NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

Visitors' Report

Lawrence Technological University
Southfield, MI

Steven Rost, Chair
Department of Art and Design

April 3 – 6, 2016

Visitation Team:

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Degrees for which Renewal of Plan Approval and Final Approval for Listing is sought.
Bachelor of Science - 4 years: Transportation Design; Industrial Design
Bachelor of Fine Arts – 4 years: Graphic Design; Game Art
Bachelor of Interior Architecture – 4 years: Interior Architecture
Master of Arts – 2 years: Environmental Graphic Design
Master of Interior Design – 2 years: Interior Design

Degrees for which Final Approval for Listing is sought.
Bachelor of Fine Arts – 4 years: Interaction Design

DISCLAIMER

The following report and any statements therein regarding compliance with NASAD accreditation standards represent only the considered opinion of the visitors at the time of the visit. Definitive evaluation of compliance and the accreditation decision will be made by the Commission following a complete review of the application, including the Self-Study, the Visitors' Report, and any Optional Response to the Visitors' Report submitted by the institution.

OPTIONAL RESPONSE

It is strongly recommended that each institution submit an Optional Response to the Visitors' Report, which may be used to correct (1) errors of fact, (2) conclusions based on such errors, and (3) any documented changes made in the program since the on-site review. In particular, information in the Optional Response should address noted issues of apparent noncompliance, such as those included in Section P. of this report, and any areas where the provision of further information has been deemed advisable by the institution.

ACKNOWLEDGMENTS

The visiting team wishes to thank the Department, College and University for their efforts in hosting and providing pertinent information. While on campus, the visitors met with the following individuals: Provost Maria Vaz, Vice President for Finance and Administration Linda Height, Associate Vice President for Enrollment Management Noreen Ferguson, Kahn Library Director Gary Cocozzoli, College of Architecture and Design Interim Dean Amy Deines, office personnel and staff, faculty, and students. All were extremely forthcoming with answers to our questions.

A special thanks to Department of Art and Design Interim Chair Steve Rost whose work in coordinating the Self-Study and whose openness and honesty made the work of the team that much easier.

The Self-Study was well prepared and thorough. The faculty were open and positive during the site visit and enriched our observation process.

Background

The Self-Study states that Lawrence Technological University (LTU) is a private university founded in 1932 that offers more than 100 programs through the doctoral level in its Colleges of Architecture and Design, Arts and Sciences, Engineering, and Management. The overarching institutional mission is described as providing a hands-on 'theory and practice' education, a transformative STEM and Design education that emphasizes leadership. LTU enrolls approximately 4,000 students. The governance of the University is that of a non-stock, nonprofit trusteeship educational corporation chartered in the State of Michigan.

A. Purposes

The mission of Lawrence Technological University is: *To develop innovative and agile leaders with an entrepreneurial mindset through a student-centric learning environment and applied research embracing theory and practice*. The College of Architecture and

Design endeavors to…*build on the strengths of the institution while understanding the detailed disciplinary knowledge needed for our graduates to successfully practice, innovate and define creative agency*. The mission statement of the Department of Art and Design, to prepare…*students to critically engage creative inquiry, visual literacy, and design thinking*…appears to reflect these complementary aspirations. The undergraduate students must demonstrate proficiency in the mastery of a medium or field; develop independent vision and critical judgments; possess professional presentation skills and …*embrace reclamation, revitalization, and community engagement*. The graduate students are introduced to the expectations of the respective fields.

The mission, goals and objectives of the institution, known collectively as the *LTU Strategic Plan 2016,* appear clearly articulated and understood among the campus community.

B. Size and Scope

The size and scope of the art and design unit generally appears appropriate except where noted in Section N., Specific Curricula. The NASAD standards on Size and Scope place strong emphasis on the importance of maintaining sufficient enrollment, providing the appropriate number of faculty and other resources, and offering sufficient advanced courses appropriate to major areas of study at the degree levels being offered.

In regard to NASAD standards, the visitors also note that the art and design faculty have multiple functions, serving as student advisors, program directors and workshop supervisors. Given the focus of the program and the size of the facilities, the faculty play an important role.

Maintaining a careful matching of faculty to majors is critical to any program that should be addressed with a thoughtful and dedicated replacement plan developed in collaboration with the Dean. The visitation team was provided evidence that the art and design unit is able to offer sufficient advanced courses in the professional Bachelor of Science and Bachelor of Fine Arts degree programs as well as the Master's degree programs with the notable exception of the Master of Arts in Environmental Graphic Design, a new program that appears to be struggling to develop an acceptable cohort.

ENROLLMENT	2015	2014	2013	2012
BS	66	68	52	44
BFA	75	77	84	82
BID	32	38	33	31
MA	3	8	7	1
MID	21	24	19	17
Total Majors	197	215	195	175

The size and scope of the institution appears to generally align with the mission, goals and objectives of the institution except as noted. Comments with regard to instructional delivery and appropriate credentialing noted below in Section E are more fully described in the Standards Summary, Section P.

C. Finances

As part of a private institution the Department of Art and Design (DAD) relies upon operational funds largely supported by student tuition and fees. It was reported to the visiting team that 15% of the University student population is international, with another 12% from out of state.

Faculty make their requests for supplies and equipment through the Program Director/Coordinator who consults with the Department Chair. When the Chair develops the budget, it is submitted to the Dean for review and approval.

Developmental fundraising is handled by the Office of Advancement with the Dean serving as point of contact. Finances appear to support the mission, goals and objectives of the institution.

D. Governance and Administration

1. Overall Effectiveness

The overall effectiveness of the LTU governance structure promotes cooperative relationships that are capable of serving the mission, goals, and objectives of the DAD. The administrative structure of the unit is comprised of the Department Chair, who is normally appointed for a renewable one-year term from within the unit's regular faculty. The Chair serves at the discretion of the Dean with the consensus of the Department faculty. Administrative support (9 staff) for the DAD Chair and faculty is housed within the Office of the College of Architecture and Design and shared with the Department of Architecture. Directors for the academic programs, including Graphic/Interaction Design, Game Art, Transportation/Industrial Design, Environmental Graphic Design, Interior Design, and first-year Basic Design, work with the Chair. The level of cooperation and facilitation of policies between the Chair and the faculty seem open and well organized.

2. Policy-Making

With regard to policy-making, the DAD works within the framework of the larger College of Architecture and Design. The faculty and staff freely noted their positive working relationship with the Chair, who was seen as their advocate with the Dean and upper administration as well as an active member of the local arts community. University and College policies regarding tenure and promotion are published documents understood by the faculty. Other than concerns with future staffing needs, the faculty voiced no specific concerns with procedure and Department policy.

3. Art and Design Executive's Load and Responsibilities

The faculty and staff were unanimous in their support and regard for the work of the Chair. He is seen as an integral member of the unit and a vital link with the College and University administration. In return, the Chair noted the enthusiastic support of the faculty in all aspects of governance of the unit, and their respective work on campus and in the community in promoting the arts. The Chair receives a 50% course release for his administrative duties with additional compensation. Given the commitment to preparing this Self-Study, the Chair is to be lauded for his work on behalf of the unit.

4. Communication

It appears to the visitation team that communication with the College and upper administration is open and cooperative. During our meeting, the Dean was very informed about the activities and achievements of the faculty and students in the Department. The Dean's vision for the College included a central role for the unit, especially with regards to arts programming and the creative uses of technology. The Provost was similarly informed and acknowledged her support for the programmatic needs and objectives of the unit.

Governance and administration appears to support the mission, goals and objectives of the institution.

E. Faculty and Staff

An examination of faculty resumes indicates that many have earned professional degrees from a wide variety of reputable colleges and universities or have comparable professional experience. As active professionals in their respective fields, the faculty serve as exemplary role models for students in the Department and College.

The 10 full-time positions in the Department are complemented by a large number of part-time faculty who contribute their respective expertise in the classroom and studio. In addition, one faculty member from Architecture regularly teaches for DAD while another is on temporary assignment as Interim Dean in the College. The overall faculty to student ratio during the 2015-16 academic year is reported as 1:24. This appears consistent with the mission of the institution to complement full-time faculty with professionals active in the various fields in Metro Detroit to foster a more seamless transition to the workplace for successful students. It appears to the visitation team, however, that the relatively small number of full-time faculty places a good deal of supervisory work in their hands.

The teaching load for studio and design faculty is a 2/2 workload based upon 12 credits or up to 14 contact hours per week. Sabbaticals and other leave opportunities appear to be accessible to faculty. Faculty development funding for travel to conferences, exhibitions and other research-oriented activities is available. Morale and productivity among faculty appears to be generally high with the exception of the stresses that have accompanied new program development and the attendant pressures in support and services.

Faculty pay and benefits appear to vary widely with regard to similar private institutions with programs of this size (101-200 majors). According to information listed in the latest *HEADS Data Summaries*, faculty salaries at the various academic ranks in the Department of Art and Design range from below the lowest range to the 75th percentile of the Operational Norms (Common Practices) of similar sized private NASAD institutions in the country. Temporary positions range in salary from the very lowest nationally to the very highest. The disparity in salary highlights a lack of gender balance among the full-time faculty (7 male, 3 female) and ranked faculty (male only). There appear to be salary compression issues that need to be reviewed by the institution, particularly in regard to the retention and hiring of women and faculty of color.

The faculty undergo an annual evaluation by the Chair, information that is provided to the Dean. Guidelines for tenure and promotion are published and readily understood by the faculty:

Additionally, students provide evaluations of teaching performance each semester. Faculty and staff, unless otherwise noted, appear to support the mission, goals and objectives of the institution.

The team was impressed by the ease with which trans-disciplinary collaboration occurred between faculty and students of various programs in the Department of Art and Design. Many of Art and Design's full-time and adjunct faculty are practitioners in related fields, providing ample opportunities for students to gain functional knowledge of professional design practices and ethics. While these relationships add considerable value and uniqueness to the school, the visitors caution LTU on several issues in this regard.

With regards to demonstrated teaching competence, reliance on various practitioners to teach classes can bring a certain amount of inconsistency in the delivery of course content. Speaking of their experience in some of the basic classes, students said "it's kind of a lottery" with the course content varying greatly depending on who is teaching the class. In some cases, there also appeared to be faculty teaching classes in areas that did not match their respective educational background, inconsistent with the nature and requirements of specific programs.

F. Facilities, Equipment, Technology, Health, and Safety

The facilities for the Department of Art and Design occupy three buildings on the Southfield campus. Most of the Department offices and facilities are located in the attached Architecture Building and the University Technology and Learning Complex (UTLC). A third facility, the Art and Design Center, is located on the north side of the Southfield campus. A separate campus is located in the midtown Detroit Center for Design and Technology.

Student access to technology includes laptops provided through a university-wide program that are loaded with the Adobe Creative Suite and other current software sufficient for their needs. Easy access to Lynda.com provides students with tutorials to develop software skills. Printing is provided through a centralized facility at a reduced price. Delivery of print services is generally good, however students noted that the services were stressed during times of heavy usage and were sometimes unable to deliver prints on a timely basis.

The Architecture Building (1962) houses classrooms, studios and faculty offices as well as the Dean's Office and related administrative offices. This facility supports the programs in interior architecture, graphic design, interaction design and game art as well as first-year Basic Design classes.

The University Technology and Learning Complex (2000) provides studios and classrooms as well as shared-use facilities such as galleries and the Architecture Computing Resource Center (ACRC), a service bureau supporting printing needs. The CoAD Shop and Makelab are also located in this building.

The Detroit Center for Design and Technology is a leased facility with 8,000 square feet housing offices, studios, and classrooms intended to offer engagement opportunities that

serve the urban community. Environmental Graphic Design is primarily housed in this facility.

Graphic Design is located in facilities that include classrooms and studios in the Architecture Building in the center of the Southfield campus. The facility has a modest computer lab used for instruction which is equipped with a scanner and Apple desktop computers loaded with the Adobe Creative Suite and other appropriate software. Students primarily work on laptop computers supplied through a university-wide program. Print services are available at a reduced cost through the ACRC, a shared facility located in the main floor entry of the UTLC. Studios are housed in the open space that was the building's former library. Studio space appeared a bit cramped. The recent opening of the Detroit Center is expected to somewhat relieve the crowding of classroom and studio space, however certain limitations still remain. The Screen Print Lab (A242) with 300 square feet of dedicated workspace, 100 square feet for film processing and washing, and minimal storage for inks and other supplies, can only accommodate three students at a time, making it unsuitable as a classroom. Hopefully, plans to redesign the Art and Design wing will address many of the space issues.

Game Arts is located in the Architecture Building in the center of the Southfield campus. The team visited an interactive studio that includes computer workstations, large-screen monitors, and a centrally located work area that allowed students to share information from their laptops. Students using the space commented on ease of access and the ability to collaborate with students from other disciplines such as Computer Design and Engineering.

Interaction Design classroom and studio space is also located in the Architecture Building in the center of the Southfield campus along with Graphic Design and Game Arts. As with all the other design programs, all required software is accessed through the university-wide computer laptop program.

Transportation Design and Industrial Design are in the Art and Design Center, located on the north side of the Southfield campus, a location separate from the other programs and facilities. Classroom studios are assigned by level to each program. The historic development of the two programs has been atypical. The Industrial Design program was developed out of the Transportation Design program (typically, the evolution has been the other way around). For the most part, the Industrial Design program has benefited from the Transportation Design's strong visualization skills and digital modeling influence. The programs are both set up in a working studio style with each level of each program assigned a room for the year. The team noted that students are able to keep their work up on the walls as their projects progress. This is a very constructive and conducive environment for the students to learn and support each other throughout each program. Students access all required software through the university's wide computer laptop program.

The Transportation Design students have access to a clay studio and spray booth in an adjacent building called the Applied Research Center. There is a small, unsupervised 200-300 square foot area with a sewing machine, cutting table and a Makerbot 3D printer located in the Art and Design Center. However, there is no adequate model shop available to the Industrial Design students in or near the Art and Design Center. Students must travel to the University Technology and Learning Complex on the south side of the

Southfield campus for access to the wood shop, which does not accommodate the modeling material ID majors utilize.

Interior Design and Interior Architecture are located in the Architecture Building in the center of the Southfield campus. The third floor supports large open studio and critique areas. A new lighting studio located in the UTLC features examples of typical electrical building components installed and accessible for instructional use and student projects.

Art and Design History classes are taught in a 50-seat general-purpose classroom with access to additional lecture spaces on campus as needed. The courses in Design History appear to be vital components to the promotion of the arts and culture to the student population, part of the stated mission to provide a comprehensive professional education in design.

A number of galleries and display areas serve the Department and are located on campus in the Architecture Building and the University Technology and Learning Complex, as well as the new Detroit Center for Design and Technology. The galleries appeared to be important visual components of the campus with the flexibility to host student, faculty and professional exhibitions.

The Architecture Resource Center is located in a section of the Architecture Building (I/G) and is seen as a vital asset for both instruction and research. Mobile AV equipment is available in most classrooms and studios, with ceiling mounted digital projectors and pull down screens. Slide use has largely been replaced by digital imagery. The visitors note that wireless Internet connections are readily available in most classrooms, studios, and office spaces.

The visiting team found that hallways of various facilities on campus are augmented by display areas and cases that house samples of student, faculty and regional artist works. The Self-Study provides a thorough analysis and description of the facilities, equipment, and safety. The visitors found that through the on-site tour, and separate meetings with faculty, staff, and students, that the Self-Study is clear and objective in describing the facilities and ongoing needs and concerns.

In general, basic equipment is adequate for graduate and undergraduate instruction. In discussions with students and faculty, space usage and equipment needs were generally being met except as otherwise noted.

The Department of Art and Design and the University have identified safety as an ongoing concern, working with the faculty and staff to ensure the safety of the students and faculty in the various areas. Art majors have ID card access to most of the buildings after class. During the visitation the visitors noted eyewash stations and First Aid kits in select studios. There do not appear to be any pressing security issues or concerns, however, the team did note student use of handheld tools and power equipment in open studio spaces without proper safety precautions. When touring through the Applied Research Center, the unventilated distinctive smell of "bondo" automotive body filler was noted. It was recommended by the team that regular safety updates be instituted within those classes that make use of any media or materials that require dedicated space access.

G. Library and Learning Resources

The Albert Kahn Library, located in the lower level of the Buell Building, is the central repository on the campus for over 308,300 volume equivalents, and a sizable collection of documents and non-print materials. The Art and Design collection is located in the library. Digital resources are located in the Architecture Resource Center (ARC) located in the Architecture Building. The head of the ARC serves as the defacto Art and Design librarian and is seen as a vital facilitator by the Library staff.

The total number of art/design volumes, over 13,000, appears to be in compliance with NASAD standards. The overall library budget for 2015-16 is approximately $1 million. The list of periodicals available digitally appears quite substantial. The ARC collection holds approximately 8,400 images, and is complemented by digital repositories such as ASCE Digital Library, MADCAD online code books, and eBrary Academic Complete.

Art and Design Holdings	LTU	NASAD
Books	13,295	10,000
Digital Media	8,400 (ARC)	

As the chart indicates, the library book and image collection appears to align with the NASAD operational norm for professional programs.

H. Recruitment, Admission-Retention, Record Keeping, Advisement, and Student Complaints

1. Recruitment, Admission, Retention

Published recruitment and admissions policies and procedures appear compatible with the goals and objectives of the Department of Art and Design (LTU 2015/16 Undergraduate and Graduate Catalogs). It appears that admission into and placement within the University and Department are accurately described and fairly applied. Specific information is also available on the LTU web site http://www.ltu.edu/academicsandmajors/.

Additional recruitment and retention efforts by Art and Design involve recruitment visitations, portfolio reviews, on-campus tours and demonstrations, and participation in select National Portfolio Day events. CoAD also hosts two annual scholarship competitions for high school and community college students. The University maintains regional counselors based in Illinois, New Jersey/New York, and Texas to recruit out of state students. A TOEFL score of 79 is required for international students.

2. Advisement/Record Keeping

The Chair coordinates advisement with the University Office of Advising for interested students with the full participation of all faculty. The staff and faculty maintain accurate and detailed record keeping and utilize MapWorks to monitor student persistence. A new program entitled DegreeWorks, is being added that will improve recordkeeping. Faculty advising seemed to foster a proactive mentoring program that kept faculty in touch with the capabilities of their students, and the

strengths and weaknesses of the curriculum. No variations from acceptable practice were noted.

3. Student Complaint Policy and Its Effectiveness

The Student Action Procedure web site (ltu.edu/myltu/action-procedure.asp) describes the student complaint policy and offers links to additional resources. The sites are easily navigated and offer relevant documents in printable PDF formats. Other than student concerns noted under Areas for Improvement in Section Q, no discernable issues with these policies were addressed during separate meetings with students and faculty.

I. Published Materials and Websites

The primary published materials for Lawrence Technological University include digital advertising for the Department and its programs, admissions brochures, the catalogs and the web site: www.ltu.edu/architecture_and_design/coad_admissions_info.asp. The Marketing and Public Affairs Office works closely with the College and Department to promote all programs.

The web site for the University and for the Department is current and easily navigable. It allows prospective students to apply for admission online.

J. Branch Campuses, External Programs, Use of the Institution's Name for Educational Activities Operated Apart from the Main Campus or the Primary Educational Program (if applicable)

The Department of Art and Design does not appear to support true branch campuses though it does support 'micro-campus' programs at sites in France, Bolivia and China. These programs are described as extensions of coursework begun on the main campus with travel to one of the select sites as program enhancement.

K. Community Involvement; Articulation with Other Schools

The Department of Art and Design did not provide any evidence of specific articulation agreements with other institutions. In meetings with Enrollment Management staff the team did learn that the institution maintains transfer guides with regional community colleges. The Self-Study does note that discussions are underway with diploma programs in Canada and China that may lead to degree completion at LTU.

L. Non-Degree-Granting Programs for the Community (if applicable)

Not Applicable

M. Review of Specific Operational Standards for (1) All Institutions of Higher Education for which NASAD is the Designated

Institutional Accreditor and/or (2) Proprietary Institutions (if applicable)

Not Applicable

N. Programs, Degrees, and Curricula

1. Credit Hours

a. Definitions and Procedures

(1) Definition of Credit and Methods of Assigning Credit

The policies and procedures described on the web site of the Registrar's Office and in the respective catalogs determine the academic status of students enrolled in the University. The course requirements at LTU appear to align with NASAD standards, i.e., 6 class hours for each 3 credit hour studio course and 3 class hours for each 3 credit hour lecture course with additional set-aside time for outside work.

(2) Publication of Definitions and Policies

The official policies and definitions are listed on the web site of the Registrar at www.ltu.edu/registrars_office/general-policies.asp.

(3) Procedures Used to Make Credit Hour Assignments

The procedures used to make credit hour assignments are located on the Registrar's Office web site at www.ltu.edu/registrars_office/guest-additional-credit.asp.

(4) Means Employed to Ensure Accurate and Reliable Application

The procedures used to ensure accurate and reliable application are located on the Registrar's Office web site at www.ltu.edu/registrars_office/guest-additional-credit.asp.

(5) Procedures for Institutions for which NASAD is the Designated Institutional Accreditor

Not applicable.

b. Evaluation of Compliance

Most undergraduate programs appear to meet the threshold NASAD standards in relationship to the curriculum, the course content, and the experiences provided for the student except as noted below. Transcripts were reviewed and found to be consistent with program requirements and with the proper sequences for learning. Observation of the displayed student artwork appears to meet the threshold level of compliance.

c. New, Experimental, Atypical Formats or Methods

No new, experimental, atypical formats or methods were observed.

2. Specific Curricula

References: NASAD *Handbook 2015-16*, IV.C.; VIII.

a. General Content and Competency Standards

1. Baccalaureate Degrees (Bachelor of Arts)

There do not appear to be any degree program listings consistent with NASAD standards that apply to "liberal arts" degrees in art and design.

2. Professional Degrees (Bachelor of Science/Bachelor of Fine Arts)

These degree programs were found to be consistent with NASAD standards that apply to professional degrees in art and design. The degrees support the professional mission of the University, combining concentration courses with broad general education offerings. A careful review of student transcripts revealed a successful history of completion, reflecting compliance with prior published catalog copy and NASAD standards for professional degree programs. Further comments are noted below under Individual Curricula.

3. Initial Master Degrees (Master of Arts/Master of Interior Design)

The documentation in the Self-Study appears to be consistent with NASAD standards that apply to "initial master" degrees in art and design. After review of the transcripts, however, there appear to be inconsistencies between the Curricular Tables and the courses revealed in the sample transcripts.

b. Individual Curricula

Baccalaureate Programs

Bachelor of Science - 4 years: Transportation Design

1. **Status -** Seeking Renewal of Plan Approval and Final Approval for Listing

2. **Title/Content Consistency -** Course titles and content appear consistent within the program and were reflected in the three randomly selected transcripts.

3. **Curriculum -** The Transportation Design curriculum, on the whole, appears to be in compliance with NASAD standards.

4. **Student Work -** The student work showed strong visualization skills, both through digital 3D modeling and rendering. There was a variety of work demonstrating growth as students progressed through the program. The work developed a clear communication with their primary decision makers within the transportation industry.

5. **Development of Competencies** - The creative work produced by students and the studio environment demonstrated experiences in studio reflective of professional careers in the field. Contemporary issues, and processes were demonstrated in the creative work produced by students. The work demonstrated competence with principles of visual organization, two and three dimensions.

The student work demonstrated conceptual understanding, and technical knowledge at a professional entry level.

6. **Overall Effectiveness -** The Transportation Design program appears to meet NASAD standards.

Bachelor of Science - 4 years: Industrial Design

1. **Status -** Seeking Renewal of Plan Approval and Final Approval for Listing

2. **Title/Content Consistency -** Course titles and content appear consistent within the program and were reflected in the three randomly selected transcripts.

3. **Curriculum -** The Industrial Design curriculum, on the whole, appears to be in compliance with NASAD standards.

4. **Student Work -** The student work showed strong visualization skills, both through digital 3D modeling and rendering, clearly positively influenced from the transportation design program. Some projects demonstrated human-centered design practices. The team noted that analog 3D modeling development for form exploration, human factor validation, and user feedback was not as well developed. The interaction with the users as the primary stakeholder requires both rapid and iterative concept development, both 2D and 3D, for the user to see and touch. There was a variety of work demonstrating growth as students progressed through the program with strong 2D and 3D drawings and renderings.

5. **Development of Competencies -** The creative work produced by students and the studio environment in the Art and Design center demonstrated experiences in studio reflective of professional careers in the field. Contemporary issues, and processes were demonstrated in the creative work produced by students. The work demonstrated competence with principles of visual organization, two and three dimensions, in the computer environment though limited in the 3D analog modeling. The student work demonstrated conceptual understanding, and technical knowledge at a professional entry level.

6. **Overall Effectiveness -** The Industrial Design program appears to meet NASAD standards.

Bachelor of Fine Arts – 4 years: Graphic Design

1. **Status -** Seeking Renewal of Plan Approval and Final Approval for Listing

2. **Title/Content Consistency -** Course titles and content appear consistent within the program and were reflected in the three randomly selected transcripts.

3. **Curriculum** - The Graphic Design curriculum, on the whole, appears to be in compliance with NASAD standards except as noted below.

4. **Student Work -** Student work included static and dynamic formats. There was a variety of work demonstrating growth as students progressed through the program. A number of classes included branding projects without much consideration of designing at the systems level. Work ranged from acceptable to

good, however there was an apparent weakness in the effective use of typography. A check of three randomly selected transcripts of graphic design students revealed that none of the students had completed the two required typography classes. Two students had taken no typography classes at all and one had completed only one of the two required typography classes. In two cases, ART 3993 Interaction Design was substituted for typography. (NASAD *Handbook 2015-16*, X.C.3.b.7.)

5. **Development of Competencies -** The work demonstrated an understanding of basic visual communication principles, processes, and technology. Students also appeared to have some knowledge of motion, sequencing, and narrative structure essential to time-based work. The acquisition of collaborative skills and their effective use by interdisciplinary teams to solve communication design problems was evident.

6. **Overall Effectiveness -** The Graphic Design program appears to meet NASAD standards except with regards to typography.

Bachelor of Fine Arts – 4 years: Game Art

1. **Status -** Seeking Renewal of Plan Approval and Final Approval for Listing

2. **Title/Content Consistency -** Course titles and content appear consistent within the program and were reflected in the three randomly selected transcripts.

3. **Curriculum -** The Game Art curriculum, on the whole, appears to be in compliance with NASAD standards.

4. **Student Work -** Game Art demonstrated strong knowledge and skills in the use of basic principles, tools, and techniques sufficient to produce animated stories and games. The visitors had an opportunity to observe a cross-disciplinary team of Game Art and Computer Science students working together on an extracurricular project. The students demonstrated a professional level of collaboration and communication as well as strong ability to develop characters and use scenarios and storyboarding in the development process. It appeared that the students had many opportunities to be mentored by local practitioners in various internship opportunities to assist in the development of their careers.

5. **Development of Competencies -** Competencies demonstrated through student work seem to adequately reflect the objectives of the program.

6. **Overall Effectiveness -** The Game Art program appears to meet NASAD standards.

Bachelor of Fine Arts – 4 years: Interaction Design

1. **Status -** Seeking Final Approval for Listing

2. **Title/Content Consistency -** Course titles and content appear consistent within the program. Three transcripts of program completion were not provided to the team at the time of the visit.

3. **Curriculum -** The Interaction Design curriculum, on the whole, appears to be compliant with NASAD standards.

4. **Student Work -** The student work was comprised mainly of graphic representations of cell phone application screens and computer interaction simulations. There was little to no indication of research around human needs or desires. Although common critical elements for design impact are reflected and are integrated differently in the work of various design specializations in all design disciplines, designing for and with people is key. Contemporary design practice addresses varying levels of responsibility between designers and users, this knowledge and skill to understand and begin to work in this environment are essential.

5. **Development of Competencies -** The creative work produced by students demonstrate minimal experiences in studio. Contemporary issues and processes were not demonstrated in the creative work produced by students. Particularly missing was the demonstration of human-centered design practices. The design discipline Interaction Design involves designing interactive digital products, environments, systems, and services, for people. Interaction Design has an interest in form though its main focus appears to be on behavior, involving synthesis and envisioning things as they might be. The focus of the Interaction Design profession is to satisfy the needs, desires and experiences of the people who will use the products. This requires a human centered design and research approach, identifying, examining and designing from the needs and aspirations of the users. The work presented only demonstrated competence with principles of visual organization, two dimensions, focusing on the form as application. (NASAD *Handbook 2015-16*, X.A.3.).

6. **Overall Effectiveness -** The Interactive Design program does not appear to fully meet NASAD standards. It is recommended that three transcripts of program completion be included in the Optional Response if available.

Bachelor of Interior Architecture – 4 years: Interior Architecture

1. **Status -** Seeking Renewal of Plan Approval and Final Approval for Listing

2. **Title/Content Consistency -** Course titles and content appear consistent within the program and were reflected in the three randomly selected transcripts.

3. **Curriculum -** The Interior Architecture curriculum, on the whole, appears to be in compliance with NASAD standards.

4. **Student Work -** The student work showed strong visualization skills, both through digital 2D and 3D modeling and rendered perspectives. There was a variety of work demonstrating growth as students progressed through the program, covering the range of functional knowledge of professional design practices and processes. The work developed a clear communication of goals, objective, research and design development to a broad range of professionals and clients.

5. **Development of Competencies -** The creative work produced by students and the studio environment demonstrated experiences in studio reflective of professional careers in the field. Contemporary issues, and processes were demonstrated in the creative work produced by students. The work demonstrated competence with principles of visual organization, two and three dimensions. The student work demonstrated conceptual understanding, and technical knowledge at a professional entry level.

6. **Overall Effectiveness -** The Interior Architecture program appears to meet NASAD standards.

Graduate Programs

Master of Arts – 2 years: Environmental Graphic Design

1. **Status -** Seeking Renewal of Plan Approval and Final Approval for Listing

2. **Title/Content Consistency -** Course titles and content appear consistent within the program though course requirements were not fully reflected on the two randomly provided transcripts.

3. **Curriculum -** The Environmental Graphic Design curriculum, on the whole, appears to be in compliance with NASAD standards.

4. **Student Work -** Student work was difficult to assess due to uneven course preparation. The examination of transcripts revealed that there was no evidence that ART 5512, Cognitive Mapping Wayfinding, had been offered. One student completed an independent study that appears to combine ART 5512 with ARC 5912, Principles and Practice of Urban Design. While one student fulfilled the Art/Design History requirement the other took a one-credit independent study. Both students completed more electives than prescribed.

5. **Development of Competencies -** The visitors found the presentation of posters as thesis work to be inadequate. There did not appear to be sufficient written documentation. Competencies demonstrated through student work did not seem to adequately reflect the objectives of the program.

6. **Overall Effectiveness -** It appeared to the visitors that the Master in Environmental Graphic Design does not meet NASAD Standards. Students did not appear to demonstrate an understanding of the consequences of design in contexts, the elements of complex interacting systems, or the ability to frame and conduct investigations in relationship to design practice. The review of student transcripts revealed a program that has not been able to attract sufficient student enrollments to provide regular course offerings as advertised.
(NASAD *Handbook 2015-16*, II.B.1; XVI.C.)

Master of Interior Design – 2 years: Interior Design

1. **Status -** Seeking Renewal of Plan Approval and Final Approval for Listing

2. **Title/Content Consistency -** Course titles and content appear consistent within the program and were reflected in part in the two randomly selected transcripts.

3. **Curriculum -** The Interior Design curriculum, on the whole, appears to be in compliance with NASAD standards.

4. **Student Work -** The student work showed visualization skills, both through digital 2D and 3D modeling and rendering. There was a variety of work as students progressed through the program, covering the range of functional knowledge of professional design practices and processes. The work developed a clear communication of goals, objectives, research and design development to a broad range of professionals and clients. Design research and scholarship was demonstrated with student theses that were bound, published and signed.

5. **Development of Competencies -** The creative work produced by students and the studio environment demonstrated experiences in studio reflective of professional careers in the field. Contemporary issues, and processes were demonstrated in the creative work produced by students. The work demonstrated competence with principles of visual organization, both two and three dimensions. The student work demonstrated conceptual understanding, and technical knowledge at a professional entry level.

6. **Overall Effectiveness -** The Interior Design program does not appear to fully meet NASAD standards. Neither transcript reviewed reveals completion of the required Studio or Related Areas category, using different courses for ARC 5013 and 5423. The Art/Design History category actually equals 5 credits. Both students completed more than the listed 16 credits of electives.
(NASAD *Handbook 2015-16,* II.H.1/h; XVI.C.2.)

3. Study of the Transcripts of Recent Graduates and Comparison with Catalog Statements

During the visit, an examination was made of randomly selected transcripts of recent graduates of the Department. Except as noted above, the examination provided evidence that there is a reliable correspondence between actual courses that students in the degree programs have completed, and the degree requirements published in the LTU catalog.

4. Visitors' Evaluation of Student Work

The student work ranged from good to strong in concept and execution, with a range of techniques and content. See additional information above in 2.b above.

5. Exhibitions

A number of exhibition sites provide a professional public "window" to the Department of Art and Design through its various displays of student and faculty work as well as works from the public collection in well-lit hallways and display cases. The team observed a progressive exhibition and lecture series that encompasses programming at both campuses.

6. Art/Design Studies for the General Education

Through its extensive exhibition program and visiting artist series, the Department appears to be actively engaged in providing visual education opportunities for the

general public. This was particularly evident in documentation of on-site student and faculty work in and around Metro Detroit as well as international locations in Bolivia, China, India, and Portugal.

O. Art/Design Unit Evaluation, Planning, and Projections

1. Evaluation, Planning, and Projections Development

The Self-Study provides a full description of the unit's evaluation and planning practices as well as projections based in part upon progress since the last visitation. The planning appears aspirational and organized. Additional comments are noted under sections P and Q below.

2. Completeness and Effectiveness of Self-Study

Comments throughout this report should present positive evidence of the team's assessment of the accuracy of the Self-Study and of its effectiveness.

P. Standards Summary

The programs at Lawrence Technological University appear to be in compliance with the NASAD Standards except as noted below:

1. There is an apparent lack of clarity regarding the existence of sufficient enrollments to support the graduate program in Environmental Graphic Design and the undergraduate program in Interaction Design. The institution should give further consideration to programmatic size and scope to support programs that reflect compliance with prior published catalog copy and NASAD standards for initial master degree and professional undergraduate degree programs. (NASAD *Handbook 2015-16*, II.B.1; XVI.C.)

2. There appears to be a lack of disciplinary depth with the limited number of tenured and tenure-track faculty, particularly in leadership positions. Reliance on various practitioners to teach classes can bring a certain amount of inconsistency in the delivery of course content. There also appeared to be faculty who teach classes in areas that did not match their educational background. (NASAD *Handbook 2015-16*, II.E.1. and 2.)

3. The Interaction Design program student work lacks depth and limited exploration into interactive design as an emerging field of study. Human-centered design practice was not evident in the student work shown. Although common critical elements for design impact are reflected and integrated differently into the work of various design specializations, in all disciplines designing for and with people is key. Contemporary design practice addresses varying levels of responsibility between designers and users; the knowledge and skill to understand and begin to work in this environment are essential. (NASAD *Handbook 2015-16*, X.A.3.)

4. In Graphic Design the consistent delivery of a typography curriculum that offers the ability to use images, diagrams, with motion, sequencing and color, would help improve students' competence in this area and enhance the overall quality of work. (NASAD *Handbook 2015-16*, X.C.3.b.7.)

Q. Overview, Summary Assessment, and Recommendations for the Program

1. **Strengths**

   a. A faculty that is dedicated to the programs and their students.

   b. A chair who is committed to the art and design unit.

   c. An informative administration that is supportive of art and design.

   d. Support staff who are highly valued members of the art and design community.

   e. Facilities that are well maintained and are reflective of professional practice.

   f. Students who seek out study in art and design, work collaboratively, and are engaged in their studies.

   g. Student work that is strong in areas such as Transportation Design and Interior Architecture.

   h. Innovative curricular strategies that include STEM and Design collaboration, study abroad, and community engagement.

   i. Creative outreach programs that engage underserved communities.

   j. Comprehensive laptop program that provides technological access.

   k. Class faculty/student ratios that support attentive instruction.

   l. Entrepreneurial initiatives that foster opportunities for students.

2. **Areas of Concern**

   a. Facilities: Safety should be a pressing concern at all times, even when faculty supervision is not immediate. The team observed instances where students were operating equipment without safety protection (eyewear), working in common areas not well suited to shop work, or using materials without proper ventilation or storage. The Print Center appears stressed given the high demand.

   b. Programs: Some programs would benefit from committed leaders with discipline specific knowledge. High numbers of temporary faculty who work independently may leave the impression of a lack of vision or cohesive curriculum. There also appears to be a limited use of human-centered research tools. Evidence of designing at the level of systems and addressing sustainability is limited.

   c. Scheduling: As happens at many institutions, faculty needs may trump student needs. It was noted in sessions with students that faculty favor Monday/Wednesday schedules which appears to complicate students' ability to balance their schedules over the week. This also makes adding courses from other colleges a challenge. Athletes have a special scheduling burden due to

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mandatory practice times. Students question the value of mandatory leadership classes.

    d.   Transportation: Transit route does not coincide with Metro Detroit classes; shuttle vans have limited seating capacity.

    e.   Diversity appears to be an issue. The institution should give further review to recruiting practices that may not be addressing diversity among students or faculty that reflect the region.

    f.   Creating Community: There appears to be an unintended consequence of separating students working in the Architecture Building from those in the Art and Design Building. Further consideration should be given to having a more community based first-year program that introduces students to the programs of study that could lead to future career choices.

3. Primary Futures Issues

    a.   Safety: Reinforce safety training within all courses that utilize shop facilities and equipment each semester;

    b.   Scheduling: Seek better balance between studio classes scheduled on Monday/Wednesday and Tuesday/Thursday so that students can attend required university lecture classes that may meet more than twice a week; integrate the Metro Detroit classes with on-campus scheduling to reduce overlapping times;

    c.   Transportation: Expand the transportation route so that students arrive on-time for classes held at either the Southfield or Detroit Metro campuses;

4. Suggestions for Long-Term Development

    a.   Programs:

Industrial Design:
1. Access to a model shop for work with modeling materials and wood for rapid prototyping and form development - this goes to the ability to get user feedback rapidly and iteratively as well as appropriate human factors evaluations and iterative form development.
(NASAD *Handbook 2015-16*, II.F; X.A.B.)

2. The program would also benefit from a senior project or capstone research/product development incorporating both a mix of qualitative and quantitative research methodologies developed into a product or product service solution in the senior year.

Graphic Design:
1. Teaching development opportunities, including regular access to instruction delivery methods and critique strategies used by faculty with educational backgrounds in the area of design specialization, are recommended.
(NASAD *Handbook 2015-16*, II.E.8.)

b. Unit Executive - The administrative structure of the unit is comprised of the Department Chair, who is normally appointed for a renewable one-year term from within the unit's regular faculty. This would appear to create an uncertainty with ongoing leadership that would also undermine successful planning and implementation. The institution is recommended to investigate best practices among NASAD members that utilize multi-year renewable terms.

c. Diversity: The institution should study current recruitment efforts of students and faculty to better reflect the ethnic diversity of the metropolitan Detroit region.