment.

Behavioral mapping, an assignment from Space Planning (IA 252), addressed behavioral and human factors. Students used behavioral mapping to study a space from earlier in the semester. Teams of students were required to analyze the interaction of people in a given space. Attention was placed on the social interactions of two or more people, documenting who is involved and what physical activities occurred. Students also documented how structure supports social activity and how space could be designed to support social activity. In Design Studio 4: Retail (IA 282) students completed a similar study, analyzing how people behave in an existing retail space.
Standard 3. Design Fundamentals

Student work MUST demonstrate understanding of history including:

  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.

  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.

  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.

  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 3. Design Fundamentals

EVALUATION OF PROGRAM COMPLIANCE

Standard: Students have a foundation in the fundamentals of art and design, theories of design and human behavior and discipline related history.

✓ COMPLIANCE
☐ PARTIAL COMPLIANCE
☐ NON-COMPLIANCE
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

e) ... problem solving.

Problem solving skills were evident in the data collection and in the use of data in assignment #2 from Space Planning (IA 252). In assignment #3, students worked on a residential project and solved problems that had been identified. Problem solving was evident in Senior Project (IA 483), in which all student projects demonstrated strong programming skills including problem identification and solutions that solved identified problems. Issues such as, sundowning and providing wandering pathways were addressed in solutions from the Alzheimer’s Care Facility. Student presentations observed on site reinforced problem solving skills, as students articulated the design process and problem solving associated with these projects.

f) ... identification of client and/or user needs.

Students thoroughly addressed client needs throughout the curriculum. The identification of client needs was evident in student projects that included problem identification and then addressed the problems in design solutions from Senior Project (IA 483). Identifying user needs was also evidenced in the metamorphosis, church and community center, and Project Safe House projects.

g) ... information gathering research and analysis (functional requirements, code research, etc.).

Building Systems and Codes (IA 258) included research and analysis of functional requirements such as floor systems and ceiling systems, in case studies from existing buildings. In Design Studio 4: Retail (IA 282) anthropology case studies required students to visit retail locations and document key functional elements on how space works in relation to human dimensions and in relation to circulation, lighting, security (e.g. Juicy Couture, Lacoste). Construction Documents (IA 454) included code requirements in project documentation. Information gathering research and analysis was a strength of the program.

Student work MUST demonstrate competent schematic design and concept development skills, including:

h) ... concept statements.

Examples of project conceptualization were found throughout the program. In Space Planning (IA 252) students clearly stated and indicated concept statements and concepts were evident in project solutions. Students frequently took an abstract idea and used it as a basis for their concept and then changed the abstract idea into a solution that met the program and/or spatial needs. This is a strength of the program.

i) ... the ability to rapidly visualize concepts through sketching.

Throughout the curriculum and in process drawings and sketchbooks, sketching was evident as a means of ideation. Design Studio 5: Residential (IA 363) included sketchbooks that evidenced the ability to create a portrait of visualized concepts through sketching.
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

o) ...selection and application of luminaires and lighting sources.

Students demonstrated understanding of the effects of daylighting and strategies in the built environment. The first half of Lighting Design (IA 365) included lectures and the second half required students to apply knowledge to a studio project. Students demonstrated the ability to select and apply luminaires and light sources in projects, such as the bathhouse and library from Design Studio 6: Public Spaces (IA 382), but did not demonstrate understanding in work from subsequent studio projects.

p) ...justifying design solutions relative to the goals and objectives of the project program.

Design studio problems demonstrated competence in justifying design solutions within the context of the program. In Senior Project (IA 483) the cinematography project demonstrated student ability to justify design solutions.

q) ...appropriate selection and application of decorative elements.

The Mayo Breast Clinic project from Materials and Furnishings (IA 256) included decorative elements that were sensitive towards architectural volume, including art and plantscaping. In interviews and presentations from Design Studio 3 (IA 207) and Design Studio 5 (IA 363) students discussed the selection of objects that captured the essence of projects and were integral parts of design solutions.

r) Student work MUST demonstrate competent skills in preparing drawings, schedules, and specifications as an integrated system of contract documents, appropriate to project size and scope and sufficiently extensive to show how design solutions and interior construction are related. These could include construction/demolition plans, power plans, lighting/reflected ceiling plans, finish plans, furniture, fixtures, and equipment plans, data/voice telecommunication plans, elevations, sections, and details, interior building specifications, furniture specifications, finish schedules, door schedules, etc. (The intent of this indicator is to demonstrate how contract documents are used as an integrated system. Documents should not be scattered across the curriculum, but neither do all examples need to be evidenced in a single project.)

The student work from Construction Documents (IA 454) clearly demonstrated competent skills in preparing contract documents.

Student work SHOULD demonstrate design development skills, including:

s) ...appropriate selection and application of art and accessories.

Product notebooks and specifications from Materials and Furnishings (IA 256) demonstrated appropriate selections of artwork and accessories. Artwork and accessories were carefully integrated into the design solutions as integral design elements. Student interviews confirmed this design development skill.
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

Students communicate effectively.

Student work MUST demonstrate competence in:

a) ...drafting and lettering, both manual and computer-aided techniques.

Student work demonstrated competence in drafting and lettering. In Construction Documents (IA 454), manual drafting and lettering were included in construction documents and computer-aided drafting was used in some projects. Design Studio 1 (IA 105) and Design Studio 2 (IA 106) included manual drafting and lettering in assignments. Manual drafting styles included pencil, ink, velum, and mylar.

b) ...illustrative sketching.

Student work demonstrated competence in illustrative sketching. In Beginning Drawing (FO 101), illustrative sketching is introduced using pencil and colored pencil. Design Studio 1 (IA 105) required sketch books that included free-hand sketches.

c) ...presentation of color, materials, and furnishings (for example, sample boards, collages, mock-ups, digital representations).

Student work demonstrated competence in the presentation of color, materials, and furnishings. In Materials and Finishes (IA 256) sample boards included materials and finishes. Design Studio 2 (IA 106) included collage-style furniture boards that displayed furniture by type.

Students MUST:

d) ...express ideas clearly in oral presentations and critiques.

Students demonstrated competence when expressing project processes and ideas in oral presentations. This is a program strength, as evidenced in on-site interviews and presentations. Oral presentation and the expression of ideas are strengths of the program.

e) ...communicate clearly in writing (using correct spelling, grammar, and syntax) in specifications, schedules, and contracts and other business-related documents such as project programs, concept statements, reports, research papers, resumes, and correspondence.

Students' ability to communicate clearly in writing was evidenced in many projects and courses throughout the program. In History 2 (IA 165) research papers and a critical comparison of techniques and designers demonstrated clear writing skills. In Design Studio 3 (IA 207) narrative and process notebooks, concept statements in the raw/cook project, and concept statements throughout the program demonstrated clear writing ability.
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.
Standard 5. Communication

EVALUATION OF PROGRAM COMPLIANCE

Standard: Students communicate effectively.

✓ COMPLIANCE
☐ PARTIAL COMPLIANCE
☐ NON-COMPLIANCE

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.

f) lighting systems.

Students demonstrated understanding that design solutions affect and are impacted by lighting systems. Student journals from Building Systems and Codes (IA 258) addressed low voltage, fluorescent, and incandescent lighting systems. Reflected ceiling plans for the office project from Construction Documents (IA 454) included switching and circuits.

g) ceiling systems.

Students demonstrated understanding that design solutions affect and are impacted by ceiling systems in Building Systems and Codes (IA 258). Student journals identified suspended, acoustical, metal, wood, and tin ceiling systems.

h) flooring systems (for example, raised, heated).

Students demonstrated understanding that design solutions affect and are impacted by flooring systems in Building Systems and Codes (IA 258). Student journals included observations of flooring systems. Examples included wood, terrazzo, linoleum and sub floors, and concrete and plywood flooring.

i) security systems.

Students demonstrated understanding that design solutions affect and are impacted by security systems in Construction Documents (IA 454). Students produced construction documents that included security cameras on drawings and in legends. Interviews also confirmed student knowledge of security systems.

j) acoustics.

Students demonstrated understanding that design solutions affect and are impacted by acoustics in Building Systems and Codes (IA 258). Student journals included flat, concave, and convex surfaces and addressed the influence that these various surfaces have on acoustics. Students also researched materials and acoustic separations.

k) interface of workstation furniture systems with building systems.

Students demonstrated understanding that design solutions affect and are impacted by the interface of workstation furniture systems with building systems. Lectures addressed this interface and student interviews confirmed basic understanding.

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
Standard 7. Regulations

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

Student work **MUST** demonstrate understanding of the impact of fire and life safety principles:

a) **Compartmentalization (fire separation).**

Compartmentalization is addressed in lectures from Building Systems and Codes (IA 258) and students demonstrated understanding of fire separation in exams.

b) **Movement (stairwells, corridors, exitways).**

Building Systems and Codes (IA 258) addresses movement for egress in lectures and students addressed movement in journals. Student journals included photographs of exit access, exit discharge, and public means of vertical egress, demonstrating understanding.

c) **Detection (smoke/heat detectors and alarm systems).**

Fire detection systems were photographed and identified in student journals from Building Systems and Codes (IA 258), demonstrating understanding.

d) **Suppression (sprinklers/fire hose cabinets).**

Both external and internal suppression systems were included in student journals from Building Systems and Codes (IA 258), demonstrating understanding.

Student work **MLST** demonstrate the appropriate application of:

e) **Codes, regulations, and standards (for example, American National Standards Institute, Construction Specifications Institute, Illuminating Engineering Society, National Building Code, Uniform Building Code).**

Appropriate application was demonstrated in student projects throughout the curriculum.

f) **Barrier-free design concepts (for example, Americans with Disabilities Act).**

In studios, including Design Studio 4: Retail (IA 282) and Design Studio 6: Public Spaces (IA 382), students appropriately applied barrier-free design concepts in design project solutions.

g) **Ergonomic and human factors data.**

Projects from Space Planning (IA 252) included behavioral mapping and interviewing to gather information on ergonomic needs. These projects demonstrated students' ability to appropriately apply ergonomic and human factors data. Design Studio 6: Public Spaces (IA 382) included the human form in models and drawings that addressed sensitivity to human scale and how people function within a space.
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 have a foundation in business and professional practice.

Students **MUST** demonstrate understanding of project management practices:

a) **...estimating** (for example, project costs, fees).

In the syllabus from Professional Practice (IA 451), estimating is covered in week 9 and in exams. Additionally, cost estimating is an integral component of Construction (IA 327). Students demonstrated understanding.

b) **...budget management.**

In the syllabus from Professional Practice (IA 451), budget management is covered in week 7 and in exams. Additionally, cost estimating is an integral component of Construction (IA 327). Students demonstrated understanding.

c) **...coordination** (managing input from various members of the project team), **time management, scheduling, and contract administration.**

In the syllabus from Professional Practice (IA 451), project coordination is addressed in week 10 and in exams. Faculty interviews and student course notebooks included scheduling and time management from class exercises. Students demonstrated understanding.

d) **...information management** (collecting and disseminating relevant project information).

Student notebooks from Senior Project (IA 483) included background program information, demonstrated the collection of project information, and recorded the information in a format relevant for disseminating information. Students demonstrated understanding.

e) **...conflict resolution** (facilitating solutions to conflicting objectives).

Student interviews demonstrated understanding of conflict management. Students specifically mentioned team assignments that required the creation of a design solution from interdisciplinary courses such as Beginning Drawing (FO 101), Design Elements (FO 102), and Color Theory (FO 103). Students continued to collaborate on team assignments throughout the curriculum and addressed conflict resolution through these experiences.

f) **...assessment processes** (for example, post-occupancy evaluation, productivity, square-footage ratios).

In Professional Practice (IA 451) class exercises and field trips, specifically collaborations with a local contractor, addressed assessment processes. In addition, precedent studies throughout the curriculum addressed assessment processes.
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
Faculty members and other instructional personnel are qualified and adequate in number to implement program objectives.

Faculty members and other instructional personnel:

a) ...represent more than one professional point of view, design background, and experience.

PER II-9-1.

The faculty includes architects, visual artists, interior designers, graphic designers, and art historians. They all have previous practitioner experience or are currently practicing their profession.

b) ...have academic and/or professional experience appropriate to their areas of responsibility.

PER II-9-2.

Foundation courses are taught by an interdisciplinary group of faculty with strong fine arts, graphic design, or interior architecture backgrounds. Faculty members who teach studio courses are either architects or interior designers. Faculty members who specialize in content areas teach related courses.

c) ...participate in relevant professional and/or scholarly associations (for example, American Society of Interior Designers, Interior Designers of Canada, Interior Design Educators Council, International Interior Design Association).

PER II-9-2.

d) ...engage in scholarly research, practice, and/or creative activity leading to professional growth and the advancement of the profession.

PER II-9-2.

The Woodbury Interior Architecture faculty is encouraged to participate in scholarly and creative activities. Some faculty members have won design competitions or juried exhibitions. Some have had work published in trade periodicals or received grants in areas such as community work. Some have presented papers at conferences.

e) ...engage in continuing education.

PER II-9-2 and 3.

Faculty members are encouraged to engage in continuing education. However, there are limited funds for professional development at the university.
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 10. Facilities

Program facilities and resources provide an environment to stimulate thought, motivate students, and promote the exchange of ideas.

a) Instructional facilities and workspaces support program objectives and course goals.

PER II-10-1.

b) Program objectives and course goals are supported by the appropriate equipment (for example, computers, printers, plotters, projectors, monitors/VCRs).

PER II-10-1.

c) Spaces are available for collaborative activities, such as exhibitions, critique, display, and working in teams.

PER II-10-2.

Students have convenient access to a comprehensive and current range of:

d) ...information about interior design and relevant disciplines (for example, bound volumes, periodicals, microfilm, video, slides, electronic).

PER II-2-2 through II-10-9.

e) ...product information (bound, electronic, or on-line) and samples.

PER II-10-9 and II-10-10.

Faculty members and other instructional personnel have:

f) ...facilities and equipment for course preparation, project evaluation, administrative activities, and/or conferences.

PER II-10-10.

As expressed by faculty, there is a need for more computers for students and faculty.

g) ...sufficient technical and/or clerical support.

PER II-10-10.

The program shares a clerical support person with the architectural department and the department chair does his own work.

EVALUATION OF PROGRAM COMPLIANCE

Standard: Program facilities and resources provide an environment to stimulate thought, motivate students, and promote exchange of ideas.

✓ COMPLIANCE
□ PARTIAL COMPLIANCE
□ NON-COMPLIANCE

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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.

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Standard 11. Administration

j) ...student achievement.

PER, II-11-4 and 5.

EVALUATION OF PROGRAM COMPLIANCE

Standard: 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.

✓ COMPLIANCE

☐ PARTIAL COMPLIANCE

☐ NON-COMPLIANCE
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

At the request of Woodbury University, a FIDER visiting team composed of Delores Ginthner, IDEC, Laura Prestwood, IDEC, and Stephanie DeShaiies, II DA, conducted an on-site review of the interior design program on November 13-16, 2004.

Saturday, November 13, 2004

2:00 p.m. Chairperson of Interior Architecture Randall Stauffer met Dee Ginthner and Laura Prestwood at the airport.
2:30 p.m. Design Center tour and orientation to the student work display with Randall Stauffer.
3:15 p.m. Review of student work.
4:00 p.m. Randall Stauffer picked up Stephanie DeShaiies at the airport and upon returning to the Design Center, gave her a tour and orientation to the student work display.
5:00 p.m. Team meeting and continued review of student work.
7:30 p.m. Team dinner with the Dean of the School of Architecture and Design Heather Kuzze, Randall Stauffer, Design Foundation Coordinator Carolee Toon, and Interior Architecture Faculty Joshua Stein.
9:30 p.m. Team work session.

Sunday, November 14, 2004

8:15 a.m. Continued review of student work.
noon Lunch with Randall Stauffer at Woody’s, requested help in locating additional work.
1:00 p.m. Continued review of student work.
5:00 p.m. Reception for administration, faculty, alumni, Advisory Board, and invited guests.*
7:30 p.m. Team dinner and work session.

Monday, November 15, 2004

8:30 a.m. Toured computer labs in the Design Center Building with Randall Stauffer and Joshua Stein.
9:00 a.m. Met with Program Chair Randall Stauffer.
9:30 a.m. Met with faculty.*
noon Informal lunch with student representatives.*
1:30 p.m. Team toured the campus.
2:30 p.m. Team work session.
3:00 p.m. Team observed student presentations.
4:00 p.m. Team work session at the hotel.
6:00 p.m. Team dinner.
7:30 p.m. Team work session.
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.