Notes from Student Leader Focus Group
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Created by Anne Ehrlich, Dean of Students, Woodbury University

N=30

1. Institutional purposes (university mission) are broadly understood by members of the institutional community and communicated clearly and consistently to external constituencies?
   I have no clue what the mission statement says (5)
   I have a vague idea what the mission statement says (24)
   I know the mission statement by heart (1)
   It should be posted in every classroom
   It should be posted larger than it currently is

   The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.
   What the heck is academic freedom? (24)
   Most people have no idea that we have any policies about this
   I am afraid to disagree with faculty (this was said many times re: design faculty)
   Design faculty especially have their favorites and spend more time with them

   Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.
   No—we do not have any language classes
   Adding an international studies program was a good first step but we have a long way to go
   Most faculty seem open to students from all backgrounds, though a couple of instances of discrimination against LGBT students were mentioned.
   Intramurals is a great new program—it brings people of all backgrounds together
   We need more educational programs about diversity issues
   Our campus is segregated by ethnicity (blacks, Latinos, Armenians)
   More diversity education should be incorporated into PD100

1.7a The institution truthfully represents its academic goals, programs, and services to students and to the larger public;
   WU did a good job of helping students understand the amount of time needed to spend on studio projects
   Didn't mention the extra $$$ needed for studio supplies
   Student/faculty ratio misrepresented (especially for Arch & Business)
   Class sizes have increased each year
   Not as many Politics and History courses as advertised

1.7b The institution demonstrates that its academic programs can be completed in a timely fashion;
   Yes (all agree)
1.7c The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, and refunds.

There has been a big improvement in this over the past two years with regard to student conduct (there is more consistency).

There is the impression that students/parents get what they want by calling the President.

The Business Office has too much bureaucracy for student organizations.

2.1a The institution’s educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery,

Design Communication is completely ineffective—faculty lecture a ton then send students home to practice… they should let the students practice in class to get on-the-spot feedback.

Architecture faculty can’t make up their minds whether they are preparing students for grad school or the work force—students notice the inconsistency.

There is the expectation in Fashion Design that they will produce couture-quality work, but there is not enough time for that.

Math faculty lecture entirely too much. Across the board they are not engaging.

2.1b The institution is staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.

Fashion Design does not have enough faculty. Students have to wait a very long time for 1 on 1 feedback.

Business faculty (e.g. Professor Mohini) show up very late to class (like 30 min) and expect students to wait.

Politics and History don’t have enough full-time faculty (all classes are taught by the same 2).

Overall the quality of the faculty is very good, but the quantity is lacking.

2.3. The institution’s expectations for learning and student attainment are clearly reflected in its academic programs and policies. These include

2.3a the organization and content of the institution’s curricula;

Amount of work expected varies considerably depending on who’s teaching the course.

General education required courses are not challenging enough.

2.3b admissions and graduation policies;

No comments.

2.3c the organization and delivery of advisement;

OASIS is wonderful.

Faculty advisors are sometimes very difficult to get a hold of or are not well-informed (especially Business)

2.3d the use of its library and information resources;

Good

2.5. The institution’s academic programs
2.5a actively involve students in learning,
Yes. Faculty are very good at this.

2.5b challenge them to achieve high expectations,
Fashion Design faculty are way too nice in their critiques
General ed courses are not challenging enough

2.5c and provide them with appropriate and ongoing feedback about their
performance and how it can be improved.
Yes

2.12a. The institution ensures that
2.12b all students understand the requirements of their academic programs
Yes.

2.12c and receive timely, useful, and regular information and advising about relevant
academic requirements.
Yes.

2.13a. Student support services are designed to meet the needs of the specific types of
students the institution serves and the curricula it offers including:

2.13b financial aid,
Wonderful—one of the best offices on campus

2.13c registration,
Generally good… some staff are much better informed than others. Need more staff. Tamara is
great.

2.13d advising,
Student prefer to avoid their faculty advisors and go straight to Emmanuel. Faculty are not always
correct in their advising.

2.13e career counseling,
Used to be pretty good… has gone down hill this past year (since move to Hensel Hall).
Why aren’t they hiring a replacement for Monica?
Want bigger name companies at job fairs.

2.13f computer labs,
The hours are too limited, especially on weekends
Computers are slow; wireless is slow
Plotters are often broken for long periods of time
Labtechs are just room monitors—they don’t know how to help anyone

2.13g and library
Good
2.14a. For transfer students only: Institutions that serve transfer students assume an obligation to

2.14b provide clear and accurate information about transfer requirements,
Yes.

2.14c ensure equitable treatment for such students with respect to academic policies,
Yes.

2.14d and ensure that such students are not unduly disadvantaged by transfer requirements.
Yes.