

**Report of the Visiting Team to:**

**Landscape Architectural Accreditation Council**

 *[degree title]* **XXXXXXX OF LANDSCAPE ARCHITECTURE**

**RE-ACCREDITATION**

*[academic unit name / program title]* Landscape Architecture Program

*[institutional name]* University of XXXXXX

 *[dates of visit]* XXXXXXXX

VISITING TEAM MEMBERS:

 *[full names, affiliations, credentials, team role for each team member, identify chair]* XXXX

XXXX

XXXXX

**XXXX of Landscape Architecture**

**University of XXXXX**

**Re-accreditation Review**

*[place dates of visit here]*

**FINDINGS AND RECOMMENDATIONS OF VISITING TEAM**

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# Accreditation Visit Schedule

*[Insert Visit Schedule]*

# PART I: OVERALL ANALYSIS

**Introduction**

*[Team comments introducing the program and the review – up to two pages]*

Review of Each Recommendation Affecting Accreditation Identified by the Previous Review in (insert date).

*[Team comments related to review of progress on previous Recommendations Affecting Accreditation]*

Review of Each Consideration/Suggestion for Improvement from the Previous Review in (insert date)

*[Team comments related to review of progress on previous Suggestions/Considerations for Improvement]*

# PART II: ASSESSMENT OF EACH STANDARD

## Standard 1: Program Mission, Goals and Objectives

**The program shall have a clearly defined mission supported by goals and objectives that are appropriate to the profession of landscape architecture and shall demonstrate progress towards their attainment.**

**Visiting Team Assessment:**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_Met \_\_\_\_\_\_\_\_\_\_Met With Recommendation \_\_\_\_\_\_\_\_\_\_Not Met**

**INTENT: Using a clear and concise mission statement, each landscape architecture program should define its core values and fundamental purpose for faculty, students, prospective students, and the institution. The mission statement summarizes the intent, the objectives, and the needs that the program seeks to fulfill and also provides a benchmark for assessing how well the program is meeting the stated objectives.**

**A. Program Mission.** The mission statement expresses the underlying purposes and values of the program.

*Assessment: Does the program have a clearly stated mission reflecting the purpose and values of the program and does it relate to the institution’s mission statement?*

*[Visiting Team comments]*

**B. Educational Goals.** The program shall have clearly defined and formally stated academic goals that reflect the mission and demonstrate that attainment of the goals will fulfill the program mission.

*Assessment: Does the program have clearly defined and achievable educational objectives that describe how the goals will be met?*

*[Visiting Team comments]*

**C. Educational Objectives.** The program shall have educational objectives that specifically describe how each of the academic goals will be achieved.

*Assessment: Does the program have clearly defined and achievable educational objectives and an effective, regularly used procedure to determine progress in meeting them?*

*[Visiting Team comments]*

**D. Strategic Planning Process.** The program is engaged in a strategic planning process that reflects short, and long-term planning.

*Assessment 1: Does the strategic plan describe how the program mission, goals and objectives will be met over the various planning horizons and document the review and evaluation process?*

*[Visiting Team comments]*

*Assessment 2: Is the strategic plan reviewed and revised periodically and does it present realistic and attainable methods for advancing the academic mission?*

*[Visiting Team comments]*

*Assessment 3: Does the Self-Evaluation Report (SER) respond to the previous accreditation recommendations (if applicable) and does it report on efforts to rectify identified weaknesses?*

*[Visiting Team comments]*

**E. Program Disclosure.** Program literature and promotional media accurately describe the program’s mission, goals and objectives, educational experiences and accreditation status.

*Assessment 1: Is the program information accurate and easily accessed via the Institution's website?*

*[Visiting Team comments]*

*Assessment 2: Does the program literature and promotional literature accurately describe program’s mission, goals, objectives and accreditation status?*

*[Visiting Team comments]*

**Recommendations affecting accreditation:**

*[Recommendation(s), if any]]*

**Considerations for Improvement:**

*[Consideration(s), if any]]*

## Standard 2: Program Autonomy, Governance & Administration

**The program shall have the authority and resources to achieve its mission, goals and objectives.**

**Visiting Team Assessment:**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_Met \_\_\_\_\_\_\_\_\_\_Met With Recommendation \_\_\_\_\_\_\_\_\_\_Not Met**

**INTENT: Landscape architecture should be recognized as a discrete professional program with sufficient financial and institutional support and authority to enable achievement of the stated program mission, goals and objectives.**

**A. Program Administration.** Landscape architecture is administered as an identifiable/discrete program and is so noted in the program title and degree(s) offered.

*Assessment 1: Is the program a discrete and identifiable program within the institution?*

*[Visiting Team comments]*

*Assessment 2: Does the program title and degree description incorporate the term "Landscape Architecture"?*

*[Visiting Team comments]*

*Assessment 3: Does the Program Administrator hold a full academic appointment in landscape architecture?*

*[Visiting Team comments]*

*Assessment 4: Does the Program Administrator exercise the leadership and management functions of the program?*

*[Visiting Team comments]*

**B. Institutional Support.** The institution provides sufficient resources to enable the program to achieve its mission and goals and to support individual faculty development and advancement.

*Assessment 1: Are student/faculty ratios in studios typically not greater than 15:1?*

*[Visiting Team comments]*

*Assessment 2: Is funding available to assist faculty and other instructional personnel with continued professional development including support in developing funded grants, attendance at conferences and provision of computers and appropriate software, other types of equipment, and technical support?*

*[Visiting Team comments]*

*Assessment 3: Is funding adequate for student support, i.e., scholarships, work-study, etc.?*

*[Visiting Team comments]*

*Assessment 4: Are adequate support personnel available to accomplish program mission and goals?*

*[Visiting Team comments]*

**C. Commitment to Inclusiveness and Diversity.** The program demonstrates commitment to inclusiveness and diversity through its recruitment and retention of faculty, staff, and students.

*Assessment 1: Does the program demonstrate a commitment to diversity in the recruitment and retention of students, faculty and staff?*

*[Visiting Team comments]*

*Assessment 2: Does the program demonstrate this commitment to diversity throughout its student’s full academic progress?*

*[Visiting Team comments]*

**Recommendations affecting accreditation:**

*[Recommendation(s), if any]]*

**Considerations for Improvement:**

*[Consideration(s), if any]]*

## Standard 3: Professional Curriculum

**The first-professional degree curriculum shall include the core knowledge, skills, and applications of landscape architecture.**

**a. In addition to the professional curriculum, a first-professional degree program at the Bachelor’s level shall provide an educational context enriched by other disciplines, including but not limited to: Humanities, Social Sciences and Natural Sciences, as well as opportunities for students to develop other areas of interest.**

**b. In addition to the professional curriculum, a first-professional degree at the Master’s level shall provide instruction in and application of research and or/scholarly methods.**

**Visiting Team Assessment:**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_Met \_\_\_\_\_\_\_\_\_\_Met With Recommendation \_\_\_\_\_\_\_\_\_\_Not Met**

**INTENT: The purpose of the curriculum is to achieve the learning goals stated in the mission and stated learning outcomes. Curriculum objectives should relate to the program’s mission and specific learning outcomes. The program’s curriculum should encompass coursework and other opportunities intended to develop students’ knowledge and abilities in landscape architecture.**

**A. Mission and Learning Outcomes.** The program’s curriculum addresses its mission, goals, and objectives.

*Assessment: Does the program identify the knowledge, abilities and values it expects students to possess at graduation?*

*[Visiting Team comments]*

**B. Professional Curriculum.**

**The program curriculum should be guided by, but not limited to coverage of:**

**History, theory, philosophy, principles, and values**

design history, including: landscape architecture, urban design and garden design in a global and a Canadian context

design theory and criticism

environmental ethics and aesthetics (in a landscape architectural context)

**Design processes and methodology**

critical thinking

analysis

ideation

data acquisition, management and interpretation

synthesis

site programing

iterative design development

design communication

landscape design, planning and management at various scales and applications (e.g. planting design, pedestrian and vehicular circulation, grading and drainage)

**Natural and cultural systems and processes (related to design, planning and management)**

ecosystems sciences including soils and hydrology, and plants

built environment, urban systems and infrastructure

social and cultural influences on landscape

urban-rural relationships and linkages

storm water management, ecosystem protection, resource management, natural system restoration and rehabilitation

human health and well being

**Communication and documentation**

written and oral communication
visual and graphic communication
design and construction documents
numeracy and quantitative problem-solving, and communication
public and client engagement

**Computer applications and advanced technologies**

computer-aided design

3D modeling and visualization

publishing, word processing and spreadsheets

geospatial analysis

**Assessment and evaluation**

site assessment

visual and scenic assessment

landscape performance

post-occupancy evaluation

**Operational context of landscape architecture**

land use planning

regional planning

public policy and regulation

sustainability, resiliency, low-impact design, stewardship

health, safety, human welfare

professional certification and licensing

building codes and accessibility legislation

principles of contract law

**Project Implementation**

basic principles of surveying and layout

Site materials

use and management of plants and vegetation

construction technologies, site engineering and applications

construction related policies and regulation

**Professional practice**

values

ethics in professional practice

business planning

marketing and social networking

specification writing and contract preparation

scheduling

cost estimating

forms of contract delivery

construction administration

**Research and scholarly methods (for master of landscape architecture programs)**

quantitative and qualitative methods

establishing a research hypothesis

framing research questions

review of literature, case studies and precedents

research integrity and protection of human subjects

communication of research

Assessment 1: Does the curriculum provide a balanced coverage of the designated subject matters and introduce the subject matter in a sequence that supports its goals and intended learning outcomes?

*[Visiting Team comments]*

Assessment 2: Does student work and other accomplishments demonstrate that the curriculum is providing students with the appropriate content to assume an entry-level position in the profession?

*[Visiting Team comments]*

Assessment 3: Do curriculum and program opportunities enable students to pursue personal academic interests consistent with institutional requirements and entry into the profession?

*[Visiting Team comments]*

**C. Syllabi.** Syllabi are maintained for courses.

*Assessment 1: Are syllabi readily accessible and do they include the intended learning outcomes, course content, and the criteria and methods that will be used to evaluate student performance?*

*[Visiting Team comments]*

*Assessment 2: Do syllabi and related assignments identify the various levels of accomplishment students shall achieve to complete the course successfully and advance in the curriculum?*

*[Visiting Team comments]*

**D. Curriculum Evaluation.** At the course and curriculum levels, the program evaluates how effectively the curriculum is helping students achieve the program’s learning outcomes in a timely way.

*Assessment 1: Does the program demonstrate and document ways of:*

a. Assessing students’ achievement of the intended learning outcomes of the course and program?

b. Reviewing and improving the effectiveness of instructional methods in curriculum delivery?

c. Maintaining currency with evolving technologies, methodologies, theories and directions of the profession?

*[Visiting Team comments]*

*Assessment 2: Do students participate in evaluation of the program, courses and curriculum?*

*[Visiting Team comments]*

**E. Augmentation of Formal Educational Experience.** The program provides opportunities for students to participate in internships and exchange programs, off-campus studies, public service, research assistantships, or practicum experiences.

*Assessment 1: Does the program provide any of these opportunities?*

*[Visiting Team comments]*

*Assessment 2: How does the program identify the learning outcomes and evaluate the effectiveness of these opportunities?*

*[Visiting Team comments]*

*Assessment 3: Do students report on these experiences to their peers? If so, how?*

*[Visiting Team comments]*

**F. Coursework (Bachelor’s Level).** In addition to the professional curriculum, students also pursue coursework in other disciplines and acquire an introduction to investigative and scholarly methods in accordance with institutional and program requirements.

*Assessment 1: Do students take a broad range of courses in the Humanities, Natural and Social Sciences?*

*[Visiting Team comments]*

*Assessment 2: Do students receive an introduction to Investigative and Scholarly Methods appropriate to an undergraduate education?*

*[Visiting Team comments]*

**G. Areas of Interest (Bachelor’s Level).** The program provides opportunities for students to pursue special interests.

*Assessment 1: Does the program provide opportunities for students to pursue independent projects, focused electives, optional studios, certificates, minors, etc.?*

*[Visiting Team comments]*

*Assessment 2: Does student work incorporate academic experiences reflecting a variety of pursuits beyond the basic curriculum?*

*[Visiting Team comments]*

*Assessment 3: Does the curriculum provide an introduction to investigative and scholarly methods?*

*[Visiting Team comments]*

**G. Research and Scholarly Methods (Master’s Level).** The program provides advanced education in Investigative and Scholarly methods.

*Assessment 1: Does the curriculum provide instruction in Research and Scholarly Methods and their relation to the profession of landscape architecture?*

*[Visiting Team comments]*

*Assessment 2: Does the program demonstrate that theses or terminal projects exhibit creative and independent thinking and contain a* *significant research/scholarly component?*

*[Visiting Team comments]*

**Recommendations affecting accreditation:**

*[Recommendation(s), if any]]*

**Considerations for Improvement:**

*[Consideration(s), if any]]*

## Standard 4: Student and Program Outcomes.

**The program shall prepare students to pursue careers in landscape architecture.**

**Visiting Team Assessment:**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_Met \_\_\_\_\_\_\_\_\_\_Met With Recommendation \_\_\_\_\_\_\_\_\_\_Not Met**

**INTENT: Students should be prepared, through educational programs, advising, and other academic and professional opportunities, to pursue a career in landscape architecture upon graduation. Students should have demonstrated knowledge and abilities in creative problem-solving, critical thinking, communications, and design implementation to allow them to enter the profession of landscape architecture.**

**A. Learning Outcomes.** Upon completion of the program, students are qualified to pursue a career in landscape architecture.

*[Visiting Team comments]*

*Assessment 2: Do students demonstrate their achievement of the program’s intended learning outcomes?*

*[Visiting Team comments]*

*Assessment 3: Are alumni satisfied with the academic experience and preparation for professional practice?*

*[Visiting Team comments]*

**B. Student Advising.** The program provides students with effective advising and mentoring throughout their education.

*Assessment 1: Are students effectively advised and mentored regarding academic development?*

*[Visiting Team comments]*

*Assessment 2: Are students made aware of professional opportunities, licensure, professional development, advanced educational opportunities and continuing education requirements associated with professional practice?*

*[Visiting Team comments]*

*Assessment 3: Are students satisfied with the academic experiences and their preparation for the landscape architecture profession?*

*[Visiting Team comments]*

**C. Participation in Extra Curricular Activities.** Students are encouraged and have the opportunity to participate in professional activities and institutional and community service.

*Assessment 1: Does the institution provide opportunities for students to participate in institutional organizations, community initiatives, or other activities?*

*[Visiting Team comments]*

*Assessment 2: Does the program provide opportunities for students to participate in events where they are exposed to the profession, such as: CSLA Annual Meetings; Component Association meetings and events; other associated professional societies or special interest groups; Construction Industry-related organizations; public lectures?*

*[Visiting Team comments]*

**Recommendations affecting accreditation:**

*[Recommendation(s), if any]]*

**Considerations for Improvement:**

*[Consideration(s), if any]]*

## Standard 5: Faculty

**The qualifications, academic position, and professional practice activities of faculty and instructional personnel shall promote and enhance the academic mission and intended learning outcomes of the program.**

**Visiting Team Assessment:**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_Met \_\_\_\_\_\_\_\_\_\_Met With Recommendation \_\_\_\_\_\_\_\_\_\_Not Met**

**INTENT: The program should have qualified experienced faculty and other instructional personnel to provide the knowledge and abilities that students will need to pursue a career in landscape architecture. Faculty workloads, compensation, and overall support received for career development contribute to the success of the program.**

**A. Credentials.** The academic qualifications, professional experience and teaching skills of the faculty, instructional personnel, and teaching assistants are appropriate to their roles and the courses in which they provide instruction.

*Assessment 1: Are qualifications appropriate to responsibilities of the program as defined by the institution?*

*[Visiting Team comments]*

*Assessment 2: Are faculty assignments appropriate to the course content and program mission?*

*[Visiting Team comments]*

*Assessment 3: Are faculty actively engaged in scholarly pursuits and/or professional activities and external service activities?*

*[Visiting Team comments]*

*Assessment 4: Do faculty members have a variety of areas of academic focus so that a range of viewpoints is maintained?*

*[Visiting Team comments]*

*Assessment 5: Is there a balanced mix of professors at different stages of career development?*

*[Visiting Team comments]*

*Assessment 6: Does the faculty have a balance of professional practice and academic experience appropriate to the program mission?*

*[Visiting Team comments]*

**B. Faculty Participation and Recognition.** The faculty participates in program governance and administration.

*Assessment 1: Do faculty members have voting privileges, academic freedom, and tenure opportunities consistent with the principles of the Association of Universities and Colleges of Canada (AUCC)?*

*[Visiting Team comments]*

*Assessment 2: Does the faculty have the ability and responsibility to develop, implement, evaluate, and modify the program’s curriculum and operating practices?*

*[Visiting Team comments]*

*Assessment 3: Does the faculty make recommendations on the allocation of financial resources for capital improvements and up-grades?*

*[Visiting Team comments]*

*Assessment 4: Does the program or institution adequately communicate and mentor faculty regarding policies, expectations and procedures for annual evaluations, and for tenure and promotion to all ranks?*

*[Visiting Team comments]*

*Assessment 5: Are faculty salary levels commensurate with those of other similar departments in the institution?*

*[Visiting Team comments]*

**C. Faculty Number.** The faculty shall be of a sufficient size to accomplish the program’s goals and objectives, to teach the curriculum, to support students through advising and other functions, to engage in research, creative activity and scholarship, and be actively involved in professional endeavours such as presenting at conferences. To address this criterion:

1. An academic unit that offers a single first-professional degree program at the Continuing Full Accreditation Status shall have an FTE of at least five instructional faculty. At least four of the five shall hold a professional degree in landscape architecture. At least three of the five shall be Full-time.

2. An academic unit that offers first-professional degree programs at both the bachelor’s and master’s levels at the Continuing Full Accreditation Status shall have an FTE of at least seven instructional faculty. At least five of the seven shall hold professional degrees in landscape architecture. At least five of the seven shall be Full-time.

3. The majority of the faculty members should be members of the Canadian Society of Landscape Architects or equivalent professional institution.

4. The Self-Evaluation Report shall include a discussion of the University’s requirements for faculty and teaching staff numbers and composition.

*Assessment 1: Is the minimum number of faculty, their academic qualifications, and employment status (i.e. Full-time vs. Part-time) in accordance with the above-noted requirements?*

*[Visiting Team comments]*

*Assessment 2: Beyond achieving the specified minimums, is the faculty number adequately matched to student enrollment and is it of sufficient size to achieve the program’s overall mission and goals and also promote individual faculty development?*

*[Visiting Team comments]*

*Assessment 3: Are the majority of the faculty members of the CSLA, or equivalent professional institution?*

*[Visiting Team comments]*

*Assessment 4: Does the strategic plan or long-range plan include action item(s) for addressing the adequacy of the number and qualifications of faculty?*

*[Visiting Team comments]*

**D. Faculty Development.** The faculty is continuously engaged in activities leading to their professional growth and advancement, the advancement of the profession, and the effectiveness of the program.

*Assessment 1: Are faculty activities such as scholarly inquiry, research, professional practice, and service to the profession, university and community documented and disseminated through appropriate media such as journals, professional magazines, community, college and university media?*

*[Visiting Team comments]*

*Assessment 2: Do faculty teaching and administrative assignments allow sufficient opportunity to pursue advancement and professional development?*

*[Visiting Team comments]*

*Assessment3: Are the development and teaching effectiveness of faculty and instructional personnel systematically evaluated by peers and students and are the results used for individual and program improvement?*

*[Visiting Team comments]*

*Assessment 4: Do faculty seek and make effective use of available funding for conference attendance, equipment and technical support, etc.?*

*[Visiting Team comments]*

*Assessment 5: Are the activities of faculty recognized by faculty peers?*

*[Visiting Team comments]*

*Assessment 6: Do faculty members participate in university and professional service, student advising and other activities that enhance the effectiveness of the program?*

*[Visiting Team comments]*

**E. Faculty Retention.** Faculty members hold academic status, have workloads, and receive salaries, mentoring and support that promote productivity and retention.

*Assessment 1: Do faculty salaries, academic and professional recognition promote faculty retention and productivity?*

*[Visiting Team comments]*

*Assessment 2: The rate of faculty turnover does not undermine the mission and goals of the program.*

*[Visiting Team comments]*

**Recommendations affecting accreditation:**

*[Recommendation(s), if any]]*

**Considerations for Improvement:**

*[Consideration(s), if any]]*

## Standard 6: Community Outreach and Public Service

**The program shall have a plan for and a record of interaction with its alumni, the larger institution, the professional community, the local community, and the public at large.**

**Visiting Team Assessment:**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_Met \_\_\_\_\_\_\_\_\_\_Met With Recommendation \_\_\_\_\_\_\_\_\_\_Not Met**

**INTENT: Each landscape architecture program shall establish an effective relationship with the larger institution, its alumni, practitioners, the local community and the public at large in order to provide a source of service-learning opportunities for students, scholarly development for faculty, and professional guidance and financial support. Documentation and dissemination of successful outreach efforts shall enhance the image of the program and educate its constituencies regarding the program and the profession of landscape architecture.**

**A. Interaction with the Profession, Institution and Public.** The program shall represent and advocate for the profession by interacting with the larger institution, the local community, practitioners, the professional associations and the public at large.

*Assessment 1: Are service-learning activities incorporated into the curriculum?*

*[Visiting Team comments]*

*Assessment 2: Are service activities documented on a regular basis?*

*[Visiting Team comments]*

*Assessment 3: Does the program interact with the institution, practitioners, the community and the public at large?*

*[Visiting Team comments]*

**B. Outreach to Alumni and Practitioners**. The program recognizes alumni and practitioners as a resource.

*Assessment 1: Does the program maintain or have access to a registry of alumni that includes information pertaining to current employment, professional activity, postgraduate study, and significant professional accomplishments?*

*[Visiting Team comments]*

*Assessment 2: Does the program engage the alumni and practitioners in activities such as a formal advisory board, career advising, potential employment, curriculum review and development, fund raising, continuing education, design-review panels, design charrettes, student awards, etc.?*

*[Visiting Team comments]*

*Assessment 3: Does the program document, acknowledge and celebrate the significant professional accomplishments of its alumni and benefactors?*

*[Visiting Team comments]*

**Recommendations affecting accreditation:**

*[Recommendation(s), if any]]*

**Considerations for Improvement:**

*[Consideration(s), if any]]*

## Standard 7: Facilities, Equipment, Libraries and Technology

**Faculty, students and staff shall have access to facilities, equipment, library resources, technologies and other supports necessary for achieving the program’s mission and intended learning outcomes.**

**Visiting Team Assessment:**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_Met \_\_\_\_\_\_\_\_\_\_Met With Recommendation \_\_\_\_\_\_\_\_\_\_Not Met**

**INTENT: The program should occupy space in designated, accessible facilities that support the achievement of program mission and intended learning outcomes. Students, faculty, and staff should have the required tools and facilities to enable achievement of the program mission and intended learning outcomes.**

**A. Facilities.** There are designated, universally accessible and adequately maintained spaces that serve the professional requirements of the faculty, students and staff.

*Assessment 1: Are faculty, staff and administration provided with appropriate office space?*

*[Visiting Team comments]*

*Assessment 2: Do students have sufficient space and facilities to perform their work and are the hours of operation supportive of their educational needs?*

*[Visiting Team comments]*

*Assessment 3: Are program facilities designed in a way that promotes and supports cooperative learning, design inquiry and creative expression?*

*[Visiting Team comments]*

**B. Technologies and Related Equipment**. The technological resources needed to achieve the program’s mission and intended learning outcomes are available to students, faculty and other instructional and administrative personnel.

*Assessment 1: Does the program have sufficient digital resources (e.g. computer workstations, internet access, software, printing/plotting, and model-making)?*

*[Visiting Team comments]*

*Assessment 2: Do students have adequate access to technical support staff and instruction?*

*[Visiting Team comments]*

*Assessment 3: Does the program have a procedure to manage and remain current with evolving technology?*

*[Visiting Team comments]*

*Assessment 4: Are the hours of use sufficient to serve faculty and students?*

*[Visiting Team comments]*

**C. Library Resources.** Library collections, resources and services are sufficient to support the program’s mission and intended learning outcomes.

*Assessment 1: Are collections adequate to support the program?*

*[Visiting Team comments]*

*Assessment 2: Do courses integrate library and other resources?*

*[Visiting Team comments]*

*Assessment 3: Are the library hours of operation convenient and adequate to serve the needs of faculty* and students?

*[Visiting Team comments]*

**Recommendations affecting accreditation:**

*[Recommendation(s), if any]]*

**Considerations for Improvement:**

*[Consideration(s), if any]]*

# PART III: Summary of Recommendations Affecting Accreditation

**RECOMMENDATIONS AFFECTING ACCREDITATION**

*[Visiting Team Recommendation(s), if any]*

*[the form for the confidential Recommendation of the Team is submitted as a separate document]*

# PART IV: Summary of Considerations for improvement

**CONSIDERATSIONS FOR IMPROVEMENT**

*[Consideration(s), if any]*

*[the form for the confidential Recommendation of the Team is submitted as a separate document]*