March 25, 2010

Professor Mikyoung Kim, ASLA, Head

Department of Landscape Architecture

Rhode Island School of Design

231 Main Street

Providence, RI 02903

Dear Professor Kim:

The Landscape Architectural Accreditation Board at its March 5-6, 2010 meeting granted initial accreditation for a six (6) year period to the course of study leading to the first professional MLA degree at the Rhode Island School of Design subject to a review of annual reports and maintenance of good standing.

Accreditation is awarded on a time-certain basis. The six-year period of accreditation ends December 31, 2015. Accordingly, the MLA program is next scheduled for a review during the fall of 2015.

In making its decision, the LAAB considered the program's self-evaluation report, the visiting team report, the institution's response to the team report, and discussions with team members and program faculty.

Enclosed is a copy of the final visiting team report and a list of recommendations affecting accreditation (to be responded to in annual reports) and suggestions for improvement. This list was developed by LAAB from the materials reviewed during the meeting. Also enclosed is a copy of LAAB’s policy on Substantive Change.

On behalf of the visiting team, I would like to thank you for the hospitality extended to them by the faculty, staff, and students.

Sincerely,

Richard Hawks, FASLA

LAAB Chair

Enclosure

cc: John Maeda, President

**Rhode Island School of Design**

**MLA Program**

**LAAB Meeting**

**March 5-6, 2010**

**Summary of Recommendations and Suggestions**

### A. Recommendations Affecting Accreditation

1. Clearly state the mission and objectives so that additional steps can be taken to provide formal direct and indirect measures of course and curricular outcomes, intentions, goals, purposes and close the loop with modifications based on measurable results Standard 1).
2. Immediately assign a full-time department head to manage the program and assign an additional full-time faculty member to replace the other faculty member on sabbatical leave (Standard 2).
3. Develop a plan to address the imbalance of academic viewpoints as well as assure faculty succession with a mixture of ages, perspectives and academic backgrounds (Standard 4).

### B. Suggestions for Improvements

1. Use indicators such as portfolio reviews, student surveys and focus groups to evaluate achievement of learning outcomes( Standard 1).
2. Consider offering descriptive and proscriptive pedagogy in technical subjects including computer technology and construction to supplement current exploratory methods (Standard 3).
3. Provide students with more opportunities to interact with full-time faculty (Standard 4).
4. Encourage a stronger student presence within the professional community through active participation in ASLA and CELA (Standard 5).
5. Consider increasing internship opportunities through collaborative partnerships with employers and sponsors (Standard 5).
6. Develop relationships with a broader range of practitioners beyond the community of alumni (Standard 7).