

***Architecture
Program Report***

Kean University
Michael Graves College
School of Public Architecture

07 September 2023
(revised 21 September 2023)

NAAB

National
Architectural
Accrediting
Board, Inc.



Architecture Program Report (APR)

2020 Conditions for Accreditation

2020 Procedures for Accreditation

Institution	
Name of Academic Unit	
Degree(s) <i>(check all that apply)</i> Track(s) <i>(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:</i> <i>150 semester undergraduate credit hours</i> <i>Undergraduate degree with architecture major + 60 graduate semester credit hours</i> <i>Undergraduate degree with non-architecture major + 90 graduate semester credit hours)</i>	<input type="checkbox"/> <u>Bachelor of Architecture</u> Track: <input checked="" type="checkbox"/> <u>Master of Architecture</u> Track: : undergraduate degree with architecture major + 48 graduate semester credit hours Track: <input type="checkbox"/> <u>Doctor of Architecture</u> Track: Track:
Application for Accreditation	First Term of Continuing Accreditation
Year of Previous Visit	2021
Current Term of Accreditation <i>(refer to most recent decision letter)</i>	Initial Accreditation (Three-Year Term)
Program Administrator	David Mohney, FAIA
Chief Administrator for the academic unit in which the program is located <i>(e.g., dean or department chair)</i>	David Mohney, FAIA
Chief Academic Officer of the Institution	David Birdsell, Ph.D.
President of the Institution	Lamont Repollet, Ed.D.
Individual submitting the APR	David Mohney, FAIA
Name and email address of individual to whom questions should be directed	David Mohney dmohney@kean.edu

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted



INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response: The M. Arch. program was initially directed to submit separate Initial Accreditation plans for both Kean/USA and WKU. The Candidacy for Kean/USA began in 2015, and for WKU in 2017. In 2021, as a consequence of the Initial Accreditation visit at Kean/USA and the Continuing Candidacy visit at WKU, the NAAB board determined that the WKU program is in fact an Additional Site as defined by the 2020 NAAB Procedures. Thus this APR is written as a single report for both campuses. Regarding the progress since the last visit, the responses below address the comments of both teams from the 2021 Visiting Team Reports.

Kean/USA:

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

The program did not provide sufficient information to meet the requirements of this Condition. The program shall provide evidence that it has corrected the noncompliance of Condition 5.8 Information Resources by providing access to architecture librarians and visual resource professionals to students, faculty and staff.

Program Response: New professional staff positions on both campuses have been approved and searches are underway for both. At Kean/USA, two Academic Specialist positions have been approved. Combined, these positions will provide 30 hours/week of availability by librarian/visual resource professional; their responsibilities will include coordination of the Architecture collection at WKU. In addition WKU, a search is underway for a university-wide librarian, and Architecture faculty are represented on the search committee. Collections on both campuses continue to grow. At WKU, a single donation of 3000 books arrived in early June (this donation was the result of an earlier NAAB visit; a colleague of David Hinson, FAIA, at Auburn University became interested in the program based on David's description of his visit, and donated the majority of his collection to WKU). At Kean/USA, numerous donations have been received over the past two years from noteworthy New York- and New Jersey-based architects, journalists, and other collections.

6.2 Access to NAAB Conditions and Procedures



The program must make the following documents available to all students, faculty, and the public, via the program's website:

1. a) *Conditions for Accreditation, 2020 Edition*
2. b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date
of the last visit)
3. c) *Procedures for Accreditation, 2020 Edition*
4. d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

The program did not provide sufficient information to meet the requirements of this Condition. The program must provide a direct link from its home page in the program's website to the page where direct links to all NAAB documents required by this Condition are provided.

Program Response: The program is now in compliance with the requirement to provide public access to the NAAB Conditions and Procedures.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

1. a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
2. b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
3. c) The most recent decision letter from the NAAB
4. d) The Architecture Program Report submitted for the last visit
5. e) The final edition of the most recent Visiting Team Report, including attachments and addenda
6. f) The program's optional response to the Visiting Team Report
7. g) Plan to Correct (if applicable)
8. h) NCARB ARE pass rates
9. i) Statements and/or policies on learning and teaching culture
10. j) Statements and/or policies on diversity, equity, and inclusion

The program did not provide sufficient information to meet the requirements of this Condition. The program must provide direct links from its home page in the program's website to all documents required by this Condition.

Program Response: The program is now in compliance with the requirement to provide public access to the specified reports and related documents.

WKU:

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to



mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:

At the time of the Continuing Candidacy visit in 2021, two of the six courses referenced were being taught for the first time. The remaining four courses have now been taught, and a thorough assessment of PC.3. is available.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:

None of the courses identified as providing evidence for this component had been taught at the time of the visit. These courses have now been taught, and a thorough assessment of PC.3. is available in the course materials.

The narrative regarding leadership and collaboration describes the culture of the School of Public Architecture that has developed at WKU since its inception. The M. Arch. program is a component of the school, and of that culture. Even though the initial courses of the graduate program were being offered for the first time as the visit took place, it is difficult to isolate the graduate program solely with respect to this condition.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities

Program Response:

Of the five courses listed as addressing SC 1, two were being taught for the first time as the visit took place in 2021. Three remaining courses have now been taught.

As these courses are offered, we will assess the student work to determine that Health, Safety and Welfare in the Public Environment are evident in the direct measures, and that the indirect activities meet the NAAB definition of compliance.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:

The courses referenced for SC 2 were taught for the first time after the NAAB visit in 2021. The program will align all assessment metrics in a consistent manner, and will move to a 2-year assessment review.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:



The courses referenced for SC 3 were taught for the first time after the NAAB visit in 2021. The program will align all assessment metrics in a consistent manner, and will move to a 2-year assessment review.

1. 4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B.Arch.), the Master of Architecture (M.Arch.), and the Doctor of Architecture (D.Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

Program Response:

The program has clarified the minimum number of general education credits as defined by MSCHE. The required number of credit hours in the M. Arch. program has been reduced from 55 to 48, largely in response to student concerns regarding program costs.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

1. 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
2. 5.2.2 Key performance indicators used by the unit and the institution.
3. 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
4. 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
5. 5.2.5 Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:

Based on the leadership transition at Kean/USA, the new emphasis on research at both campuses, and as a direct result of the WKU VTR's identification of a deficiency in strategic planning, the Michael Graves College has refined its strategic planning process. Regular meetings involving faculty at both sites have been held towards that end. Assessment procedures and metrics have been implemented to review student performance. One major step in this process has been a revision to the Michael Graves College Curriculum Committee to include representation from WKU faculty. Thus the WKU faculty, including those for Architecture, are now fully vested in the curricular review process.

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

1. a) Application forms and instructions
2. b) Admissions requirements: admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing



3. c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
4. e) Explanation of how student diversity goals affect admission procedures

Program Response:

The program has clarified requirements and procedures for portfolio preparation and review, and these have been posted on the WKU website.

6.6 Student Financial Information

1. 6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.
2. 6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:

Additional detail regarding financial information, including fees, supplies and specialized course materials are provided on the WKU website.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

This section is limited to 5 pages, total.

Program Response:

The program used the 2020 Conditions for Accreditation in 2021 when Kean/USA applied for Initial Accreditation and WKU applied for Continuing Candidacy. The NAAB Board determined that in fact the program is a single program on two sites. Accordingly we are submitting this APR for Reaccreditation to apply to both Kean/USA and WKU.



NARRATIVE TEMPLATE

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program’s mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

Program Response:

The history and mission of Kean University to provide quality higher education programs to underserved groups, are foundational to the establishment of a new professional program in Architecture.

Founded in 1855 as Newark Normal Teacher’s School, Kean University has undergone several transformations in its history, programs, location, and name. While for much of its history Kean’s mission was to train the state of New Jersey’s teachers, beginning in the 1980s the university added master’s programs in education, the sciences, and selected professional fields. The name changed from Kean College to Kean University at this time. In the last generation, new doctoral programs were initiated, primarily in the allied health disciplines. Kean relocated to the estate of the first governor of New Jersey in the early 1960s, in Union Township, approximately five miles from its previous locale in downtown Newark. The 200-acre campus has a student population of approximately 15,000; approximately 25% live on campus.

Kean’s students are among the most diverse in the country in terms of ethnicity. It also has a high number of students who represent the first in their extended families to enter the higher education system and earn a college degree. With these particular characteristics in mind, the mission of the university is to focus on student opportunities and outcomes and facilitate access to higher education for people often unaccustomed to it. There is substantial emphasis on providing services and access to students that extend beyond the classroom, evidenced by this newly revised Mission Statement:

Kean University, New Jersey’s first Urban Research University creates a world-class, innovative and inclusive society through equity and excellence in teaching, learning, global research, and impactful public engagement.

In 2008, Kean University signed an agreement with the Governor of Zhejiang Province in China, Xi Jinping (now President of China) to establish Wenzhou-Kean University. Kean is one of just three American universities licensed to provide American degree programs in China (Duke and NYU are the others). Nine years ago, the academic programs started at WKU: Kean University provides these programs and hires the faculty, and the provincial and municipal governments provide the campus and administration. All instruction is in English, and WKU’s programs are accredited through Kean’s regional accrediting agency. Presently there are 5000 students, and this population will grow by 700 annually until it reaches 10,000.

The Michael Graves College is comprised of two schools. The Robert Busch School of Design (RBSD) has four bachelor’s programs (Graphic Design, Interactive/Advertising Design, Interior Design, and Industrial Design). The faculty of the RBSD requested the establishment of a professional program in architecture in 2013 and recruited Michael Graves to lead a board of external advisors in establishing it. This development was included as an integral element in the university’s strategic plan for 2013-2020, both for the Kean/USA campus and for Wenzhou-Kean University. A clear goal for this new program is that it



would be a center of excellence at both Kean University and WKU, and Mr. Graves' leadership in its creation was perceived to be a clear indicator of this goal. Also, the program is intended to be transformational to the university culture, by promoting increased level of on-campus student engagement and occupancy – through dedicated studio spaces available to Architecture students outside course hours, and higher levels of on-campus residency – than the prevalent model of a regional commuter school. Finally, the new program would embrace Kean's mission of equity in education for all segments of society.

With those goals, the School of Public Architecture (SoPA) was approved by the Kean Board of Trustees in 2014 and joined with the RBSD to create the Michael Graves College in 2015. A 4-year Bachelor of Arts in Architectural Studies was approved by both the university board and the NJ Presidents Council in 2015, and the first cohort of students – 20 in number – were enrolled in September 2015. A 2-year Master of Architecture degree was approved by the board and NJPC in April 2016, with the intention of beginning classes in the Fall of 2019. The first class graduated from the M. Arch. program in Spring 2021. An identical academic program was approved for Wenzhou-Kean University, and started in 2017. The first class to graduate in the M. Arch. program at WKU took place in Spring 2023.

Mission: *The Michael Graves College at Kean University is committed to transforming architectural and design education by engaging a wider public audience for quality in the built and designed environment globally.*

Architecture and Design are inherently public and humanist arts. Yet the disciplines often have situated themselves remotely from the public, particularly in education. This has created a distance between those people trained to enhance the public environment, and those who use it.

While there is a need for specialized instruction in aspects of the design process, there is also the need to provide a meaningful context for that effort. Continual acculturation of these disciplines is critical if Architecture and Design are to reaffirm their role in creating better experiences and places for people. Thus, the programs of the Michael Graves College use the broad public context of design at several levels: as inspiration, as a tool, and ultimately, as a goal.

The interlocking disciplines of design and architecture endeavors are a significant asset in this effort. The Michael Graves College consists of two schools. The Robert Busch School of Design has recognized programs in Interactive Advertising Design, Graphic Design: Interactive, Print & Screen, Industrial Design and Interior Design. The School of Public Architecture offers a degree in architectural studies and a graduate professional degree as well. Together, these programs afford the college the opportunity to address public design efforts at a variety of scales, synergistically. **The decision to use the name, "School of Public Architecture" was a conscious decision to emphasize public engagement and outreach in both the undergraduate and professional master's programs.** The analogy we use to describe our goals and approaches is between a College of Medicine and a College of Public Health. We understand one to be focused on the training of individual professionals to a high level, and the other to be focused on programs that improve the broader health quality of the community. It is our premise that most programs in Architecture are more closely aligned with the College of Medicine model rather than that of Public Health. We wish to raise this question in contemporary architectural education, and work towards a solution that is focused on the public benefit in the built environment.

The program's aspiration is to emulate an 'atelier' pedagogical model: rather than dividing up the design process into discrete curricular elements, it stresses the holistic integration of the design enterprise. Obviously, Kean still utilizes individual courses and defined credit hours for a degree. But our goal is to move beyond that in terms of our educational pedagogy. Throughout the academic program, an emphasis is placed on the creation of each student's individual portfolio as a holistic example of their



creative ability to integrate together the various aspect of architecture in a public context. Studios remain the center of that effort, with direct linkages to a number of courses in additional program areas (e.g., representation, history, theory, technology, and professional practice).

This emphasis on a portfolio is integral at all levels of the program. Admissions decisions are based primarily on portfolio submittals of applicants, and an individual interview between the applicant and the Dean or Chair to discuss it. Typical admissions metrics – GPA, test scores, etc. – are utilized by Kean University for admission, but students who intend to enroll in Architecture must be admitted into the program as well, through this portfolio process. It is our intention to use this process to reach applicants who have demonstrable design skills and a willingness to engage, but do not have the standard high school academic background. As such, we believe it promotes a more diverse student body, but also one that is reflective of Kean University’s mission.

As Pritzker Prize winner Alvaro Siza once noted, architects and designers “... are specialists at being non-specialists.” Thus, the formation and application of a design language is predicated on a broad base of knowledge: not just the professional and technical aspects of a building design, but the broader public awareness of the forces that shape a project, its environs, and the issues it is intended to address. The goal of the program is to provide a level of acculturation into both the professional world of Architecture, and also the potential for Architecture to engage with a wider world around it.

The pedagogical intention of ‘acculturation’ is to deliver a ‘first-person’ education: learning by direct engagement, observation, documentation, and analysis of the places, spaces, buildings and experiences that form the built environment – and through discussion with the general public that use them. Students carry out this on-site education in New Jersey and New York, in Wenzhou, and in a structured semester in Rome for third year students, as well as in a structured travel component in 5th year of the 6 required for completion of the professional degree.

This pedagogy intends to address longstanding criticisms of educational paradigms in these fields by incorporating a substantial outreach effort into both the curriculum and the culture of the college. These research and design projects exist both outside and inside the design studio. Led by faculty, they integrate students into defined projects in a manner that resonates with the working world: engagement with clients and consultants, differentiated responsibilities, public presentation and accountability. A major research project focusing on infrastructure as a locus for public design is indicative of this commitment.

Kean University’s location provides substantial assets for this new college. Geographically, it is located in the New York metropolitan area, with the full range of habitation patterns readily accessible, from densely urban cities to suburban towns to rural hamlets. Kean’s own campus is situated at the border of three different municipalities, with historic structures both on campus and adjacent to it. Thus, the potential to take on outreach projects of different types and scales is high. Finally, the extraordinary built environment of the region is a major asset for students to experience, document, and analysis great architecture. These same circumstances apply in Wenzhou and Zhejiang Province as well.

The association with Michael Graves is profoundly appropriate for this new college. Graves redefined an idea of professional practice in the late 20th century by addressing design at multiple scales, from urban and building to object and artifact. The varied programs that comprise the Michael Graves College at Kean University represent this idea well, from industrial and interior design to graphic and architectural design. Yet Graves’ legacy will consist of his commitment to high-quality design education just as much as his professional output in all scales. Graves’ engagement of a wide public audience for his work is the paradigm we aspire to, not to recreate his own personal design language in our programs. We are proud



to build upon this conceptualization of how architecture and design should be taught and produced as the 21st century unfolds.

Kean University has a substantial global presence through its sister institution, Wenzhou-Kean University in China. The programs in Design and Architecture are offered on the Wenzhou campus (a city equivalent in size to New York City), and both faculty and students from each campus will engage with their counterparts from the other institution. The goals in China are the same as the USA: have students develop a deep understanding of architecture's and design's specific roles in shaping the environment and culture from a detailed observation and analysis of the environment around them and engage a wider public audience for better design and environments.

Emphasis on the humanist qualities of Architecture and Design allows for a recalibration of the technologies that support the disciplines. While the computer is a remarkable tool, the degree to which it has supplanted design methods that utilize the hand, eye, and brain needs recalibration. Our programs intend to balance these experiential and conceptual means of thinking and producing to better represent and engage the wider public audience. The balance of hand-eye creativity with digital technology affords our students, we believe, more means of engaging with the wider world at a higher level of design thinking. We believe it promotes a higher level of individual creativity in each student's portfolio of work, rather than utilizing a model of technology only.

In the end, we believe that our programs, including faculty and students alike, can be resources to enhance and improve the built environment and the experiences of people within them. Furthermore, we can do so in a manner that is integral to the academic program of the college. We believe that this is substantially different from many other professional programs, and thus can provide a meaningful alternative to students who want to engage with the public and how they live in and enhances the world.

The program's role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

The Michael Graves College is one of seven colleges at Kean University. Faculty and administrators participate in university-wide governance procedures, including the University Planning Committee, Council of Deans, university curricular committees. Students are engaged in multiple student organizations on campus and have organized officially sanctioned student groups. The college hosts a number of campus-wide programs, including a lecture series and annual design conference. Students also work in campus offices, including Campus Planning. They also volunteer for university activities, such as the annual Human Rights Conference.

Within the college, Architecture has four affiliated Design programs. The lecture series and annual design conference engage all programs within the college, as well as external audiences. Graduating seniors from all programs participate in a Senior Portfolio Review session. Faculty have developed project-based working relationships with their peers from other programs, including Environmental Studies, Sociology, History, STEM, and Fine Arts.

Finally, the college has played a leading role in both the implementation of programs at Wenzhou-Kean University, and in the design and development of the China campus. Faculty have been resources in planning studies for the campus, and in the design of individual buildings. Students have studied on both



campuses (except during the pandemic), and increased faculty travel between the campuses is planned in the post-COVID world due to new funding in the college budget.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:

Program Response: The definitional goal of the professional program is to achieve a higher level of public engagement in its elements. It benefits substantially from its relationship to a vibrant professional culture in the region, as well as the university's commitment to the wider community. The examples of varied means by which Architecture is addressed are substantial; this variety is one measure of the 'acculturation' goal for the program. They include:

Required curricular examples:

- Regular Lecture series and annual conference
- Course Field trips (ARCH 1301, 1302, and others)
- Professional office visits (both for classes and professional development)
- Senior Portfolio Review
- NCARB + AXP Advising/Workshop (ARCH 5501 and 5502)
- Rome Semester Study (3rd year second semester)
- Invited Professional Guest Critics for all Studio reviews
- MGC Research Projects (e.g., RVR|WRT, Trenton revitalization, Wangzha village adaptive reuse: ARCH 5109, 5209)

Optional curricular examples:

- Student travel between campuses
- Graduate Teaching Assistantships
- Topical Workshops

Extra-curricular examples:

- Professional office visits
- Active AIAS and NOMAS chapters
- AIAS QUAD Conferences
- AIA Grassroots Conference attendance
- Architectural League Professional Mentorship Program
- All School Meeting
- Internships and Practicums with professionals, including the Campus Planning Office
- Public Outreach: K-Labs, Thinking Creatively Conference (TCC), TCC Field Trips
- MacNair/RAM Scholarships
- Student Research Mentorship

Campus examples:

- Attending of Conferences + Workshops (e.g., Annual Human Rights Conference)
- Campus Ambassadors program



Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

Context: Kean University and Wenzhou-Kean University believe in providing a high-quality university education with emphasis on accessibility for groups of people where access has been limited in the past. Kean/USA is among the most diverse campuses in America, based on ethnicity. It also has a high percentage of first-time college students in their families; this circumstance applies at WKU as well. Both universities promote a culture of inclusivity among students through access to new facilities dedicated exclusively to student life and study, organizations and activities. The cohorts in Architecture are diverse in terms of ethnicity. Academic excellence and equity of opportunity are hallmarks of the university's identity.

Mission: ***The Michael Graves College at Kean University is committed to transforming architectural and design education by engaging a wider public audience for quality in the built and designed environment in a global context.***



2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:

The goal of the program on both campuses is to understand public expectations about design – and to raise them, providing a leadership role in this public education. This college-wide engagement allows for real-world projects with external constituents, engages students as team members, and brings back the dynamics of these projects for student learning. This leads to a pedagogical approach more in line with an “atelier” than the typical curricular model of most professional programs.

Design is, at its best, a holistic enterprise, and the program centers an approach that reinforces the cultural meaning of design as central to the education. The emphasis on design is evident in the studio courses for architecture, which meet three days each week in the undergraduate program, and twice a week in the grad program. It is also evident in the shared academic goals with the four programs in the Design school, with increasing opportunity for cross-program fertilization. The emphasis on a holistic development of each student’s portfolio of work as representative of their professional training and promise is promoted over success in individual curricular courses.

The program selection for the design studios is indicative of the program’s values. Projects on both campuses are undertaken based on real-world circumstances that examine important issues in contemporary society in the environs around the university, from social justice to environmental mitigation to adaptive reuse of distressed properties. The means by which an expanding public audience engages with these projects is currently a primary item of discussion among faculty and students. If the mission of the program is to elevate public expectations about the design of the built environment, the means of measuring and assessing this need to be defined, and this is an important priority within the program at this time.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response:

Quality of life in the built environment is intended to be addressed by the atelier method of studio instruction. Expectations about energy utilization and sustainability are included throughout the studio sequence, along with investigation of these issues at differing scales. In addition, the third semester theory course stresses ethical and environmental awareness in the building process. Advocacy about responsible engagement with the environment is a component of program in advanced studios, particularly the research-based ARCH 5109 | Graduate Studio 9. Faculty in the RBSD have strong sustainability credentials that are a resource in the academic program for Architecture as well as Design. Also worth noting is the fact that almost all studio projects have defined sites and contexts – that is, they are not abstract design exercises. This allows examination of specific resources in local contexts, raises



questions of equitable access to resources among all populations, and reviews their affect upon the clients. Adaptive reuse of existing buildings and districts is a frequent topic in studio investigations.

As a School of Public Architecture, public stewardship is inherent throughout the program. Our goal is to relate the undergraduate and professional programs to the wider world and provide leadership in raising public expectations about good design as well as executing high-quality design projects, both in school and after. Our intention is to promote engagement with local communities in a responsible manner. Kean University's goal of providing quality higher education to underserved groups affords the School of Public Architecture the opportunity to engage audiences often not associated with design culture, and to work with them to improve their communities in both the USA and China.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:

Kean University's history and mission provide a solid foundation for the program to build upon values of equity, diversity and inclusion. The university's ethnic diversity sets an important standard for admissions and hiring. Outreach and open houses targeting regional high school students are important recruiting tools. The program is developing a national recruiting strategy that will continue the diversity of students already enrolled in the program. Faculty hiring is monitored by a dedicated EEO/AA office at the university that assures conformity with all applicable standards. Hiring faculty that are diverse in a manner that reflects and supports student diversity is an important goal. The plan for hiring new faculty as enrollment grows in the program is addressed in the Timeline section of this Plan for Initial Accreditation. The installation of President Repollet in July 2020 has enhanced the university's engagement with DEI opportunities. Pres. Repollet has initiated a new high-level office for Diversity, Equity and Inclusion, and has added new faculty positions that focus on these goals. This has provided three new full-time faculty members in Architecture as Presidential Fellows, who are expected to transition to full-time Assistant Professor positions after two years.

The Michael Graves College adopted its own statement regarding Diversity, Equity and Inclusion in 2020, and it is posted prominently on the college website:

<https://www.kean.edu/michaelgravescollege/statement-education-michael-graves-college-2023>

(This document is included as Appendix 1 on p. 62). With a student population which reflects the community's diverse groups, multiple points of view are represented in every studio. These qualities are celebrated by our students and faculty. There is real pride in the different backgrounds represented. Finally, as a new program, the development of a culture in the program is a critical development, and the values of tolerance, support and understanding are features of it. "We all take care of each other" is a value which is expressed continually throughout the academic program.

At Wenzhou-Kean University, an emphasis on access to higher education is paramount. The higher education system in China is developing, but only 50% of high school graduates who take the national university entrance examination will matriculate at a Chinese university. A high majority of WKU students are native Chinese, which was an intention for the creation of the university: providing a western academic program to Chinese students in China. Increasing the opportunities for both faculty and student exchange between the campuses is a building block for expanding diversity.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:

Knowledge and innovation are keystones of all college programs. Research methods and presentation are understood to be important components of the professional program. With the inauguration of the M. Arch. program in 2019, a college-wide discussion about research was initiated. A number of significant individual research activities were already underway by selected faculty, often involving students, but a shared approach to this seemed to be a meaningful goal. Furthermore, the maturation of the program at WKU afforded the opportunity to share the discussion among the faculty on both campuses. These efforts have been augmented by Pres. Repollet’s goal of moving Kean University to R2 status in the Carnegie classification, and by WKU’s commitment to providing a high level of research support to faculty.

As a starting point, a broad research initiative focusing on demonstrating how design can improve the public quality of the stations along the Raritan Valley Train line (which runs through the Kean campus), as well as the public settlements along the Wenruitang River in Wenzhou, was initiated (known as the RVR/WRT Project). The new graduate students were among the leaders of this effort, but not by any means to sole participants. That has been followed by a neighborhood revitalization project in Trenton, with significant funding from the US Dept. of Housing and Urban Development to support both faculty and students. Additionally students have examined campus planning issues in the planned expansion of the Wenzhou-Kean campus into an adjacent village (Wangzha), and an invitation to participate in a new master planning effort for New College in Sarasota, Florida.

Over the past year, two important developments have both assisted and hindered the college’s, and the program’s, approach to knowledge. On the positive side, new President Lamont Repollet has set a goal of moving Kean University to R2 Carnegie status. In the past five years, the number of undergraduates participating in an annual ‘Research Days’ event had increased dramatically, including students from the Michael Graves College. Pres. Repollet’s goal is already positively affecting the number of full-time faculty and providing new avenues of support for existing students and faculty.

Negatively, the pandemic limited opportunities for further development of the RVR/WRT Project. It is not clear how public transit will move forward in the latter stages of the pandemic.

More generally, the breadth of professional skill available in the regions around both Kean/USA and WKU are both a resource and a standard for us. We can see first-hand how the profession is evolving and changing – and advancing to meet new challenges. The studio’s pedagogical approach to first-person interaction promotes opportunities for new observations, which can then provide a basis for new knowledge. Faculty and visiting critics and lecturers are wide-ranging in backgrounds and experience and provide a panoply of different points-of-view about understanding issues, opportunities, and the potential for new means of approaches to them.

In addition to the studio components of the program, there are opportunities for off-campus curricular elements, engagement with the culture of the school outside the academic program, extra-curricular organizations and events, and professional engagement.) An itemized list of these is included as a footnote.)¹

¹ Particular programs and activities which support those efforts include:

- Faculty with practice (incl. Half-Lecturers)
- Lecture series
- Field trips and travel

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:

Studio projects are based in part on real-world design issues and include public awareness and/or engagement as a part of the research, documentation, design, and review process. Collaboration in the studio is fostered through an effort to achieve meaningful engagement for a project, fostering a sense of leadership about the values of design to a wider audience. By actively engaging with the public, it is our goal to enrich the design process and ultimately raise expectations for better design in the built environment. Even students can take leadership roles about the place of design in the public world, based on their developing expertise and interests in architecture’s role in shaping the built environment. Selected studios embrace team-based approaches to design. For example, the 5th year graduate students carried out a conceptual study for neighborhood improvement in the Coalport area of Trenton in the fall of 2022. In addition, the implementation of a second Professional Practice course (ARCH 5502) that focuses on Alternative Practice models is intended to broaden opportunities for architects to engage in the wider world from a position of design and ethical leadership. Also, the final studio semester in the BA program – ARCH 4108 – integrates an optional internship as an alternative studio vehicle, thus facilitating student awareness of the interaction between them.

In conclusion, the studio culture values of engagement, collaboration, respect, and empathy are deeply ingrained in all aspects of the program.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline’s body of knowledge, histories and theories, and architecture’s role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

-
- Professional development for faculty and staff
 - Senior Portfolio Review for professional engagement
 - Design reviews, esp. guest critics
 - NCARB + AXP Advising/Workshop
 - Internships & Externships
 - Graduate Teaching Assistantships
 - NOMAS Chapter + AIAS Chapter Events
 - AIAS QUAD Conferences
 - AIA Grassroots Conference
 - Public Outreach: Thinking Creatively Conference (TCC), TCC Field Trips
 - Rome Semester Study
 - WKU Semester Study
 - Faculty Assessment Meetings
 - Student Assessment Meetings
 - Invited Professional Guest Critics
 - Attending of Conferences + Workshops
 - MGC Research Projects [RVR|WRT]
 - MacNair/RAM Scholarships
 - Student Research Mentorship
 - Architectural League Professional Mentorship Program
 - All School Meetings
 - Topical Workshops
 - Architecture Office Visits



Program Response: The professional academic program is situated in a wealth of supporting learning environments, including the comprehensive quality of the university's programs and its culture, the vibrant professional milieu in the metropolitan New York/New Jersey region, as well as in Wenzhou and Shanghai, and the wealth of noteworthy examples of important architecture with which to interact. Students are exposed to faculty who have embraced lifelong learning through professional activities including licensure, research projects (often utilizing students as collaborators), and the proximity of other leading schools of architecture as examples. Enrollment in AXP as an element of lifelong learning is encouraged. Both Professional Practice courses emphasize continued professional growth throughout ones career. Continuing Education requirements in varied jurisdictions are reviewed. Thus, there are components of this goal evident in required curricular elements, electives, outreach activities, and the broader culture of the university as well.



3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline’s skills and knowledge.

Program Response:

NARRATIVE:

The goal of the program is to not only prepare our students for a normative professional life, but to give them opportunities to expand the boundaries of how professional architects engage with the public. The proximity of a vibrant professional community and the school’s ability to engage with it and use it as a model is a substantial asset. Faculty positions range from full-time research academics to full-time teaching positions to half-time professionals in practice, as well as part-time adjuncts. Students have first-hand exposure through these varied professionals to a broader understanding of the profession. The regular participation of visiting professionals as guest speakers in courses, guest lecturers in programs, and especially on design reviews further increases awareness of professional opportunities.

In the undergraduate sequence, **ARCH 4108 | Studio 8** allows students to select either a professional internship or an optional studio, with both groups of students regularly presenting their work to the others.

The decision to include two professional practices courses in the professional curriculum speaks directly to this Program Criteria. The first, **ARCH 5501 | Professional Practice 1**, is a conventional professional practice model, utilizing the model set forth in [The Architecture Students Handbook to Professional Practice](#) (15th ed.). In addition to readings, quizzes, and examinations, case studies are presented by regional practitioners, from past presidents of AIA/NJ and AIA/Shanghai to the President of KPF in New York and the Long An Group in Shanghai.

The second course, **ARCH 5502 | Professional Practice 2** takes up Alternative Practice Models as a topic, seeking to actively expand the place of the educated design professional in the wider world. Topics include pro bono work, NGOs, campus architects, global practice models, social design foundations, and more. Finally, the ability of students to participate in professional activities off-campus, from internships to professional organizations, further expands their understanding of the variety of career paths available to them.

The Assessment protocol for **PC.1 Career Paths** is included below:

Measures

- Direct Measure



This Program Criteria (PC.1) is assessed via the Direct Measure of the Externship Option of **ARCH 4108: Studio 8: Optional Studio; Individual Topics**. The students can choose an Externship Option and the percentage of students who select the Externship Option is the measure. The rubric consists of 3 criteria and student performance is rated on a 5-point scale, where 5 = mastery.

- Direct Measure Target

A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 66% of students would achieve a score of 3 or higher on each criterion of those students selecting the Externship Option.

- Indirect Measure

The Indirect Measure for PC.1 would entail mandatory student participation in the **Annual NCARB AXP Workshop Presentation**. A participation rate of 66% (or greater) in this indirect measure would be considered acceptable as this is an introductory Workshop to this subject matter.

Related Kean University Student Learning Outcomes [SLOs] (N.B. the Kean SLO's are listed in Appendix 2.)

SLO4 - Advance student's knowledge in the traditional disciplines and enhance student's skills in professional areas.

Assessment Cycle

This Program Criteria will be Assessed every three years to ensure Program ability to track initial Career Path opportunities and to follow up via alumni surveys.

*(Refer to **Assessment Report AY 2021-22** for outcomes for **PC.1 Career Paths** included in the Appendix 6 on p. 70-80 of the APR)*

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:

NARRATIVE:

Our intentions are driven by the ideal that high-quality design can bring value to the public world – and that the public can be engaged as active participants in promoting that point of view. Embracing the circumstances around the program, from the university's commitment to underserved local communities of students to the dynamic growth of the built environment in the region, is a major resource. Design as a unifying element of the professional curriculum is paramount in every semester of the program, both at the undergraduate and graduate levels. An emphasis on “first-person” learning, of getting out and observing and researching in person, is a goal. The aspiration to an atelier-based pedagogy puts design in the central position for the curriculum.

Aspects of this outlook are manifested as follows:

- Studio / atelier model is a holistic endeavor to address elements of design.
- Studio projects are conceived at multiple scales to address the broad and varied patterns of the public environment.
- The varied scales of the design enterprise are evident among the five programs in the college.



- Real site conditions are used for almost all studio projects (i.e., not abstract design exercises).
- Portfolio Review to demonstrate and assess Design Excellence.
- Professional lecture series emphasizes high-quality design ideals in the design of real-world projects.
- Fostering a global perspective on Design, through the History/Theory course sequence as well as required programs in Rome and China.
- Utilization of a campus MakerSpace, to identify and promote continual advances in representation, visualization and fabrication.
- Thinking Creatively Conference, which emphasizes shared design sensibilities with Kean’s Design programs.

The Assessment protocol for **PC.2 Design Paths** is included below:

Measures

- Direct Measure

This Program Criteria (PC.2) is assessed via the Direct Measures of the **ARCH 4107: Studio 7: Urban Planning and Housing & ARCH 5109: Studio 9: Complex Program II**. The Final Project Review is the measure of each of these Studios for Design. The rubric consists of 6 criteria and student performance is rated on a 5-point scale, where 5 = mastery.

- Direct Measure Target

A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since these both are an ultimate level course, the expectation was that 66% of students would achieve a score of 3 or higher in each criterion.

- Indirect Measure

The Indirect Measure for PC.2 would include mandatory annual student **Portfolio Reviews**. Expectation of these evaluations would be for 50% of students to achieve a rating of 3 or higher on a 5-point scale in the first three years, with the Fourth, Fifth and Sixth Years having 75% of the students achieving a rating of 3 or higher on a 5-point scale.

Related Kean University Student Learning Outcomes [SLOs]

SLO 1 – Think critically, creatively and globally.

Assessment Cycle

This Program Criteria will be assessed every two years to ensure adequate frequency for assessment measure

*(Refer to **Assessment Report AY 2022-23** for outcomes for **PC.2 Design Paths** included in the Appendix 6 on p. 70-80 of the APR)*

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:

NARRATIVE:

The intention of engaging closely with the wider world promotes an understanding of the built environment in context. New Jersey is the most urbanized state in the country, and an understanding of the development and settlement patterns is a common consideration in most studio exercises and projects. This includes not just new construction, but an approach to the adaptive reuse of buildings and spaces is also a common consideration in the design process. This position has clear benefits in terms of resource management, preservation of materials, and embedded energy. Specific curricular items that directly address this Program Criteria are included in:

- ARCH 2103 | Studio 3: Landscape: The relationship between architecture and landscape.
- ARCH 2603 | Ecology, Environment, and the Ethics of Architecture: Resource management, environmental stewardship, ecological building practices, and the ethics of building.
- ARCH 5109 | Studio 9: Graduate Complex Program Studio: Site mapping that includes resource management leads to research-based programming. Studio projects address climate change and racial/environmental justice.
- ARCH 5209 | History 9: A research history/theory seminar paired with ARCH 5109. This course opens architectural discourse to broader cultural and public concerns, including non-canonical histories and theories, cultural theories, and racial/environmental justice.
- ARCH 6405 | Building Systems Integration: Energy management, natural resource preservation, local site and environmental conditions.
- ARCH 6111 | Comprehensive Studio: Climate, soils and geology, and resource management are all addressed.
- ARCH 5502 | Professional Practice 2: Professional practices which address resource issues in contemporary development practices.
- ARCH 6603 | Professional Elective III: A required professional elective that addresses ethics in design, including socially just and environmentally responsible architectural practices.

The Assessment protocol for **PC.3 Ecological Knowledge and Responsibility** is included below:

ASSESSMENT PLAN for PROGRAM CRITERIA #3 (PC.3)

Measures

- Direct Measure

This Program Criteria (PC.3) is assessed via the Direct Measures of the **ARCH 5109: Studio 9: Complex Program II**. The Final Project Review is the measure of this Studio for Design. The rubric consists of 6 criteria and student performance is rated on a 5-point scale, where 5 = mastery.

- Direct Measure Target

A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 66% of students would achieve a score of 3 or higher in each criterion.

- Indirect Measure

The Indirect Measure for PC.3 would include mandatory annual student **Portfolio Reviews**. Expectation of these evaluations would be for 50% of students to achieve a rating of 3 or higher on a 5-point scale in the first three years, with the Fourth, Fifth and Sixth Years having 75% of the students achieving a rating of 3 or higher on a 5-point scale.



Related Kean University Student Learning Outcomes [SLOs]

SLO 1 – Think critically, creatively and globally.

Assessment Cycle

This Program Criteria will be assessed every two years to ensure adequate frequency for assessment measure.

*(Refer to **Assessment Report AY 2022-23** for outcomes for **PC.3 Ecological Knowledge & Responsibility** included in the Appendix 6 on p. 70-80 of the APR)*

Note: At the time of the 2021 Continuing Candidacy visit to WKU, two of the six courses referenced were being taught for the first time. The remaining courses have been taught over the balance of the two-year instructional period for the professional degree program. The program is now able to undertake the regular assessment of all components for each course based on the student work produced, as per the above assessment protocols. The individual course syllabi do reflect the general assessment processes and outcomes specified in the overall Assessment Plan.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:

NARRATIVE:

The program has a global reach in the history and theories of architecture beginning with classes that provide more of an overview to those that are increasingly specialized by topic, time period, or place. The intention of engaging closely with the surrounding world promotes an understanding of the built environment not only through historic source materials, but in context through “first-person” on-site, observation and documentation of existing buildings and neighborhoods. This approach applies in Rome *and* China as well, which facilitates decentering the West as the primary perspective.

The dynamic conditions which predicate buildings are examined closely. Documentation of historical precedents occurs in case-study examples of the extensive H/T course sequence as well as the studio courses. Throughout the curriculum, the intention is to position our school as a potential leader in expanding history/theory to include multiple voices, communities, and histories.

In the undergraduate sequence, students are initially introduced to the different global themes, environments, spaces, and time periods through the lens of building typologies from 3000 BCE to the present. The introduction to elements of architecture provides students with a way to understand architectural forms, tectonics, and design. As they continue their studies the courses become more specialized by specific periods that are inclusive of nonwestern cultures and environments. These include 18th and 19th century, Modernism, ethics and the environment, Renaissance and Baroque in Rome, and other options for travel.

In the graduate program, students learn more complex topical themes such as Identity in Architecture, urbanism, and smaller seminars within a professor’s specialization. One example is the ARCH 5209 | Graduate History/Theory Seminar, titled: *Reorienting Architectural Theory*.



With each course students learn additional levels of research methods, reading comprehension, writing skills, presentation methods, and analytic skills that leads them to more complete and compelling ways to see, describe, analyze, and synthesize what they have learned. Assignments require the students to build on their skills from using drawing and model making to comparing and contrasting ideas, analyze building plans and programs, or read a text closely. When they need additional assistance, faculty provide workshops for writing, research methods, and reviews one-on-one.

The Assessment protocol for **PC.4 History and Theory** is included below:

Measures

- Direct Measure

This Program Criteria (PC.4) is assessed via the Direct Measure of the **ARCH 5209: History 9: Seminar**. The **Final Presentation and Paper** is the measure. The rubric consists of 3 criteria and student performance is rated on a 5-point scale, where 5 = mastery.

- Direct Measure Target

A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 66% of students would achieve a score of 3 or higher on each criterion of those students in this course.

- Indirect Measure

The Indirect Measure for PC.4 would entail student participation in the **Vatican Museum Tour in Rome** while participating in **ARCH 3206: History 6: Renaissance & Baroque Architecture**. A participation rate of 66% (or greater) in this indirect measure would be considered acceptable as this is an intermediate introduction to this subject matter.

Related Kean University Student Learning Outcomes [SLOs]

SLO4 - Advance student's knowledge in the traditional disciplines and enhance student's skills in professional areas.

Assessment Cycle

This Program Criteria will be Assessed every three years to ensure Program ability to measure the depth and breadth of topics and their impact for students in seminar.

*(Refer to **Assessment Report AY 2021-22** for outcomes for **PC.4 History and Theory** included in the Appendix 6 on p. 70-80 of the APR)*

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:

NARRATIVE:

Every studio in the professional program has a research component. In particular, the graduate studios entail a substantial research program, beginning with ARCH 5109 | Studio 9 and its co-



requisite ARCH 5209 | Research Seminar. This process is further developed by the integration of the ARCH 6405 | BSI with the ARCH 6111 | Comprehensive Studio. Linking these courses allows for team-teaching: multiple faculties are engaging with each project, affording the opportunity for multiple points of view to evaluate both research and innovation. Finally, ARCH 6112 | Design Thesis is matched with a ARCH 5210 | Thesis Research seminar. Finally, the college's culture of collaboration encourages listening to multiple points of view and the rationales for them rather than adopting a singular design point of view and acting on it based on individual design sensibilities solely. Specific curricular items that directly address this Program Criteria are included in:

- ARCH 5109 | Studio 9: Graduate Complex Program Studio: Site research, mapping, programming, and urban design strategies are used to evaluate local/regional conditions and are tested through a complex urban project. Examples include the Trenton Coalport neighborhood revitalization project.
- ARCH 5209 | History 9: A research history/theory seminar paired with ARCH 5109. This course opens architectural discourse to broader cultural and public concerns, including non-canonical histories and theories, cultural theories, and racial/environmental justice.
- ARCH 5210 | Thesis Research: An introduction to architectural research methods in preparation for an independent design thesis, including: literature review, effective writing, question formulation, systems of inquiry, and research strategies/tactics.
- ARCH 6112 | Thesis Studio: Research questions raised in the thesis research seminar are tested through an independent semester-long design project. (A pamphlet describing the thesis projects from the class of 2023 is available in Appendix 3.)
- Professional Electives that focus on globalization and ethics in architecture.

The Assessment protocol for **PC.5 Research and Innovation** is included below:

Measures

- Direct Measure

This Program Criteria (PC.5) is assessed via the Direct Measures of the results of **ARCH 5210: Thesis Research Seminar & ARCH 6112: Thesis**. The **Thesis Report & Presentation + Final Thesis Review** are the dual measures of this Program Criteria. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery.

- Direct Measure Target

A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 75% of students would achieve a score of 3 or higher in each criterion.

- Indirect Measure

The Indirect Measure for PC.5 would include student involvement and participation in **Extracurricular Research**. An involvement/participation rate of 50% (or greater) in this indirect measure would be considered acceptable as this is an ongoing involvement initiative for the students.

Related Kean University Student Learning Outcomes [SLOs]

KU SLO 2 – Adapt to changing social, economic, and technological environments.

Assessment Cycle

This Program Criteria will be assessed every two years to ensure adequate frequency for assessment measure.



(Refer to **Assessment Report AY 2022-23** for outcomes for **PC.5 Research and Innovation** included in the Appendix 6 on p. 70-80 of the APR)

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:

NARRATIVE:

Leadership and collaboration are intended to be hallmarks of the program. Students in the college have embraced opportunities to demonstrate their leadership qualities, and to promote their team-building skills. The culture in the college reflects mutual respect and support, and this is permeating to the attitudes in the curricula. Examples include team-based studio projects in selected years; this is particularly true in the ARCH 6111 | Comprehensive Studio and its partner course, ARCH 6405 | Building Systems Integration. Additionally, the ARCH 6112 | Design Thesis course is implementing a new communications workshop to promote leadership skills. In the studio teams, differentiation of responsibilities is an important outcome, so that students can take personal responsibility for aspects of the work in relation to the differing responsibilities of others on their team. In the undergraduate sequence, ARCH 4107 | Studio 7 (Urban Design and Housing) has students working in teams.

Finally, students are afforded multiple opportunities for leadership and collaboration through the active student organizations, participation in governance procedures, and university-wide initiatives such as Student Ambassadors.

The Assessment protocol for **PC.6 Leadership and Collaboration** is included below:

Measures

- Direct Measure

This Program Criteria (PC.6) is assessed via the Direct Measure of the **ARCH 6603: Professional Elective III: Professional Ethics**. The **Final Presentation and Paper** is the measure. The rubric consists of 5 criteria and student performance is rated on a 5-point scale, where 5 = mastery.

- Direct Measure Target

A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 66% of students would achieve a score of 3 or higher on each criterion of those students in this course.

- Indirect Measure

The Indirect Measure for PC.6 would entail student participation in the **AIAS + NOMAS Student Organizations**. A participation rate of 50% (or greater) in this indirect measure would be considered acceptable as this is an indicator of future leadership in the student body.

Related Kean University Student Learning Outcomes [SLOs]

KU SLO 3 – Serve as active and contributing members of their communities.

Assessment Cycle



This Program Criteria will be Assessed every three years to ensure Program ability to measure the depth and breadth of topics and their impact for students in seminar.

*Refer to **Assessment Report AY 2021-22** for outcomes for **PC.6 Leadership and Collaboration** included in the Appendix 6 on p. 70-80 of the APR)*

Note: At the time of the 2021 Continuing Candidacy visit to WKU, none of the courses identified as providing evidence for this component had been taught at the time of the visit. With these courses now having been taught, the opportunity now exists to assess the student work to determine that **PC.6 Leadership and Collaboration** are evident in the direct measures, and that the indirect activities meet the NAAB definition of compliance.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:

NARRATIVE:

Kean University's mission of making education available to underserved populations is a strong foundation for the program's own efforts to promote a positive learning environment. Students are welcomed into the university and program at every level. The university takes seriously the responsibility to support its students, many of whom are unfamiliar with the culture of higher education. The diversity of the student population is an asset in this regard. As one veteran English teacher responded when told that the students in Architecture were highly supportive of each other, "What did you expect?! So many students at Kean come from minority groups, and they grew up having to take care of each other." That attitude is an enormous asset in the Learning and Teaching Culture. It should be recognized that this is also a significant recruiting tool for both students and faculty. The university has recently instituted a Center for Teaching and Learning, and added a new Associate Provost position for Faculty Development.

The culture of the college promotes and encourages all of its citizens to care for each other – providing assistance and support when needed, speaking candidly when necessary, showing respect to all at all times. It is perhaps the feature of this new professional program for which we feel the greatest level of pride: students, faculty and staff alike. This reinforced in the Studio Culture Policy which has been developed and updated by students. Also, it is significant that we have developed a culture of inviting representatives of our student organizations – AIAS and NOMAS - to attend our faculty meetings on behalf of the student body. When issues have arisen in studios, students have taken the lead to identify concerns and propose solutions, from training in sexual harassment to support for students during the pandemic.

The Assessment protocol for **PC.7 Learning and Teaching Culture** is included below:

Measures

- Direct Measure

This Program Criteria (PC.7) is assessed via the Direct Measure of the adherence to the **Studio Culture Policy**. The rubric consists of 5 criteria and student performance is rated on a 5-point scale, where 5 = mastery.



- Direct Measure Target

A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is required compliance policy document, the expectation was that 90% of students would achieve a score of 3 or higher on each criterion of those students for compliance.

- Indirect Measure

The Indirect Measure for PC.7 would entail student participation in the **AIAS + NOMAS Student Organizations**. A participation rate of 50% (or greater) in this indirect measure would be considered acceptable as this is an indicator of future leadership in the student body.

Related Kean University Student Learning Outcomes [SLOs]

KU SLO 4 – Advance their knowledge in the traditional disciplines and enhance their skills in professional areas.

Assessment Cycle

This Program Criteria will be Assessed every two years to ensure Program ability to measure the impact for student’s development professionally.

*(Refer to **Assessment Report AY 2020-21** for outcomes for **PC.7 Learning and Teaching Culture** included in the Appendix 6 on p. 70-80 of the APR)*

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:

NARRATIVE:

As in the response to PC 7 above, Kean University’s mission of making education available to underserved populations is a strong foundation for the program’s own efforts to promote a positive learning environment. Kean’s mission of inclusion and equity, reaching back over 160 years, is a powerful foundation for the program’s own goals. New President Lamont Repollet has identified this issue as a key determinate in his leadership. Pres. Repollet has initiated a new Office of Diversity, Equity and Inclusion. He has initiated a series of new academic positions with the intention of further diversifying the faculty. He has promoted a series of public programs and initiatives to increase awareness of DEI on campus. At WKU, the goal has been to provide a new model of higher education in a country which still has limited access to it compared to the USA.

Kean students come from a myriad of backgrounds. There are multiple conditions of ethnicity, nationality, legality with respect to immigration, education, economics, and political engagement represented in our students. The diversity of our student population affords understanding of multiple points of view around programs, issues, and attitudes, both inside and outside the classroom. Finally, the goal of engaging in a meaningful way with the larger public predicates an ability to listen to others and be inclusive. Recent studios have addressed topics of social access, racial dynamics and environmental justice. These are all topics for which many of our students have first-person knowledge.



In China, the majority of students are native Chinese. Access to more geographically diverse student populations is increasing as the Ministry of Education expands the number of provinces in which WKU is permitted to recruit for students.

Finally, the University's and the program's commitment to social equity and inclusion is a powerful recruiting tool for both students and faculty on both campuses.

In the professional coursework, ARCH 6112 | Design Thesis and ARCH 5210 | Thesis Research Seminar include topics addressing Social Equity and Inclusion.

The Assessment protocol for **PC.8 Social Equity and Inclusion** is included below:

Measures

- Direct Measure

This Program Criteria (PC.8) is assessed via the Direct Measures of the results of **ARCH 5210: Thesis Research Seminar & ARCH 6112: Thesis**. The **Thesis Report & Presentation + Final Thesis Review** are the dual measures of this Program Criteria. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery.

- Direct Measure Target

A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 75% of students would achieve a score of 3 or higher in each criterion.

- Indirect Measure

The Indirect Measure for PC.8 would include student involvement and participation in **Social Equity & Inclusion Events** organized by **AIAS + NOMAS**. An involvement/participation rate of 50% (or greater) in this indirect measure would be considered acceptable as this is an ongoing involvement initiative for the students.

Related Kean University Student Learning Outcomes [SLOs]

KU SLO 2 – Adapt to changing social, economic, and technological environments.

Assessment Cycle

This Program Criteria will be assessed every three years to ensure adequate frequency for assessment measure.

(PC.8 Social Equity and Inclusion is scheduled for assessment in the AY 2023/24 cycle.)

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.



Program Response:

NARRATIVE:

The intention of a School of Public Architecture to engage closely with the surrounding world promotes an understanding of the design project in context the built environment and the life that goes on within it. New Jersey is the most urbanized state in the country, and an understanding of the development and settlement patterns is normally a consideration in studio exercises. Additionally, the question of adaptive reuse of structures where many remain in place is a consideration in the design process. Specific curricular items that directly address this Program Criteria are included in:

- ARCH 2603 | Theory 3: Resource management and ethics of building
- ARCH 5109 | Studio 9 and ARCH 5209 | Research Seminar: A graduate complex program Studio and associated seminar that engages with New Jersey communities across multiple scales and constituents. Health, safety and welfare as essential elements of the design process are introduced in the seminar and developed in the studio.
- ARCH 6405 | Building Systems Integration and ARCH 6111 | Comprehensive Studio: Ability to demonstrate design practices that promote HSW in the built environment are developed in tandem between these two courses. Issues of physiological responses, programming efficiencies, and site adjacencies with respect to design intention are developed as exercises in BSI, then integrated into the comprehensive design project.
- ARCH 5501 | Professional Practice 1: Elements of health, safety and welfare are examined through the aspects of responsible professional practice. Building codes, regulations regarding material standards, and professional ethics are discussed. Guest speakers include professionals who discuss case studies based on their own careers, procurement officials, material suppliers, and officers of NCARB to discuss the regulatory system for architectural practice. ARCH 5501 is also linked to the Comprehensive Studio (ARCH 6111) and Building Systems 3 (ARCH 6405) to provide a practice-based design model for students.
- ARCH 5502 | Professional Practice 2: Professionals, often from unconventional backgrounds, and advocates for public interests in the built environment present emerging issues in architecture's role to promote societal well-being.

Students can identify the aspects of architecture that affect Health Safety and Welfare and respond to them in a design project, in particular the ARCH 6405 | Building Systems Integration and ARCH 6111 | Comprehensive Studio. A series of vignette exercises in BSI are then incorporated into the Comprehensive Studio project. Homework and examinations are used as assessment tools in BSI and Professional Practice 1. For ARCH 5502 | Professional Practice 2, students prepare analyses of case studies to compile and share with their peers. In Comprehensive Studio, a series of booklets are produced to document different components of the total design process. Task (Booklet) 1 undertakes precedent analysis including HSW components. Task 3 (Booklet 3) addresses site analysis, code analysis, environmental and climatic issues, as well as other Pre-Design concerns.

The initial intention at the time of the program's founding in 2015 was to complete the introduction of all courses across the 6-year curricular sequence and then affect a comprehensive assessment. That has been modified in a limited manner based on the introduction of the NAAB 2020 Conditions, and by recognition that some modifications were needed as we reviewed courses. For example, the curricular sequence has been adjusted in 2020-21 so that beginning in the 2021-22 AY, the Comprehensive Studio, Building Systems Integration and Professional Practice 1 will be taught simultaneously. Each class refers to the other so that issues of Health Safety and Welfare are approached from multiple points of view. We believe this will reinforce the integrated nature of the design process and promote the program goal of an "atelier-based pedagogy."



The Assessment protocol for **SC.1 Health, Safety and Welfare in the Built Environment** is included below:

Measures

- **Direct Measure**

This Student Criteria (SC.1) is assessed via the Direct Measures of the results of **ARCH 6405: Building Systems Integration + ARCH 6111: Comprehensive Design Studio**. The **Final Exam + Booklet #1** are the dual measures of this Student Criteria. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery.

- **Direct Measure Target**

A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 80% of students would achieve a score of 3 or higher in each criterion.

- **Indirect Measure**

The Indirect Measure for SC.1 would include student involvement and participation in **Guest Lectures by invited Outside Practitioners**. An involvement/participation rate of 66% (or greater) in this indirect measure would be considered acceptable as this is an ongoing involvement initiative for the students.

Related Kean University Student Learning Outcomes [SLOs]

KU SLO 4 – Advance their knowledge in the traditional disciplines and enhance their skills in professional areas.

Assessment Cycle

This Student Criteria will be assessed every two years to ensure adequate frequency for assessment measure.

*Refer to **Assessment Report AY 2022-23** for outcomes for **SC.1 Health, Safety and Welfare in the Built Environment** included in the Appendix 6 on p. 70-80 of the APR)*

Note: At the time of the 2021 Continuing Candidacy visit to WKU, two of the five courses referenced were being taught for the first time, and three were scheduled to be taught for the first time after the visit. With these courses now having been taught, the opportunity now exists to assess the student work to determine that **SC.1 Health, Safety and Welfare in the Built Environment** are evident in the direct measures, and that the indirect activities meet the NAAB definition of compliance. The program is now able to undertake the regular assessment of all components for each course based on the student work produced, as per the above assessment protocols. The individual course syllabi do reflect the general assessment processes and outcomes specified in the overall Assessment Plan.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:



NARRATIVE:

The program's goal of raising public expectations about the built environment is linked directly to the professional activities required in the architectural profession. Two professional practice classes are required of all graduate students: **ARCH 5501: Professional Practice 1** and **ARCH 5502: Professional Practice 2**, where there are recurring presentations by professionals regarding their practices and the forces that necessitate change in them: lecture series, office visits, and conferences. **ARCH 5502: Professional Practice 2** in particular is intended to expand the broader context of the architectural profession as it addresses new and emerging concerns in the built environment. The Dean serves as an ex-officio member of the AIA/NJ Board of Directors.

The Assessment protocol for **SC.2 Professional Practice** is included below:

Measures

- Direct Measure

This Student Criteria (SC.2) is assessed via the Direct Measures of the results of **ARCH 5501: Professional Practice 1 + ARCH 5502: Professional Practice 2**. The **Final Exams** are the dual measures of this Student Criteria. The rubric consists of 6 criteria and student performance is rated on a 5-point scale, where 5 = mastery.

- Direct Measure Target

A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 80% of students would achieve a score of 3 or higher in each criterion.

- Indirect Measure

The Indirect Measure for SC.2 would include student involvement and participation in **Guest Lectures by invited Outside Practitioners**. An involvement/participation rate of 66% (or greater) in this indirect measure would be considered acceptable as this is an ongoing involvement initiative for the students.

Related Kean University Student Learning Outcomes [SLOs]

KU SLO 4 – Advance their knowledge in the traditional disciplines and enhance their skills in professional areas.

Assessment Cycle

This Student Criteria will be assessed every three years to ensure adequate frequency for assessment measure.

*(Refer to **Assessment Report AY 2021-22** for outcomes for **SC.2 Professional Practice** included in the Appendix 6 on p. 70-80 of the APR)*

Note: At the time of the 2021 Continuing Candidacy visit to WKU, none of the courses identified as providing evidence for this component had been taught at the time of the visit. With these courses now having been taught, the opportunity now exists to assess the student work for **SC.2 Professional Practice**. Current assessment metrics are in alignment and are in a 2-year assessment review as recommended.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:

NARRATIVE:

The program's goal of raising public expectations about the built environment is linked directly to the professional activities required in the architectural profession. The initial graduate studio course (ARCH 5109) and research seminar (ARCH 5209) introduce the context of the design problem broadly, including how regulations shape the built environment. This is further reinforced and developed in the integration of the Comprehensive Studio (ARCH 6111) with Building Systems Integration (ARCH 6405). Substantive regulatory issues are incorporated into a complex studio assignment. Two professional practice classes are required of all graduate students, with presentations by professionals, procurement officials, and others as case studies for practice. Notably, the NCARB VP for Education and his staff are guest lecturers in the first professional practice class.

In addition, there are recurring presentations by professionals regarding their practices and the forces that necessitate change in them. These include professionals in the lecture series, office visits, and conferences. Asst. Prof. Venesa Alicea-Chuqui serves as the AXP Licensing Advisor.

The Assessment protocol for **SC.3 Regulatory Context** is included below:

Measures

- Direct Measure

This Student Criteria (SC.3) is assessed via the Direct Measures of the results of **ARCH 6405: Building Systems Integration + ARCH 6111: Comprehensive Design Studio**. The **Final Exam + Booklet #1** are the dual measures of this Student Criteria. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery.

- Direct Measure Target

A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 80% of students would achieve a score of 3 or higher in each criterion.

- Indirect Measure

The Indirect Measure for SC.3 would include student involvement and participation in **Guest Lectures by invited Outside Practitioners**. An involvement/participation rate of 66% (or greater) in this indirect measure would be considered acceptable as this is an ongoing involvement initiative for the students.

Related Kean University Student Learning Outcomes [SLOs]

KU SLO 4 – Advance their knowledge in the traditional disciplines and enhance their skills in professional areas.

Assessment Cycle



This Student Criteria will be assessed every two years to ensure adequate frequency for assessment measure.

*(Refer to **Assessment Report AY 2022-23** for outcomes for **SC.3 Regulatory Context** included in the Appendix 6 on p. 70-80 of the APR)*

included in the Appendix 6 on p. 70-80 of the APR)

Note: At the time of the 2021 Continuing Candidacy visit to WKU, none of the courses identified as providing evidence for this component had been taught at the time of the visit. With these courses now having been taught, the opportunity now exists to assess the student work for **SC.3 Regulatory Context**. Current assessment metrics are in alignment and are in a 2-year assessment review as recommended.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:

NARRATIVE:

The Technology sequence of courses provides a framework for understanding building construction. These courses include ARCH 5404 | Building Systems 2 and ARCH 6405 | Building Systems Integration. Both courses are taught in alignment with the corresponding design studio. ARCH 5404 is taught in affiliation with ARCH 5109 | Graduate Complex Problem Studio. In the case of ARCH 6405, this course is taught literally within ARCH 6111 | Comprehensive Studio, with faculty from both courses working together so that students can actively apply their technological instruction to their studio projects. A series of vignette assignments for individual topic areas are then integrated together into the larger studio project. In the undergraduate sequence, ARCH 3401 | Structures 1, ARCH 4402 | Structures 2, and ARCH 4403 | Building Systems 1 all address Technical Knowledge.

The Assessment protocol for **SC.4 Technical Knowledge** is included below:

Measures

- Direct Measure

This Student Criteria (SC.4) is assessed via the Direct Measures of the results of **ARCH 6405: Building Systems Integration + ARCH 6111: Comprehensive Design Studio**. The **Final Exam + Booklet #3** are the dual measures of this Student Criteria. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery.

- Direct Measure Target

A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 80% of students would achieve a score of 3 or higher in each criterion.

- Indirect Measure

The Indirect Measure for SC.4 would include student involvement and participation in **Guest Lectures by invited Outside Practitioners**. An involvement/participation rate of 66% (or greater) in this



indirect measure would be considered acceptable as this is an ongoing involvement initiative for the students.

Related Kean University Student Learning Outcomes [SLOs]

KU SLO 4 – Advance their knowledge in the traditional disciplines and enhance their skills in professional areas.

Assessment Cycle

This Student Criteria will be assessed every two years to ensure adequate frequency for assessment measure.

*(Refer to **Assessment Report AY 2022-23** for outcomes for **SC.4 Technical Knowledge** included in the Appendix 6 on p. 70-80 of the APR)*

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:

NARRATIVE:

The primary vehicle for addressing synthesis in a design project is the studio sequence in the graduate program, integrated with other courses. The aspiration to an “atelier” model of instruction leads to more emphasis on the integration of courses together rather than their separation into individual elements.

ARCH 5109 | Complex Studio is closely tied with ARCH 5209 | Research Seminar, allowing for the introduction of a thorough investigation of the components required for a building project. Those courses are followed by the pairing of ARCH 6405 | Building Systems Integration with ARCH 6111 | Comprehensive Studio. The two courses are taught as a tandem, with faculty from both courses working together so that students can actively further develop the synthetic approach to their studio projects. Additional faculty, all licensed architects with significant practice-based experience, join in the team approach to the two courses. Thus, BSI faculty participate in Comprehensive Studio, and vice versa. In BSI students prepare a series of conceptual diagrams that emphasize synthesis and apply these to their studio project. In the Comprehensive Studio, a series of Tasks, documented in Booklets, stress design synthesis. The ARCH 6112 | Design Thesis project is an additional demonstration of the student’s ability to synthesize the varied requirements of a building project. In addition, the final assignment in ARCH 5501, Professional Practice 1, is the development of an office organization to carry out the comprehensive project based on the cost estimation undertaken as an assignment in BSI.

The Assessment protocol for **SC.5 Design Synthesis** is included below:

Measures

- Direct Measure



This Student Criteria (SC.5) is assessed via the Direct Measures of the results of **ARCH 6405: Building Systems Integration + ARCH 6111: Comprehensive Design Studio**. The **Final Exam + Booklet #1 & #2** are the dual measures of this Student Criteria. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery.

- Direct Measure Target

A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 80% of students would achieve a score of 3 or higher in each criterion.

- Indirect Measure

The Indirect Measure for SC.5 would include student involvement and participation in **Guest Lectures by invited Outside Practitioners**. An involvement/participation rate of 66% (or greater) in this indirect measure would be considered acceptable as this is an ongoing involvement initiative for the students.

Related Kean University Student Learning Outcomes [SLOs]

KU SLO 4 – Advance their knowledge in the traditional disciplines and enhance their skills in professional areas.

Assessment Cycle

This Student Criteria will be assessed every two years to ensure adequate frequency for assessment measure.

*(Refer to **Assessment Report AY 2022-23** for outcomes for **SC. 5 Design Synthesis** included in the Appendix 6 on p. 70-80 of the APR)*

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:

NARRATIVE:

The aspiration to an “atelier” model of instruction leads to more emphasis on the integration of courses together rather than their separation into individual elements.

Accordingly, building systems are introduced in the graduate curriculum in ARCH 5404 | Building Systems 1, which is taught in tandem with ARCH 5109 | Complex Studio 9. In the subsequent semester, the pairing of ARCH 6405 | Building Systems Integration with ARCH 6111 | Comprehensive Studio is integral to addressing this criterion. The two courses are taught as a tandem, with faculty from both courses working together so that students can actively apply their technological instruction to their studio projects. We have been fortunate to have University of Kentucky Distinguished Professor Bruce Swetnam join as the primary faculty member for Building Systems Integration; Prof Swetnam has taught the BSI course in Kentucky for over two decades and won an NCARB Prize for his pedagogical approach of linking BSI to the Comprehensive Studio. Additional faculty, all licensed architects with significant practice-based experience, join in the team approach to the two courses.



As a means of ongoing evaluation, Prof. Swetnam has participated regularly in the Comprehensive Studio reviews, and reciprocally invited the Kean faculty to participate in the BSI/Comprehensive Studio courses at the University of Kentucky.

The Assessment protocol for **SC.6 Building Integration** is included below:

Measures

- Direct Measure

This Student Criteria (SC.6) is assessed via the Direct Measures of the results of **ARCH 6405: Building Systems Integration + ARCH 6111: Comprehensive Design Studio**. The **Final Exam + Booklet #3** are the dual measures of this Student Criteria. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery.

- Direct Measure Target

A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 80% of students would achieve a score of 3 or higher in each criterion.

- Indirect Measure

The Indirect Measure for SC.6 would include student involvement and participation in **Guest Lectures by invited Outside Practitioners**. An involvement/participation rate of 66% (or greater) in this indirect measure would be considered acceptable as this is an ongoing involvement initiative for the students.

Related Kean University Student Learning Outcomes [SLOs]

KU SLO 4 – Advance their knowledge in the traditional disciplines and enhance their skills in professional areas.

Assessment Cycle

This Student Criteria will be assessed every two years to ensure adequate frequency for assessment measure.

*(Refer to **Assessment Report AY 2022-23** for outcomes for **SC.6 Building Integration** included in the Appendix 6 on p. 70-80 of the APR)*



4—Curricular Framework

This condition addresses the institution’s regional accreditation and the program’s degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution’s term of accreditation.

Program Response:

Letter from Middle States Commission on Higher Education included as Appendix 3 on pp. 63-65 of this APR.

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response:

https://www.kean.edu/sites/default/files/2018-09/Master%20of%20Architecture%20Program%20Sheet%20%281%29_0.pdf

https://www.kean.edu/sites/default/files/2020-06/KEAN_ARCH_PROGRAM_GUIDE%203YR%20MASTER%20OF%20ARCHITECTURE_12_16_19.pdf

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution’s baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants’ prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.



Program Response:

Transfer Evaluation of General Education Credits is done within the Registrar's Office and if within the NJ State Community College and University system, these course requirements are standardized and accessed via this website: www.njtransfer.org.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:

Elective credits: 12 for M. Arch.

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:

BA in Architectural Studies

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

Not applicable.

4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:



The Master of Architecture program consists of 48 semester credit hours, typically earned over a two-year course of study for baccalaureate students with non-professional architecture degrees. Students with undergraduate degrees other than architecture are evaluated and advised of any necessary preparatory courses required (up to 37 credits of preparatory courses) prior to acceptance into the Master of Architecture program.

Kean students who enrolled in the BA in Architectural Studies degree program as undergraduate students earn a total of 144 semester credit hours over the course of the “4+2” 6 year Master of Architecture curriculum.

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

Not applicable

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student’s prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

Program Response:

Every applicant for the BA in Architectural Studies program and the Master of Architecture program submits a university application and a portfolio of creative work. The portfolio is submitted digitally and reviewed by Architecture faculty. Based on that assessment, an in-person interview between the Applicant and the Dean or his designee is required for admission. The Admissions staff of the university refers all evaluation of professional and creative work to the Dean’s Office of the Michael Graves College.

Students who request to transfer from other programs, including community colleges, are required to bring their transcript and portfolio to a degree audit with Program Coordinator Craig Konyk. Prof. Konyk evaluates each course the student has completed for grades and an independent review of the course materials, including syllabi as needed. Based on his assessment, the student can earn credits that will give them advance standing in the program.

The same degree audit procedure applies for those students applying to the M. Arch. program from



outside Kean University. At Kean/USA, Prof. Konyk (newly appointed Chair of the School of Public Architecture) completes the degree audit to verify that each course has been taught, and that the SPC's associated with these courses have been met. At WKU, Executive Director Prof. Vincent Peu Duvalon carries out these responsibilities.

Finally, when the M. Arch. program began in the Fall of 2019, there was interest from students who do not have an undergraduate degree in Architecture to apply for the program. Prof. Konyk completed a major assessment and determined two additional paths to the degree. The first is for Kean Interior Design students who wish to apply. In addition to the required portfolio review, there are 12 additional credit hours required as precursors to registering in the M. Arch. program for these students. Additionally, students with non-architecture majors have the option of completing a non-degree program of 37 credit hours then moving into the 48 credit hours of the M. Arch. program. The University Curriculum Committee has approved these options.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

Program Response:

Individual applicants are reviewed through the use of both portfolio review, interview, and academic audit based on their official transcript. Syllabi from previous courses are reviewed as needed.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response: Individual applicants are reviewed through the use of both portfolio and academic audit based on their official transcript. Candidates also meet individually for an interview with the Dean to review the results of the evaluation process and proposed course of study. A review of the time-to-degree based on their individual circumstances is a required component of these interviews.



5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

Kean University reorganized four existing undergraduate programs in the Robert Busch School of Design and the new School of Public Architecture as the Michael Graves College in 2015. Existing administrative infrastructure within the RBSD was augmented with additional staff in the MGC, resulting in a Dean, Associate Dean, Managing Director for the college, and program assistants for the two schools. Academic programs at WKU began in 2017 which are administered by two Executive Directors. Kean University has reinstated a system of departments and chairs in 2023. Prof. Craig Konyk acts as Chair of the School of Public Architecture, and there are faculty coordinators for each of the course sequence areas (studio, history, theory, technology, representation, and professional practice). Prof. Vincent Peu Duvallon serves as Executive Director of the professional program at WKU. At this time, there are discussions to implement Chairs and Departments at WKU ongoing.

The Dean reports to the Provost/Senior Vice President for Academic Affairs and is a full member of the Kean University Deans Council with the deans of five other colleges. The Provost is a member of the President's Executive Team and meets regularly with the top administrative officials of the university. The Dean is included in a bi-weekly review of campus activities and issues organized by the President. The Dean also reports to the Associate Chancellor for Academic Affairs at WKU, and is included in bi-weekly meetings with the academic leadership of WKU.

The legal agreement creating Wenzhou-Kean University specified that the academic programs would be controlled by Kean/USA, and administrative operations would be managed by WKU. This is a foundational component of the relationship between the two universities.

Organizational charts for the university and college follow (also available at: <https://www.kean.edu/media/kean-organizational-chart>)

(Organizational charts for Kean University, Wenzhou-Kean University, and the Michael Graves College are also included as Appendix 4, on pp. 66-68 of this APR.)

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.



Program Response:

As a state institution of higher education which has been primarily focused on public education for most of its history, Kean University has an extensive governance structure, and pays particular detail to curricular review and approval. The professional program in Architecture moved through an internal approval process first in the college curriculum committee, then to university committees (General Education and Curriculum), then to the Faculty Senate, then to the Vice President for Academic Affairs, then the President, culminating in review by the Board of Trustees Academic Affairs Committee, and finally the full board. In addition, an external review was required by the State of New Jersey by a committee of all public institutions' chief academic officers. Both internal and external processes utilized external reviews as well.

With the program approved and in place, governance procedures are in place that echo the approval process described above. Curricular changes are reviewed and approved by program faculty, a college curriculum committee, a university General Education committee, and university Curriculum Committee, the Faculty Senate, and the Vice-President for Academic Affairs.

Faculty at Kean are members of a labor union, and negotiations for their responsibilities take place both at a state level for all public institutions in New Jersey, as well as by a local federation. WKU faculty are not members of a labor union. WKU faculty are hired through a search process that includes both WKU and Kean/USA administration, with the final hiring decision made by the Dean.

In general, the Faculty meetings take place monthly. At least twice a semester faculty meetings are scheduled to coordinate attendance by faculty on both campuses. Informal ongoing communications between a college staff group, a college leadership group (consisting of administrators, staff and the program coordinators for the five disciplines), and similar structures at WKU have been set up as WeChat groups.

Students are engaged in a number of professional organizations (e.g. AIAS, NOMAS, etc.) and the officers of these organizations interact with program leaders regularly. In addition, there are all-school meetings of students, staff and faculty to address both scheduled topics (e.g. licensure requirements, internships, etc.) as well as concerns raised by students.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

The Kean University Strategic Plan for 2013-2020 set out the goal of implementation of a new professional program in Architecture on both campuses as a means of promoting new areas of academic excellence among Kean's various programs.

Based on that strategic goal, the School of Public Architecture was formed based on the counsel of an external Board of Advisors, brought together in 2014 and chaired by the late Michael Graves. A comprehensive plan for the creation of the new professional program, both on the Kean/USA campus as well as the Wenzhou Kean campus, was developed in 2015 by then-Acting Dean David Mohny, and adopted by the Kean Board of Trustees. Based on criteria set forth by the New Jersey Presidents' Council, the state agency charged with approval of new programs, this plan addressed how the program



connected to the university's strategic plan, how it engages with the professional world, including a needs assessment targeting future employment, and the resources needed for the start-up on both campuses.

The President and VPAA are both fully engaged in providing counsel for this plan and its implementation through regular meetings. Kean University was put on notice by the Middle States Learning Commission in 2010 regarding deficient assessment procedures. The university's response was immediate and significant: it instituted a comprehensive and rigorous assessment process, which culminates annual procedures by "closing the loop," or using data-based evidence to amend and improve programmatic elements. New administrative staff guide that process, and the Office of Accreditation and Assessment provides regular assessment tools used to evaluate program goals and outcomes.

An updated strategic plan for the university was developed by the University Planning Council from 2019-2020. The Michael Graves College is represented on the UPC and has engaged with the updated strategic plan.

A detailed description of how the professional program in Architecture aligns with the specific objectives 2013-2020 strategic plan is included in the Plan for Accreditation submitted to the NAAB in 2016. This is included as an endnote to this APR.¹¹

Kean University is in the process of confirming a new strategic plan for 2021-2025. Based on the draft strategic plan, the professional program in Architecture supports these goals:

Goal 1: To position Kean University as an academic focal point of ongoing and transformational post-secondary educational opportunities that prepare students to meet the current and future challenges of our world:

-Increase the number of programs with the highest and most comprehensive certifications of excellence and strategically grow the academic programs that currently have or have the potential for regional and national distinction to prepare a future vital workforce.

Goal 2: To prepare students for an adaptable 21st century workforce in which the jobs of the future do not exist today:

-Cultivate globally-adept students who are prepared to engage and compete in an interconnected world... increase opportunities for students to study abroad at WKU and ... other experiences.

- Building on Kean's commitment to diversity, further prepare students to thrive in a diverse world.

-Provide authentic work experience to students by identifying internship, practicum, field experience and research opportunities for all undergraduate students.

Goal 3: To Create a transformative student-centered university culture focused on student success from the first encounter through graduation and beyond:

-Provide faculty and staff with a broad range of professional development opportunities to continuously improve pedagogical practices and research skills and implement best practices to enhance the delivery of student support in and out of the classroom.

-Promote learning communities and provide all students with the opportunity to participate in at least one learning community before they graduate.

Goal 5: To establish Kean University as a national center of excellence in human rights and civic engagement that builds upon our institutional commitment to equity, inclusivity, and social justice and models for our student their role as contributing citizens of the world.

-Become a leader in responding to humanitarian issues that have local, regional, and global impact by sharing our time, talents and treasures.



Planning for the M. Arch. program is not limited to the New Jersey campus. Strategic planning for both programs takes place in tandem. This is reflected in the WKU Strategic Plan (2020-2025):

Goal 3: To implement additional premier undergraduate programs and systematically add masters and doctoral programs at WKU and make transformational changes to our curriculum, pedagogy and academic services.

As a part of the strategic planning, enrollment targets were set for the professional program in relation to the NAAB candidacy period and the determination of Initial Accreditation. These targets have been met on the Kean/USA campus, and are in process of being met at WKU. As a component of ongoing strategic planning, there is presently discussion underway regarding increasing enrollment, as well as the number of staff and faculty to support this increased enrollment.

5.2.2 Key performance indicators used by the unit and the institution

Program Assessment:

Kean University has established Student Learning Outcomes (SLO's), how they are measured, and in particular, "closing the loop" to respond to issues and opportunities raised by assessment procedures. Kean's SLO's are listed in Appendix 2 on p. 62:

There are defined goals within the six-year curriculum of the professional program. They are related to these anticipated program outcomes:

- **Core 1/2:** In the first two years of study in the BA in Architectural Studies program, students will acquire skills and abilities to:
 - - think in visual and abstract terms, and assess design at multiple scales
 - -assess ecological and environmental context of the built environment
 - -investigate economic and social context of the built environment
 - -assess levels of civility and urbanity in the history of human discourse
 - -demonstrate the value of representation by hand, in both 2-D and 3-D

- **Baccalaureate 3/4:** For the final two years of undergraduate study, students will acquire skills and abilities to:
 - -create designs that are cultural products across the history of human discourse
 - -instill values of the public realm into the design process
 - -assess and design structures and spaces for complex programs
 - -develop the technical skills for construction
 - -refine representational skills, both my hand and digitally
 - -engage in a semester-long international experience

- **Graduate 5/6:** In the two years of the professional degree students will acquire skills and abilities to:
 - -integrate of the cultural, social, and technological elements of the design process into a unified project
 - -investigate of individual interests and abilities through a capstone/thesis project
 - -engage in opportunities for intense field work and international travel
 - -synthesize a comprehensive design education into an expression of humanism in the contemporary world

The professional program undertakes an annual assessment report for the university. This report consists of a preliminary document which outlines the components to be assessed during the current academic year, and a final report with the results of that assessment. The process is primarily dependent on faculty review of student work. Assessment measures for each Student Learning



Outcome are graded from 1 – 5, based on accomplishment. The most recent Assessment report for the Master of Architecture program is included as Appendix 7 to this APR.

With the completion of the implementation of all curricula, the faculty are assessing these general program goals.

Program Response:

Program Response:

See the Program Response to 5.5.1 above. Faculty and staff demographics are comparable to the students in the program. Also note the response in 2. Shared Values: Diversity, Inclusion and Equity, which points out the new initiatives begun by Pres. Repollet to address these issues/opportunities.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:

Timing:

The introduction of all courses in the professional program has taken place on schedule. The mission of achieving “the highest-level certification” is on schedule.

Student Enrollment:

The anticipated enrollment for the first cohort of the M. Arch. program at Kean/USA was 12 students when the program was approved in 2017. For the 2023-24 academic year, 46 are enrolled. At WKU, the program cohort is 12. For 2023-24 there are 13 enrolled.

Faculty:

Faculty positions have varied, both in the type of position and in numbers, from the Plan for Accreditation in 2016. In 2017, a new Half-Lecturer position was created as a version of a Professional in Practice position. Thus, two Half-Lecturers replaced one Lecturer position in subsequent faculty requests. Total faculty numbers are as follows:

	Kean/USA	WKU
Associate Professor	1	
Assistant Professor	3	4
Research Professor		2
11-month Lecturer		6
10-month Lecturer	1	
Half-Lecturer	2	
EIA Fellows	2	
Adjunct	22	4

Teaching and administrative responsibilities for faculty are listed below:

Associate Professor: 24 teaching credit hours per year.

Assistant Professor: 24 teaching credit hours per year.

Full-time Lecturer: 30 teaching credit hours per year.

Half-time Lecturer: 15 teaching credit hours per year.

EIA Fellows: 12 teaching credit hours per year.



With President Repollet’s goal of achieving R2 Carnegie Status for Kean University, a new emphasis on full-time academic positions is now in place. This includes both approval of additional positions as well as the conversion of Lecturers to Assistant Professor. There is also a willingness to discuss additional faculty models, such as a 60% Lecturer and a defined Professional in Practice position.

A comparison of existing faculty numbers follows:

2016 Plan for faculty in 2020-21: 5 regular faculty, 2 lecturers, 9 adjuncts.

2023-24 actual faculty numbers:

- Kean/USA: 4 regular faculty, 3 lecturers, 2 EIA Fellows, 22 adjuncts
- WKU: 4 regular faculty, 1 Distinguished Research faculty, 1 Associate Research Faculty, 6 lecturers, 4 adjuncts

Additionally, Finally, Prof. Craig Konyk received tenure in 2020-21, and was promoted to Associate Professor. Three faculty have been selected as Presidential Equity in Action Fellows, and one of these has completed the 2-year Fellowship and moved into a regular faculty position. One concern which has been identified is the rapid increase in the number of adjunct instructors. At present, 70% of the course sections across the six years of the Architecture program are taught by adjuncts, and only 30% taught by regular faculty. Links to the vitae of all faculty are included in Appendix 8 on p. 82.

M.Arth. Student composition						
	21/FA		22/FA		Total for 22/FA on both campuses	
	Kean	WKU	Kean	WKU		
Male	23	2	20	3	23	
Female	14	5	21	9	30	
Total	37		41	12	53	
By Race/Ethnicity						
Nonresident alien	0		2		2	
Hispanic/Latino	15		19		19	
Asian	2	7	2	12	14	
Black or African American	4		3		3	
White	14		15		15	
Two or more races	1		0		0	
Race and ethnicity unknown	1		0		0	
Architecture faculty composition						
	21/FA		22/FA		Total for 22/FA on both campuses	
	Kean	WKU	Kean	WKU		
Male	3	10	3	11	14	
Female	5	2	5	5	10	
Total						
By Race/Ethnicity						
Nonresident alien	0	0	0	0	0	
Hispanic/Latino	2	3	3	0	3	
Asian	0	0	0	7	7	
Black or African American	2	2	2	0	2	
White	3	3	3	8	11	
Two or more races	1		0	0	0	
Persian	0	1	0	1	1	

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:

A SWOT Analysis prepared for Pres. Repollet in 2020, soon after his arrival at Kean, is included as Appendix 7 on p. 81 of this APR. An updated assessment based on that document follows.

UPATED SWOT ANALYSIS:



Strengths continue with one addition: additional emphasis on outreach and engagement through real-world projects. The Trenton Coalport neighborhood revitalization project is one piece of evidence for this. This has brought new financial support for students through grant funding for the project (\$750,000 from the US Department of Housing and Urban Development).

Weaknesses have improved in some respects but not others. Facilities and administrative procedures have improved under President Repollet's leadership. But the lack of high-quality IT infrastructure, an over-reliance on adjunct instruction, and particularly the lack of scholarships for graduate students remain. As noted above, this has been mitigated to some extent by new support for graduate research assistantships and project-based grant support.

The Opportunities listed in the 2020 SWOT report continue, even with incremental progress in realizing them.

The Threats listed in 2020 have been mitigated to some extent. There is now a much improved system in place to manage both academic processes as well as administrative procedures. The arrival of Provost/SVPAA David Birdsell in 2021 has led to major revisions to academic culture (e.g. re-establishment of departments and chairs – and thus faculty governance for programs –, enhanced faculty review procedures for promotion and tenure, new staff for faculty development and support, and revisions to the labor agreements about faculty responsibilities that make teaching at Kean less burdensome than previously). Digital infrastructure remains a sore point however. The issue which has become more critical is the over-reliance on adjunct instruction. For 2022-23, 70% of the sections in Architecture were taught by adjunct faculty, not regular faculty.

There has been one major improvement in faculty ranks; a new presidential fellowship promoting equity has led to three new faculty appointments in Architecture, one per year in each of the last three years. Thus the faculty on the NJ campus is even more diverse than previously.

Specific to the professional program in Architecture, one additional strength has been the commitment of both students and faculty on both campuses to the creation of the program. There is a sense of pride and accomplishment in taking part in giving this new program its goals for the future. That should not be underestimated.

The major opportunity/issue for the college, and especially the professional program in Architecture, is defining how public engagement is meaningful with respect to our mission. While the goal has been stated prominently throughout the program's existence, the ability to engage meaningfully with the public has been episodic at best. We continue to believe that goal is essential and endeavor to advance it as a defining mission through the detailed development of the curriculum and outreach programs. President Repollet's directive emphasizing Kean's outreach across New Jersey has further grounded this goal.

For the past three years the faculty have elevated discussions about this issue. The professional program has assisted in this effort through its emphasis on research and addressing social issues around us. Funded projects, such as the Trenton Coalport revitalization project in New Jersey and the Wangzha village adaptive reuse project in Wenzhou are markers in this effort. Faculty on both campuses are considering how to expand this public interaction, both on campus and off. Kean/USA's goal of changing its Carnegie classification to R2, and WKU's increasing emphasis on promoting research – which led to the addition of two new senior research-based faculty – are important resources as well.

Additionally, with the end of pandemic travel restrictions, there are new opportunities for physical engagement between faculty and students on both campuses. For 2023-24, both universities have



budgeted funds to support faculty and student travel to the sister campus. Discussions are underway about joint faculty research initiatives. Senior Research Professor at WKU Nasrin Seraji has worked to compile the research statements of the faculty to focus their efforts in a coordinated way that will advance the mission of the program and the college.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response: Due to the vibrant professional community in the region, there are substantial opportunities for external review regarding the program. They include:

1. Professionals as guest jurors for studio projects on both campuses. AIA/NJ and AIA/Shanghai have taken active interest in supporting students on both campuses
2. Public lecture series on both campuses
3. Dedicated AIA distinguished professional lecture on both campuses
4. Senior Portfolio Review by practitioners
5. Comprehensive portfolio review by visiting faculty
6. AIA/NJ Board of Directors input
7. AIA / NJ / Newark Suburban Chapter Student Design Awards Program
8. Gensler Rising Black Internship award
9. NOMAS annual meeting and charrette
10. Public presentation of selected studio projects (e.g. New College master plan, Trenton neighborhood revitalization, Wangzha village revitalization, etc.)

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:

Currently the School of Public Architecture participates in the University-wide annual assessment of the program. (The most recent Assessment Report is included as Appendix 3.) That process for evaluating and implementing changes is outlined in the enclosed Assessment Process Flow Chart. Currently, the School of Public Architecture is developing additional rubrics, metrics and procedures to fortify this already extant annual assessment for evaluating extra-curricular professional development and opportunities of our students and for how to recommend and implement revisions and improvements going forward.

Coordination with the Office of Assessment and Accreditation to augment the university's expectations regarding assessment with the NAAB Conditions is now complete.

At the time of the APR preparation, we are reviewing self-assessment and actionable implementation items in areas affecting both curriculum, and student opportunity and culture.

For curricular assessment procedures these include:

- Discussions of history/theory restructuring as a part of curricular assessment
- Discussions of master's sequence course re-ordering
- Discussions of minors, certificates and concentrations for both graduates and undergraduates

For student culture and development, they include:



- AIAS sexual harassment training for students in 2018 and 2019
- AIAS outsourcing guidelines for students and faculty
- Student recommendations for group projects and for studio faculty responsiveness
- Discussion of presentation support for students
- Discussion of communications training for students
- Student recommendations for better preparation and outcomes for structures courses
- AIAS President reporting on student encouragement concerns at faculty meeting.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:

All courses in the professional program have now been taught, and faculty have engaged in a comprehensive review of these courses and the linkages between them in addressing the program goals. This review has taken place in a number of faculty meetings and retreats over the past year, and resulted in refinements in course scheduling, the reduction of the number of required credit hours for the M. Arch. degree program (in response to concerns raised primarily by students through this review process), and closer alignment of certain courses to achieve the “atelier” pedagogical model.

In addition, the professional program undertakes an annual assessment report directed by the VPAA’s Office of Assessment and Accreditation. This report consists of a preliminary document which outlines the components to be assessed during the current academic year, and a final report with the results of that assessment. Student outcomes and opinions are calibrated in relation to stated Student Learning Outcomes (SLO’s); the program is then encouraged to “close the loop” to address any deficiencies by requesting new resources, equipment, etc.

The process is primarily dependent on faculty review of student work. Assessment measures for each Student Learning Outcome are graded from 1 – 5, based on different levels of accomplishment (i.e., “beginning, developing, accomplished, exemplary, mastery”). The most recent Assessment report for the Master of Architecture program is included as Appendix 7 to this APR.

In place at present are these assessment procedures.

- an annual evaluation by faculty of curriculum based on assessment outcomes.
- specific Faculty and All School Assessment Meetings each semester to encourage and record feedback and recommendations on future enhancements to the program.

Discussions are underway, both in response to the 2020 NAAB Conditions as well as the desire to coordinate program assessment with the university’s processes, for these additions to the assessment process:

- Proposed creation of micro-committees composed of faculty and students to follow up to address recommendations brought forward in these SoPA Assessment Meetings and identification of any remedial/enhancement strategies needing to be implemented.
- List of actions recommended from a reported out of these micro-committees would be made in a documented report to the Dean of MGC for further resource allocation requests, etc.

Kean utilizes a faculty evaluation document. In addition, a college Curriculum Committee reviews all changes and additions to courses and academic programs. The faculty meet monthly or more frequently and must approve any alterations to existing academic programs.



Major program changes require review by the University Curriculum Committee (UCC) as well as the Kean University Faculty Senate. These changes are coordinated by the Provost's office after the college faculty has its completed internal review.

In 2018, the New Jersey legislature mandated a maximum of 120 credit hours for each degree at state institutions, with exceptions for programs where accreditation mandates required additional course hours. Significant discussion regarding the degree program in Architecture complying with this mandate has occurred, but the consensus at this time is that the program is exempted and will continue with the 139-141 credit hours for the BA degree, and 48 credit hours for the M. Arch. degree.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:

A comprehensive assessment process for evaluating both curricular elements as well as extra-curricular program attributes in the context of accreditation has been initiated. At this point, it consists of these elements:

1. Continuation of end-of-semester all-faculty assessment meetings, with minutes documenting all recommendations (studio reviews, course evaluations, individual advising sessions, student feedback through all-school meetings, Senior Portfolio Review process).
2. Continuation of university assessment procedures and documentation annually.
3. Implementation of an external peer-reviewed process for studio courses. Studio assessment addresses both accuracy of evaluation for individual students as well as alignment of the projects with particular learning outcomes for the studio as well as a holistic understanding of the entire program. That is, is there consistency in student evaluations? Do student projects address specific learning outcomes in the studio? And does the studio relate to the pedagogical intention and progressions of the entire professional program?
4. Implementation on an annual basis where Area coordinators (for each of six curricular areas: design studio, history, representation, technology, theory, and professional practice) will propose improvements based on assessment conclusions, both for particular courses as well as the progression of the program.
5. The Curriculum Committee for the school will review suggested curricular changes, and forward recommended course revisions and additions to the college Curriculum Committee.
6. Upon approval of Curriculum Committees, course changes are submitted to the university committees and faculty senate as procedurally appropriate.
7. A comprehensive review of faculty research initiatives in the context of instruction, which has been led by Prof. Nasrin Seraji, Distinguished Research Professor at WKU.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:

Through 2020, the program curriculum for Architecture has addressed by all faculty as a "curriculum committee of the whole." This effort is led by the newly elected Chair of the program, Prof. Craig Konyk.



Recommendations are reviewed by a college curriculum committee, which is also a “curriculum committee of the whole.”

Curricular development is then referred to the university approval process, including the General Education Committee, University Curriculum Committee, and Faculty Senate; then referred to the VP for Academic Affairs.

Beginning in 2021, the process for curriculum review, assessment, and development has been augmented in response to both university efforts to clarify its own assessment process, and by the new 2020 NAAB Conditions. This process, consists of these elements:

1. Continuation of end-of-semester all-faculty assessment meetings, with minutes documenting all recommendations (studio reviews, course evaluations, individual advising sessions, student feedback through all-school meetings, Senior Portfolio Review process). Minutes are included as Appendix 4.
2. Continuation of university assessment procedures and documentation annually.
3. Standardization of an annual portfolio review process by faculty.
4. Implementation of an external peer-reviewed process for studio courses.
5. Implementation of a Self-Study Program Assessment Committee where Area coordinators (for each of six curricular areas: design studio, history, representation, technology, theory, and professional practice) will propose improvements based on assessment conclusions annually.
6. The Curriculum Committee for the school will conduct a Self-Study Curricular Assessment to annually review suggested curricular changes, and forward recommended course revisions and additions to the college Curriculum Committee.
7. Upon approval of Curriculum Committees, course changes are submitted to the university committees and faculty senate as procedurally appropriate.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:

Faculty workloads are based on a negotiated agreement between the State of New Jersey, the Kean Federation of Teachers, and Kean University. Workloads are defined by position. Accommodations for administrative work, and research activities are made with respect to individual assignments. A course grid setting out teaching assignments, administrative duties, research, and special assignments is prepared by each faculty member each semester. The grid clearly defines what is within contractual requirements what is “overload.” Overload work receives additional compensation. Both faculty members and the Dean sign this document to demonstrate agreement about expectations. Faculty can apply for release time to advance their own research initiatives, and the university provides support for student involvement in faculty research projects.

WKU faculty workloads mirror those of Kean/USA, although the WKU faculty is not part of the faculty union. In all other respects, the workload expectations are the same for faculty on both campuses.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up to date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:

Prof. Venesa Alicia-Chuqui, AIA, serves as the NCARB Architect Licensing Advisor, with assistance from previous Licensing Advisor Dean David Mohny, FAIA. Prof. Alicia Chuqui attended the NCARB Licensing Advisor Summit in 2023. Prof. Alicia-Chuqui and Dean Mohny have co-taught Professional Practice 1 (along with distinguished NYC-based architect Margaret Newman, FAIA) and Dean Mohny teaches Professional Practice 2 with Prof. Newman. That course has utilized NCARB officers as guest speakers, and AIA/NJ officers as other notable guests as well.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response:

Kean University budgets \$1000. /faculty member for travel support for research presentations, and WKU budgets \$2000./ faculty member. Additional grants are available to faculty for defined research projects. A new priority for the university is Pres. Repollet’s goal of reaching the R2 designation in the Carnegie classification system. This has resulted in new internal funding support for faculty as well as new assistance in securing external research grant funding. Faculty assignments in June, when teaching is limited to summer courses, is devoted largely to research initiatives. Faculty can apply for additional research support as well as dedicated time in their contractual obligation to carry out research and other professional development activities. At WKU funding is available for faculty development and research activities through both the university and the municipal government. Administratively WKU has been very proactive in developing faculty research initiatives, including the approval of new senior faculty research positions. Two of these were awarded to the professional program in Architecture. They were then filled in a joint search procedure with college administration at Kean/USA.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response: Since Kean University has a culture of welcoming under-represented populations to its academic programs, it has had in place – for decades – substantial programs to support individuals with limited awareness of the processes of higher education. These include the following elements on both campuses:

- Faculty advisors, with multiple required student-advisor meetings each semester.
- Program Career mentorship through both on-campus as well as external professional organizations.
- Program arranged internships.
- University Career office.
- Extensive and recently expanded student support programs including health care, mental health, and disability services. President Repollet has committed to “well-being” as a key component of Kean’s culture, and put in place a number of new programs to support this. At WKU, efforts to implement systems to improve well-being are offered by the Human Relations department and the Vice-Chancellor for Academic Affairs’ office.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:

Kean's mission for decades has centered on providing education to underserved populations, both in terms of ethnicity and access to higher education. Thus, there is a longstanding emphasis on diversity in the student body, in faculty ranks, and among staff on both campuses. An Equal Opportunity Office oversees all faculty searches to ensure they are advertised equitably, and a diverse pool of candidates is considered. Student recruitment actively seeks students with limited access to higher education. Finally, new Pres. Repollet has emphasized Diversity, Equity, and Inclusiveness through the establishment of a new DEI office at the level of senior university leadership. This has resulted in new avenues to faculty positions for diverse candidates, including three in the Architecture program over the past three years.

At WKU the emphasis has focused on access to higher education. Only 50% of the graduates of Chinese secondary schools who wish to attend university are able to do so, due to a lack of available seats. WKU provides additional opportunities, and because of its western pedagogical system, diversifies the means by which a university degree can be earned. While the vast majority of students are native Chinese, the recruiting pool, which is controlled by the government, has expanded to a larger number of provinces in China, thus providing a geographic diversity among the student body. China has over 20 different ethnic groups, although over 90% of the population come from one group (Han Chinese). To a significant degree, ethnic groups in China vary by region. As the government allows increased recruitment in new regions, there is an expectation of a more ethnically diverse student body. Faculty ranks are verifiably diverse, with faculty from North America, South America, Africa, Europe and Asia represented.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:

See the Program Response to 5.5.1 above, as well as the chart under 5.2.3 on p. 47. Faculty and staff demographics are comparable to the students in the program. Also note the response in 2. Shared Values: Diversity, Inclusion and Equity, which points out the new initiatives begun by Pres. Repollet to address these issues/opportunities. Kean prides itself on its history of diversity in both faculty and students.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:

Kean University's reputation for diversity is a major asset for the institution. To date, it has served the BA in Architectural Studies program very well, with a student population that is among the most diverse at architectural schools nationally.

Regarding the professional program, two issues have emerged that we are focusing on. With two cohorts of the graduate program now in place, it is evident that there is somewhat less diversity than in the undergraduate program. We note especially the decrease in the number of African American students from undergraduate to graduate programs. The initial analysis points to the success of a number of African American BA graduates who enrolled in other leading programs (Yale, Syracuse, Parsons, NJIT).

We also note that some numbers of African American students are burdened by the cost of education. At least one has reported that he is working for a year or two to afford his graduate education. The Dean is working with the Kean University Foundation to identify and secure additional scholarship support for graduate students. Also, the program reduced the number of credit hours in the graduate program to 48 credit hours to lower student tuition costs (graduate students pay for additional credits beyond 12/semester; the earlier program required 55 credit hours across four semesters, which equates to 7 additional semesters of tuition costs for students).

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:

Kean University takes great pride in its longstanding emphasis on diversity in the student body, in faculty ranks, and among staff. An Equal Opportunity Office oversees all faculty searches to ensure they are advertised equitably, and a diverse pool of candidates is considered. Finally, Pres. Repollet has emphasized Diversity, Equity, and Inclusiveness through the establishment of a new DEI office at the level of senior university leadership.

<https://www.kean.edu/offices/affirmative-action>

<https://www.kean.edu/diversity-equity-inclusion/about-diversity-equity-inclusion>

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:

Kean University maintains an Office of Accessibility Services to provide accommodations when appropriate. University Human Resources provides access to annual training for faculty and staff on accommodations for accessibility.

<https://www.kean.edu/offices/office-counseling-accessibility-alcohol-and-other-drug-services/office-accessibility>

WKU accessibility support:

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.



Program Response:

Studio spaces provide cold desks for all studio students on both campuses. At Kean/USA, the university renovated space in Hutchinson Hall in 2020 to create open studio spaces for multiple studio sections. This is a substantial improvement from the previous system, which utilized renovated classrooms in a shared academic building for studios. These spaces were only open to students in an individual studio, so shared learning and student-to-student mentorship was limited. The new spaces in Hutchinson facilitate this enhanced learning and mentoring environment. There is also access to a large lecture room adjacent to the studios. A new MakerSpace was created in an adjacent building to Hutchinson Hall. Space has been allocated adjacent to the graduate studios for a satellite library dedicated to the architecture collection. These improvements, as well as those in item 5.6.2 below, represent major enhancements to the physical facilities of the Architecture program.

At WKU, the completion of Ge He Kai Hall in 2022 afforded an extraordinary new building for the Architecture and Design programs. Ge He Kai Hall is the major academic building on the WKU campus. It was designed by John Ruble of Moore Ruble Yudell in Santa Monica, working with MRY’s Shanghai studio under the direction of Christopher Chan. The building is arguably one of the best facilities in existence for instruction in architecture and design. It incorporates open studios, a lecture hall, a library, classrooms, exhibition and pin-up areas, offices and meeting rooms, and a major public atrium space to promote engagement with the entire campus, not just the college’s programs.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

On the Kean/USA campus, Architecture’s new home in Hutchinson Hall significantly improves the types of learning spaces from its previous location. There are defined review spaces (which was lacking entirely in the program’s previous location). It also has areas for a satellite library, seminar spaces, and small work areas for student. It is also in a more proximate location to both the university MakerSpace, the Workshop, and the Nancy Thompson Learning Commons. There is a large lecture hall in Hutchinson (also lacking in the previous location). The location of Hutchinson Hall, in the middle of Kean’s campus, brings added visibility to the program, compared to its earlier spaces in the Green Lane Academic Building.

President Repollet has committed to additional improvements that benefit the program, including an upgrade to the existing MakerSpace as well as a commitment towards a new facility for an expanded student access, which is waiting on state funding. Both the on- immediate improvements as well as the medium-range off campus facility will provide additional new equipment.

At WKU, as noted in 5.6.1, Ge He Kai Hall provides all the spaces needed for the optimal operation of a fully-functioning professional program.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

Newly renovated spaces for faculty offices and administrative functions have been provided through the renovations to Hutchinson Hall. Faculty will have their own offices, with immediate access to administrative support staff and equipment for the program. At WKU, faculty have individual offices as well as access to meeting spaces for small groups or one-on-one sessions with students. The library has both open and individual working spaces.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.



Program Response:

Equipment to support both in-person and remote learning is available and was utilized for hybrid courses (combining remote and in-person instruction at the same time) during the pandemic. Wireless connectivity with adequate bandwidth supports remote learning. Students have access to equipment from the university to address any deficiencies they have with respect to remote learning. Faculty can request document cameras to work remotely, if they choose to do so. WKU prides itself on access to technology, and the same level of support is available on that campus.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response:

Equipment to support both in-person and remote learning is available and has been utilized for hybrid courses (combining remote and in-person instruction at the same time) during the pandemic. Wireless connectivity with adequate bandwidth supports remote learning. Students have access to equipment from the university to address any deficiencies they have with respect to remote learning. Faculty can request document cameras to work remotely, if they choose to do so. To date the teaching method has emphasized safety in the learning environment, with accommodations to both students and faculty to assure that.

One point worth mentioning is that the pandemic facilitated increased use of technology in instructional use, often as a means to connect the two campuses together. Thus we have carried out selected courses where the faculty have been at Kean/USA while the students are at WKU. One course even included a group of students based in Rome with the American and Chinese-based students. This was an ideal means to promote engagement and interaction between the students.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:

Kean University has supported the professional program in Architecture fully since its inception in 2015. Requests for new faculty to meet growing enrollment have largely been met until a hiring freeze was put in place in 2020 due to the pandemic. Enrollment has continued to grow, and while regular faculty positions have been provided to the program through the EIA Fellowship program, a significant rise in the number of adjuncts needed to teach a larger number of students has been a fact. Discussions continue with the administration, both Academic Affairs and Administration, regarding adding additional regular faculty positions to bring this back into a better balance.

Operational support has been provided as needed, with basic line items that can be increased upon request. To date, over six years of the program, most requests for additional operational funds have been approved. The Dean meets regularly with the VP for Finance and Chief Budget Officer. New Kean President Lamont Repollet has affirmed his commitment to the program with new funding for faculty positions, equipment and facilities. Budget requests at WKU are submitted to the Vice Chancellor for Academic Affairs. The university has been very supportive in providing increasing numbers and types of faculty, support for faculty research, support for student travel, as well as the new building and all the equipment in it.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

Kean University's central library, now known as the Nancy Thompson Learning Center, has adopted OER – Online Educational Resources – as a primary means to provide program information and literature. This initiative has been underway for six years and has been enhanced by new statutes from the State of New Jersey encouraging adoption of OER as a means to lower overall student costs.

One development in the university's move to OER is that the specific collections related to architecture and design are now available to be located in satellite libraries in the buildings which house Michael Graves College programs. In addition, contributions by professionals and others, including a major gift of books from the estate of Michael Graves, means that architectural literature is available in proximity to the design studios and classrooms. Students have access to this material. The college Library Committee reviews any gaps in availability and makes recommendations to the university to purchase volumes or provide access to databases.

At WKU, Ge He Kai Hall has a dedicated space for a library. Thanks to a previous NAAB visit, a generous donation of 3000 books from a USA-based faculty member to WKU has provided a foundation for the architectural collection.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:

With the elevation of OER as a tool for access, the college has requested that a satellite library for Architecture be established in Hutchinson Hall. This was achieved during the Hutchinson renovations in 2020. The university's holdings in the NA and HT Library of Congress classifications will be relocated to this satellite location, along with the collection of Michael Graves' personal books which were relocated from storage in Princeton to the Kean campus. Finally, Mr. Graves' remaining collection of books, located in the Warehouse library, is available to both faculty and students.

Kean University has not had dedicated architectural librarians on its staff, and this was noted as a deficiency in the 2021 NAAB VTR for Initial Accreditation. There are visual resource professionals available, on a limited basis, but much of the resource support has been directed by individual faculty members in the program. However, President Lamont Repollet has committed to a new position for a librarian to serve the professional program in Architecture. He came to this determination by comparison with other leading programs and recognized the lack of an architectural historian as a deficiency that needed to be addressed. Thus two new part-time positions for an architectural librarian have been approved and searches are underway to fill them. In addition, the staff of the university library have assisted with organizational work -- e.g. cataloging of donated volumes -- to get the library functioning. These two librarian positions will also engage with WKU to organize the collection there, and promote interaction between faculty and students through access to the collections.

Additionally, the leaders of the NTLC have been active in promoting Open Educational Resources (OER) to the entire Kean community, including Architecture. As such they have facilitated electronic access to many of the texts used in the courses of the program. They have also been responsive to requests to



supply access to selected databases requested by faculty. Finally, there is a budget for the purchase of volumes which are not available electronically.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

The NAAB Statement for Candidacy programs has been prominently displayed in all promotional materials, both in print and online.

<https://www.kean.edu/academics/michael-graves-college-architecture-and-design/school-public-architecture>

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) Conditions for Accreditation, 2020 Edition
- b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) Procedures for Accreditation, 2020 Edition
- d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

The required documents are provided on the program's website:

<https://www.kean.edu/academics/michael-graves-college-architecture-and-design/school-public-architecture>

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response: There are resources available to students regarding career development at both the program and the university level. Each student has an assigned faculty advisor, and a minimum of two meetings per semester are required by the university. Also, faculty in addition to the assigned advisors assist with internship and employment counseling. Internship and licensure are major components of the Professional Practice 1 course. Finally Kean University operates the Kean Career Services office.



6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

Program Response:

All documents are provided.

<https://www.kean.edu/michaelgravescollege/naab-statement>

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions
- b) Admissions requirements: admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

Program Response:

<https://www.kean.edu/offices/admissions>

<https://www.kean.edu/offices/admissions-0/freshman-application-instructions>

<https://www.kean.edu/offices/admissions/transfer/transfer-application-instructions>

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

<https://www.kean.edu/offices/financial-aid>



6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:

<https://www.kean.edu/offices/financial-aid/cost-attendance>

RELATIONSHIP TO INSTITUTIONAL STRATEGIC PLAN AND IMPACT ON OFFERINGS:

The professional program in Architecture aligns with a significant number of the goals set forth in the Kean University 2013-2020 Strategic plan: ^[1]

Academically, it allows the university to grow with programs that demonstrate potential for both regional and national distinction (Objective 1.1), and specifically, addresses the action item calling for the establishment of the architecture program in both China and New Jersey (Action Item 1.1.2.5). Furthermore, it facilitates undergraduate programs that address regional and national needs (1.1.3) and that bring subject accreditation standards to the university (Action Item 1.1.4).

In terms of externally focused learning opportunities, the professional program in architecture will provide significant opportunities for internships at regional, national, and international firms (Action Item 1.2.2).

In terms of academic metrics, the program will improve retention for the university (Objective 2.3), given the precedent of architecture students' retention and time-to-degree standards nationally.

The professional program can draw upon the leading architectural communities in the world for faculty and technical staff (Goal 3), as well as an emerging community of architects in China. Both emulating best practices in defining full-time faculty responsibilities (Objective 3.1) and professional development to address recruiting and retaining faculty (Objective 3.2) will be enhanced by the extensive professional community in New York and the opportunities for demonstration of professional activity in China. This applies as well to adjunct faculty on both campuses (Objective 3.4).

Additionally, the professional program in architecture will be anchored philosophically by a commitment to engage the communities around it for teaching, research, and service activities. Both the metropolitan New York / New Jersey region and Wenzhou and its environs will serve as case studies for curricular elements of the program. These will provide extensive opportunities for community partnerships on both campuses (Goal 5). It applies to programmatic elements that take place on both campuses (Objectives 5.1 and 5.2) to the surrounding communities (Objective 5.3).

Finally, the commitment to a single program operating at two campuses on different continents elevates the idea of the global university greatly (Goal 6). The opportunity to use the curricular elements as a means to address the issues of the built environment, and the differing responses in different cultures, is a profound learning opportunity (Objective 6.1). The interchangeability of the academic program across campuses is another significant asset (Objectives 6.2 and 6.3) and should shoulder a significant part in achieving Kean's vision as a global university (Objective 6.4).



Appendices:

Appendix 1. A Statement on Education from the Michael Graves College – 2023

We live today in a rapidly transforming world, alternately confronting crises and opportunities. The movement to address profound, sometimes longstanding, social issues in society around us deserves reflection and action in the college as well as outside it. How we, as a college of Architecture and Design, address these in the learning environment we create and share with one another is foundational to how we see ourselves and the place we choose to make in the wider world.

We recognize that our students in particular are affected by these issues and have had to address them in profound ways. In these days of heightened awareness, we write this statement to reaffirm essential principles about the education we provide, the societal context around us, and the commitment we make to link the two:

1. We affirm our commitment to equal justice and respect for all people and expect that our programs will reflect those values in both what we teach and how we teach, and in setting expectations for our graduates.
2. We are committed to providing the highest quality education to our students.
3. We celebrate the diversity of our students and support providing new avenues to professional careers for them. Furthermore we are committed to faculty diversity reflective of the community in which the school is based and reflective of the student body population.
4. The Michael Graves College emphasizes a way of knowing based on collaboration among students and between faculty and students, where many projects are group-based and depend upon creative serendipity and respectful cooperation.
5. We remain strongly in favor of shared learning environments, where students and faculty learn together and from each other, in a positive, collaborative environment, regardless of whether that education takes place in person or remotely.
6. We are committed to studios as primary instructional spaces where our students learn by doing, where discovery-led research, proposals, experimentation, testing, developing, and synthesizing occurs during studio classes.
7. The MGC studios encourage open dialogue, intellectual curiosity, creativity, and foster an atmosphere of respect, inclusion, and critical collective dialogue. In studios and the world-at-large, we believe diversity drives innovation.
8. We strongly support Kean University's mission to bring the highest quality education programs to students who have been traditionally underserved. We encourage opportunities for students to undertake coursework that engages the local/underserved community.
9. We will utilize all appropriate methods of instruction and resources to serve the best interests of our students.
10. We consider our college to be a family. As such, we aspire to lifelong learning and support for our alumni as well as our students. We are committed to structured, measured, and incentivized faculty-to-faculty, alumni-to-faculty, and student-to-future student mentorship.

We commit to individual attention on the professional development of each student, engaging with them supportively, and to opening doors for them to the highest levels of both personal achievement and societal responsibility, as professionals and public citizens.

Appendix 2: Kean University Student Learning Outcomes

- KU SLO 1 – Think critically, creatively and globally.
- KU SLO 2 – Adapt to changing social, economic, and technological environments.
- KU SLO 3 – Serve as active and contributing members of their communities.
- KU SLO 4 – Advance their knowledge in the traditional disciplines and enhance their skills in professional areas

Appendix 3: Regional Accreditation Status

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Kean University - Statement of Accreditation Status



STATEMENT OF ACCREDITATION STATUS

The Statement of Accreditation Status (SAS) is the official statement of the Middle States Commission on Higher Education (MSCHE) about each institution's current accreditation status and scope of accreditation. The SAS also provides a brief history of the actions taken by the Commission.

Institution: **KEAN UNIVERSITY**
Union, NJ

Address: 1000 Morris Avenue Box 411
Union, NJ 07083

Phone: (908) 737-5326

URL: www.kean.edu

Accreditation Liaison Officer (ALO): Dr. Neva Lozada

Commission Staff Liaison: Dr. Tiffany Lee, Vice President



Accreditation Summary

For more information, see the Commission's [Accreditation Actions Policy and Procedures](#).

Phase: Accredited

Status: Accreditation Reaffirmed

Accreditation Granted: 1960

Last Reaffirmation: 2022

Next Self-Study Evaluation: 2029-2030

Alternative Delivery Methods

The following represents approved alternative delivery methods included in the scope of the institution's accreditation:

Distance Education

Approved to offer programs by this delivery method

Correspondence Education

Not approved for this delivery method

Credential Levels

☑ Approved Credential Levels

The following represents credential levels included in the scope of the institution's accreditation:

- **Bachelor's Degree or Equivalent**
Included within the scope
- **Post-baccalaureate Certificate**
Included within the scope
- **Master's Degree or Equivalent**
Included within the scope
- **Post-Master's Certificate**
Included within the scope
- **Doctor's Degree - Professional Practice**
Included within the scope: Doctor of Physical Therapy (DPT)
- **Doctor's Degree- Research/Scholarship**
Included within the scope



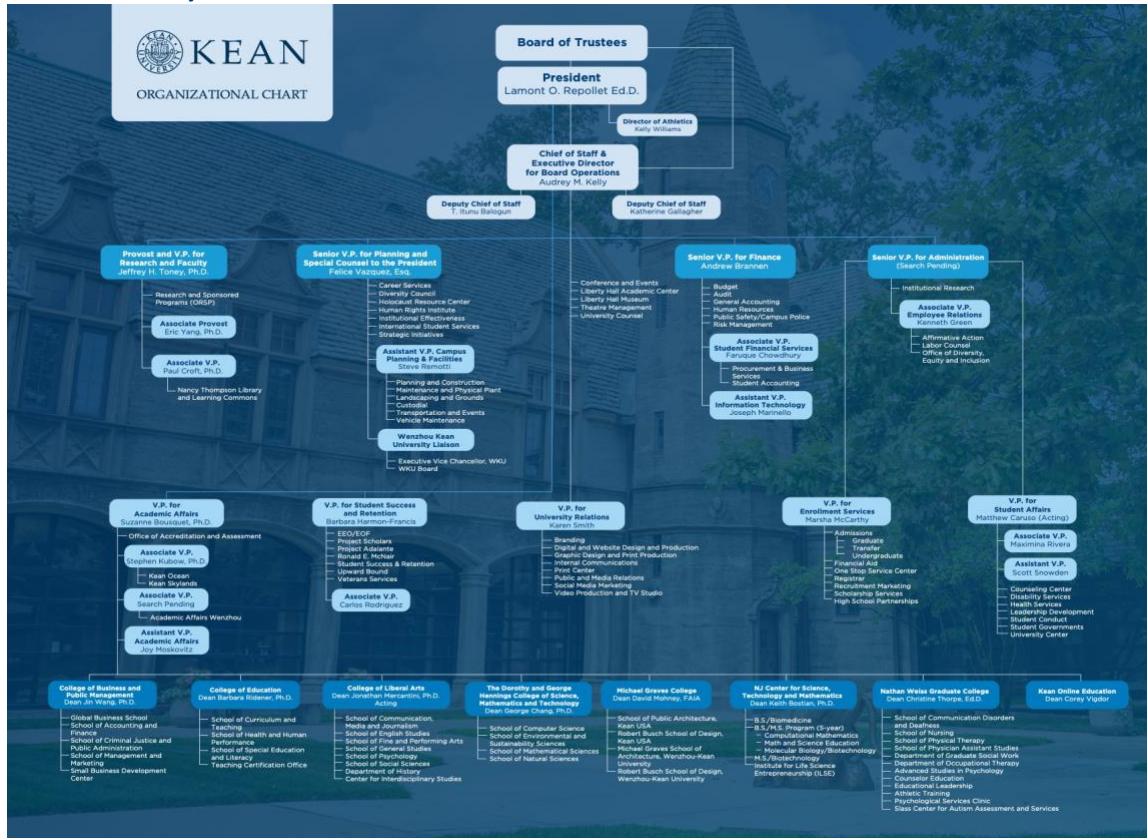
Locations

The following represents branch campuses, additional locations, and other instructional sites that are included within the scope of the institution's accreditation:

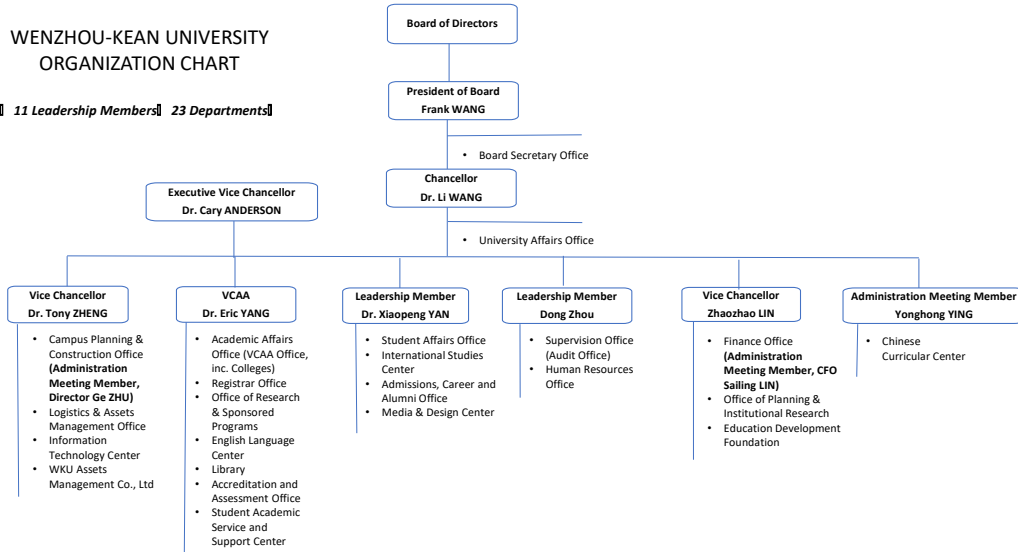
Location	Type
Kean University 1000 Morris Avenue Box 411 Union, NJ 07083	Main Campus
Kean Ocean College Drive P.O. Box 2001 Toms River, NJ 08754-2001	Additional Location
Kean University in the People's Republic of China Wenzhou, Zhejiang Province, 88 College Road, Li'ao Town Ouhai District China	Additional Location
Barack Obama Green Charter HS 35 Watchung Ave Plainfield, NJ 07060	Other Instructional Site
Bayonne School District 669 Avenue A Bayonne, NJ 07002	Other Instructional Site
BERNARDS TOWNSHIP SCHLOOL DIS 101 Peachtree Rd Basking Ridge, NJ 07920	Other Instructional Site
BLOOMFIELD TWP SCHOOL DIST 155 Broad St Bloomfield, NJ 07003	Other Instructional Site
BRICK SCHOOL DISTRICT 101 Hendrickson Ave Brick, NJ 08724	Other Instructional Site
Brookdale Community College 765 Newman Springs Rd.	Other Instructional Site

Appendix 4: Organizational Charts for Kean University, Wenzhou-Kean University, and the Michael Graves College

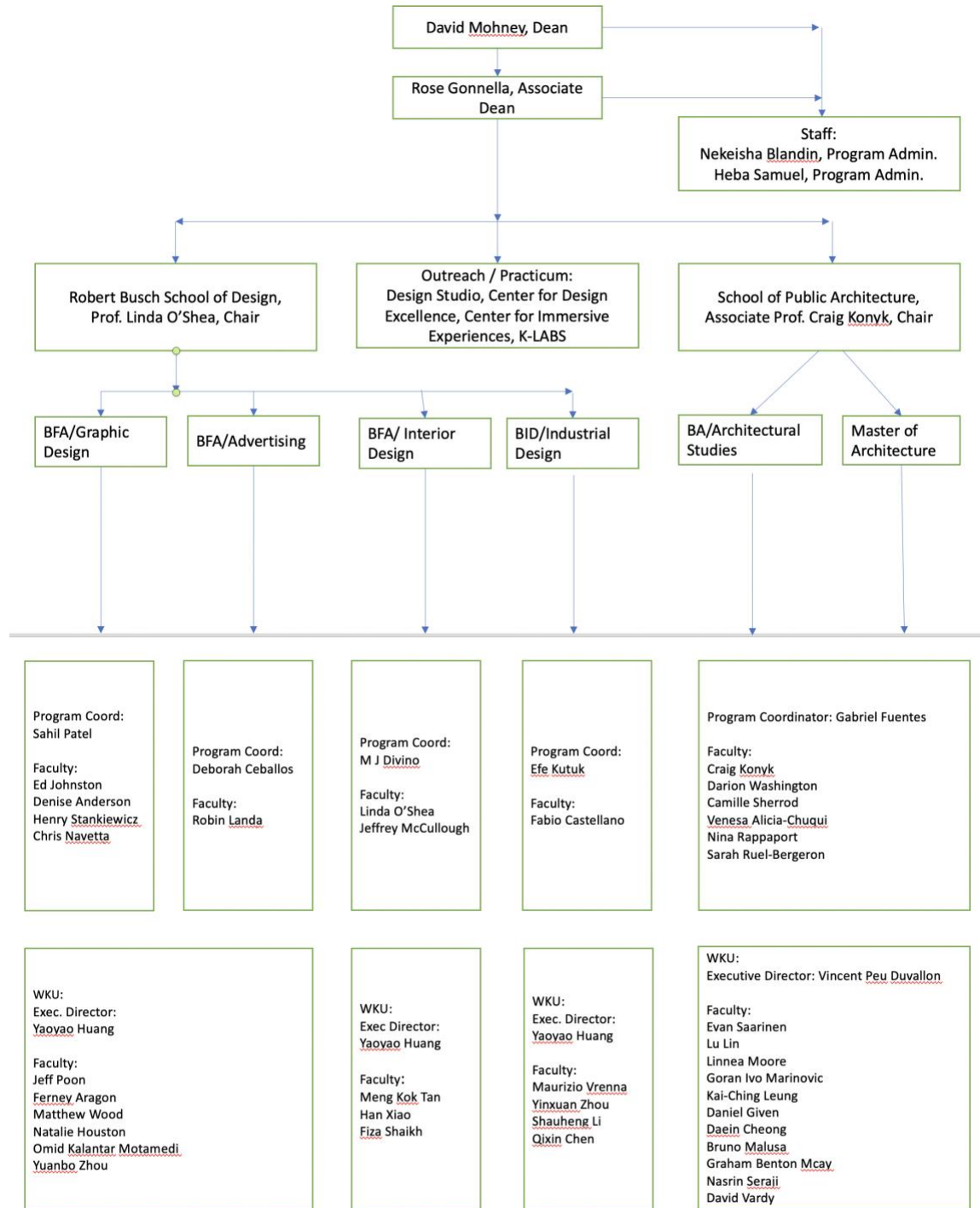
Kean University:



Wenzhou-Kean University:



Michael Graves College:





Appendix 5: Curricular Matrix

EDIT: 08.07.2023

PROGRAM AND STUDENT CRITERIA MATRIX - MASTER OF ARCHITECTURE

	BA COURSES		Year 1				Year 2		Non-Curricular Activity									
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Architectural Studies	Studio Culture Policy	AIAA + AIAAS	Architectural Internship Program	ICAA/IB + AIAA Presentations	Portfolio Review	Vertical Culture Exhibit Series - Architecture	Vertical Museum Tour Affiliation	MAIAA Scholarships	Extra-Curricular Research Projects
Preparatory Education																		
Shared Values																		
Design					X									X	X			
Environment Stewardship & Professional Responsibility					X									X	X			
Equity, Diversity & Inclusion																		X
Knowledge & Innovation																		X
Leadership, Collaboration & Community Engagement																		X
Lifelong Learning																		X
Program Criteria																		
PC.1 Career Paths																		
PC.2 Design																		
PC.3 Ecological Knowledge & Responsibility																		
PC.4 History & Theory																		
PC.5 Research & Innovation																		
PC.6 Leadership & Collaboration																		
PC.7 Learning & Teaching Culture																		
PC.8 Social Equity & Inclusion																		
Student Criteria																		
SC.1 Health, Safety & Welfare in the Built Environment																		X
SC.2 Professional Practice																		X
SC.3 Regulatory Context																		X
SC.4 Technical Knowledge																		X
SC.5 Design Synthesis																		X
SC.6 Building Integration																		X

Appendix 6: Assessment Reports:



Annual Academic Assessment Plan and Report: 2022-2023

MARCH.ARCHITECTURE

Mission

Mission: The Michael Graves College at Kean University is committed to transforming architectural and design education by engaging a wider public audience for quality in the built and designed environment. Architecture and Design are inherently public and humanist arts. Yet the disciplines too often have situated themselves remotely from the public, particularly in education. This has had a deleterious effect, creating a distance between those people trained to enhance the public environment, and those who use it. While there is a need for specialized instruction in aspects of the design process, there is also the need to provide a meaningful context for that effort. Continual acculturation of these disciplines is critical if Architecture and Design are to reaffirm their role in creating better experiences and places for people. Thus the programs of the Michael Graves College use the broad public context of design at several levels: as inspiration and ultimately, as a goal.

AY2022-2023

MARCH.ARCHITECTURE Learning Outcomes

SC.1 Health, Safety, and Welfare in the Built Environment

How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

MEASURES	RESULTS	ACTIONS												
<p>ARCH 6111: Comprehensive Design Studio: Booklet #1</p> <p>The Booklet #1 is the measure of this Student Criteria. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery.</p> <p>Direct - Project</p> <p>STUDIO 11: ARCH 6111</p> <p>Target</p> <p>A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 80% of students would achieve a score of 3 or higher in each criterion.</p> <p>Grades for Assessment 6111+6405 de-identified.xlsx</p>	<p>MET</p> <p>Grades for Assessment 6111+6405 de-identified.xlsx</p> <p>Analysis</p> <p>79% of the students achieved a score of 3 or higher.</p>	<p>Maintain Assessment Strategy</p> <p>Continue to monitor student progress in this area.</p>												
<p>ARCH 6405: Building System Integration 3: Final Examination Scores.</p> <p>The Final Exam is the measure of this Student Criteria. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery.</p> <p>Direct - Exam (Course)</p> <p>BUILDING SYST INTEGRATION 3: ARCH 6405</p> <p>Target</p> <p>A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 80% of students would achieve a score of 3 or higher in each criterion.</p> <p>SC1 ASSESSPLAN.pdf</p>	<p>MET</p> <p>Grades for Assessment 6111+6405 de-identified.xlsx</p> <p>Analysis</p> <p>81% of students scored higher than a 3 in each criterion.</p>	<p>Maintain Assessment Strategy</p> <p>Continue to monitor student performance in this area.</p>												
<p>Attendance at Guest Lectures given by invited outside Architectural Professionals.</p> <p>The Indirect Measure for SC.1 would include student involvement and participation in Guest Lectures by invited Outside Practitioners</p> <p>Indirect - Completion Rates</p> <p>Target</p> <p>An involvement/participation rate of 66% (or greater) in this indirect measure would be considered acceptable as this is an ongoing involvement initiative for the students.</p> <p>Lecture Attend #s.xlsx</p>	<p>NOT MET</p> <p>Attendance at Guest Lectures given by invited outside Architectural Professionals.</p> <p>■ Exceeded ■ Met ■ Approached ■ Not Met</p> <table border="1"> <tr> <td>Exceeded:</td> <td>17%</td> </tr> <tr> <td>Met:</td> <td>17%</td> </tr> <tr> <td>Approached:</td> <td>50%</td> </tr> <tr> <td>Not Met:</td> <td>16%</td> </tr> <tr> <td>Met Total:</td> <td>33%</td> </tr> <tr> <td>Not Met Total:</td> <td>67%</td> </tr> </table> <p>Lecture Attend #s.xlsx</p> <p>Analysis</p>	Exceeded:	17%	Met:	17%	Approached:	50%	Not Met:	16%	Met Total:	33%	Not Met Total:	67%	<p>Modify Policies / Procedures</p> <p>IN PROGRESS</p> <p>Seek scheduling solutions to improve consistency of and overall attendance rates.</p> <p>Recommended Due Date: 09/05/2023</p>
Exceeded:	17%													
Met:	17%													
Approached:	50%													
Not Met:	16%													
Met Total:	33%													
Not Met Total:	67%													



Annual Academic Assessment Plan and Report: 2022-2023

MARCH.ARCHITECTURE

	A new scheduling time for the Professional Lecture Series has yielded positive results, and we will continue to work on seeing if this facilitates better attendance.	
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SC.3 Regulatory Context

How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

MEASURES	RESULTS	ACTIONS												
<p>ARCH 6405: Building Systems Integration 3: Final Examination.</p> <p>The Final Exam is the measure of this Student Criteria. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery.</p> <p>Direct - Exam (Course)</p> <p>BUILDING SYST INTEGRATION 3: ARCH 6405</p> <p>Target</p> <p>A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 80% of students would achieve a score of 3 or higher in each criterion.</p> <p>SC3 ASSESSPLAN.pdf</p>	<p>MET</p> <p>Grades for Assessment 6111+6405 de-identified.xlsx</p> <p>Analysis</p> <p>82% of students would achieve a score of 3 or higher in each criterion.</p>	<p>Maintain Assessment Strategy</p> <p>Continue to monitor progress of students in this area.</p>												
<p>ARCH 6111: Studio 11: Comprehensive Design Studio: Booklet #1.</p> <p>ARCH 6111: Studio 11: Comprehensive Design Studio. Booklet #1 is the measure of this Student Criteria. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery.</p> <p>Direct - Project</p> <p>STUDIO 11: ARCH 6111</p> <p>Target</p> <p>A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 80% of students would achieve a score of 3 or higher in each criterion.</p> <p>SC3 ASSESSPLAN.pdf</p>	<p>MET</p> <p>Grades for Assessment 6111+6405 de-identified.xlsx</p> <p>Analysis</p> <p>79% of students would achieve a score of 3 or higher in each criterion.</p>	<p>Maintain Assessment Strategy</p> <p>Closely monitor continued improvements in performance in this area.</p>												
<p>Guest Lectures by invited Outside Practitioners.</p> <p>The Indirect Measure for SC.3 would include student involvement and participation in Guest Lectures by invited Outside Practitioners.</p> <p>Indirect - Completion Rates</p> <p>Target</p> <p>An involvement/participation rate of 66% (or greater) in this indirect measure would be considered acceptable as this is an ongoing involvement initiative for the students.</p> <p>SC3 ASSESSPLAN.pdf</p>	<p>NOT MET</p> <p>Guest Lectures by invited Outside Practitioners.</p> <p>■ Exceeded ■ Met ■ Approached ■ Not Met</p> <table border="1"> <tr> <td>Exceeded:</td> <td>17%</td> </tr> <tr> <td>Met:</td> <td>17%</td> </tr> <tr> <td>Approached:</td> <td>50%</td> </tr> <tr> <td>Not Met:</td> <td>16%</td> </tr> <tr> <td>Met Total:</td> <td>33%</td> </tr> <tr> <td>Not Met Total:</td> <td>67%</td> </tr> </table> <p>Analysis</p> <p>Average of 40% of Students attend Lecture.</p>	Exceeded:	17%	Met:	17%	Approached:	50%	Not Met:	16%	Met Total:	33%	Not Met Total:	67%	<p>Modify Policies / Procedures</p> <p>IN PROGRESS</p> <p>Adjust Schedule of Lectures to better suit students schedule.</p> <p>Recommended Due Date: 09/05/2023</p>
Exceeded:	17%													
Met:	17%													
Approached:	50%													
Not Met:	16%													
Met Total:	33%													
Not Met Total:	67%													

SC.4 Technical Knowledge



Annual Academic Assessment Plan and Report: 2022-2023

MARCH.ARCHITECTURE

How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

MEASURES	RESULTS	ACTIONS												
<p>of ARCH 6405: Building Systems Integration 3: Final Examination</p> <p>ARCH 6405: Building Systems Integration 3 Final Exam is the measure of this Student Criteria. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery.</p> <p>Direct - Exam (Course)</p> <p><i>BUILDING SYST INTEGRATION 3: ARCH 6405</i></p> <p>Target</p> <p>A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 80% of students would achieve a score of 3 or higher in each criterion.</p> <p>SC4 ASSESSPLAN.pdf</p>	<p>MET</p> <p>Grades for Assessment 6111+6405 de-identified.xlsx</p> <p>Analysis</p> <p>82% of students would achieve a score of 3 or higher in each criterion.</p>	<p>Maintain Assessment Strategy</p> <p>Monitor continuing progress in this area.</p>												
<p>ARCH 6111: Studio 11: Comprehensive Design Studio.</p> <p>ARCH 6111: Studio 11: Comprehensive Design Studio Booklet #1 is one of the dual measures of this Student Criteria. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery.</p> <p>Direct - Project</p> <p><i>STUDIO 11: ARCH 6111</i></p> <p>Target</p> <p>A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 80% of students would achieve a score of 3 or higher in each criterion.</p> <p>SC4 ASSESSPLAN.pdf</p>	<p>MET</p> <p>Grades for Assessment 6111+6405 de-identified.xlsx</p> <p>Analysis</p> <p>79% of students would achieve a score of 3 or higher in each criterion.</p>	<p>Maintain Assessment Strategy</p> <p>Continuing Assessment of progress in this area.</p>												
<p>Guest Lectures by invited Outside Practitioners.</p> <p>The Indirect Measure for SC.3 would include student involvement and participation in Guest Lectures by invited Outside Practitioners.</p> <p>Indirect - Completion Rates</p> <p>Target</p> <p>An involvement/participation rate of 66% (or greater) in this indirect measure would be considered acceptable as this is an ongoing involvement initiative for the students.</p> <p>SC4 ASSESSPLAN.pdf</p>	<p>NOT MET</p> <p>Guest Lectures by invited Outside Practitioners:</p> <p>■ Exceeded ■ Met ■ Approached ■ Not Met</p> <table border="1"> <tr> <td>Exceeded:</td> <td>17%</td> </tr> <tr> <td>Met:</td> <td>17%</td> </tr> <tr> <td>Approached:</td> <td>50%</td> </tr> <tr> <td>Not Met:</td> <td>16%</td> </tr> <tr> <td>Met Total:</td> <td>33%</td> </tr> <tr> <td>Not Met Total:</td> <td>67%</td> </tr> </table> <p>Analysis</p> <p>An average of 40% of students attend Lectures.</p>	Exceeded:	17%	Met:	17%	Approached:	50%	Not Met:	16%	Met Total:	33%	Not Met Total:	67%	<p>Modify Policies / Procedures</p> <p>IN PROGRESS</p> <p>Adjust the Schedule of the Lectures to better accommodate student schedules.</p> <p>Recommended Due Date: 09/05/2023</p>
Exceeded:	17%													
Met:	17%													
Approached:	50%													
Not Met:	16%													
Met Total:	33%													
Not Met Total:	67%													

SC.5 Design Synthesis

How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

MEASURES	RESULTS	ACTIONS
<p>ARCH 6405: Building Systems Integration 3</p>	<p>MET</p> <p>Grades for Assessment 6111+6405 de-identified.xlsx</p> <p>Analysis</p>	<p>Maintain Assessment Strategy</p> <p>Monitor continuing improvement in progress in this area.</p>



Annual Academic Assessment Plan and Report: 2022-2023

MARCH.ARCHITECTURE

<p>ARCH 6405: Building Systems Integration 3 Final Exam is one of the dual measures of this Student Criteria. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery.</p> <p>Direct - Exam (Course)</p> <p>BUILDING SYST INTEGRATION 3: ARCH 6405</p> <p>Target</p> <p>A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 80% of students would achieve a score of 3 or higher in each criterion.</p> <p>SC5ASSESSPLAN.pdf</p>	<p>82% of students would achieve a score of 3 or higher in each criterion.</p>													
<p>ARCH 6111: Studio 11: Comprehensive Design Studio.</p> <p>#ARCH 6111: Comprehensive Design Studio Booklet #1 & #2 are one of the dual measures of this Student Criteria. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery.</p> <p>Direct - Project</p> <p>STUDIO 11: ARCH 6111</p> <p>Target</p> <p>A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 80% of students would achieve a score of 3 or higher in each criterion.</p> <p>SC5ASSESSPLAN.pdf</p>	<p>MET</p> <p>Grades for Assessment 6111+6405 de-identified.xlsx</p> <p>Analysis</p> <p>79% of students would achieve a score of 3 or higher in each criterion.</p>	<p>Maintain Assessment Strategy</p> <p>Continue to monitor progress in this area.</p>												
<p>Guest Lectures by invited Outside Practitioners.</p> <p>The Indirect Measure for SC.5 would include student involvement and participation in Guest Lectures by invited Outside Practitioners.</p> <p>Indirect - Completion Rates</p> <p>Target</p> <p>An involvement/participation rate of 66% (or greater) in this indirect measure would be considered acceptable as this is an ongoing involvement initiative for the students.</p> <p>SC5ASSESSPLAN.pdf</p>	<p>NOT MET</p> <p>Guest Lectures by invited Outside Practitioners.</p> <p>■ Exceeded ■ Met ■ Approached ■ Not Met</p> <table border="1"> <tr> <td>Exceeded:</td> <td>17%</td> </tr> <tr> <td>Met:</td> <td>17%</td> </tr> <tr> <td>Approached:</td> <td>50%</td> </tr> <tr> <td>Not Met:</td> <td>16%</td> </tr> <tr> <td>Met Total:</td> <td>33%</td> </tr> <tr> <td>Not Met Total:</td> <td>67%</td> </tr> </table> <p>Analysis</p> <p>40% Attendance rate on average.</p>	Exceeded:	17%	Met:	17%	Approached:	50%	Not Met:	16%	Met Total:	33%	Not Met Total:	67%	<p>Modify Policies / Procedures</p> <p>IN PROGRESS</p> <p>Adjust Schedule to avail more opportunity for students to attend.</p> <p>Recommended Due Date: 09/05/2023</p>
Exceeded:	17%													
Met:	17%													
Approached:	50%													
Not Met:	16%													
Met Total:	33%													
Not Met Total:	67%													

SC.6 Building Integration

How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

MEASURES	RESULTS	ACTIONS
<p>ARCH 6405: Building Systems Integration 3</p> <p>ARCH 6405: Building Systems Integration 3 Final Exam is one of the dual measures of this Student Criteria. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery.</p> <p>Direct - Exam (Course)</p> <p>BUILDING SYST INTEGRATION 3: ARCH 6405</p> <p>Target</p>	<p>MET</p> <p>Grades for Assessment 6111+6405 de-identified.xlsx</p> <p>Analysis</p> <p>82% of students would achieve a score of 3 or higher in each criterion.</p>	<p>Maintain Assessment Strategy</p> <p>Continue to monitor progress in this area.</p>

Annual Academic Assessment Plan and Report: 2022-2023

MARCH.ARCHITECTURE

<p>A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 80% of students would achieve a score of 3 or higher in each criterion.</p> <p>SC6 ASSESSPLAN.pdf</p>														
<p>ARCH 6111: Comprehensive Design Studio Final Exam</p> <p>ARCH 6111: Comprehensive Design Studio Booklet #2 & #3 are part of the dual measures of this Student Criteria. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery.</p> <p>Direct - Project</p> <p>STUDIO 11: ARCH 6111</p> <p>Target</p> <p>A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 80% of students would achieve a score of 3 or higher in each criterion.</p> <p>SC6 ASSESSPLAN.pdf</p>	<p>MET</p> <p>Grades for Assessment 6111+6405.de-identified.xlsx</p> <p>Analysis</p> <p>79% of students would achieve a score of 3 or higher in each criterion.</p>	<p>Maintain Assessment Strategy</p> <p>Continue to monitor progress in this area.</p>												
<p>Guest Lectures by invited Outside Practitioners:</p> <p>The Indirect Measure for SC.6 would include student involvement and participation in Guest Lectures by invited Outside Practitioners.</p> <p>Indirect - Completion Rates</p> <p>Target</p> <p>An involvement/participation rate of 66% (or greater) in this indirect measure would be considered acceptable as this is an ongoing involvement initiative for the students.</p> <p>SC6 ASSESSPLAN.pdf</p>	<p>NOT MET</p> <p>Guest Lectures by invited Outside Practitioners:</p> <p>■ Exceeded ■ Met ■ Approached ■ Not Met</p> <table border="1"> <tr> <td>Exceeded:</td> <td>17%</td> </tr> <tr> <td>Met:</td> <td>17%</td> </tr> <tr> <td>Approached:</td> <td>50%</td> </tr> <tr> <td>Not Met:</td> <td>16%</td> </tr> <tr> <td>Met Total:</td> <td>33%</td> </tr> <tr> <td>Not Met Total:</td> <td>67%</td> </tr> </table> <p>Analysis</p> <p>40% Attendance Rate at Lectures.</p>	Exceeded:	17%	Met:	17%	Approached:	50%	Not Met:	16%	Met Total:	33%	Not Met Total:	67%	<p>Modify Policies / Procedures</p> <p>IN PROGRESS</p> <p>Change the Schedule of the Lectures to accommodate better students' schedules.</p> <p>Recommended Due Date: 09/05/2023</p>
Exceeded:	17%													
Met:	17%													
Approached:	50%													
Not Met:	16%													
Met Total:	33%													
Not Met Total:	67%													

MARCH.ARCHITECTURE Success Outcomes

PC.2 Design

How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

MEASURES	RESULTS	ACTIONS
<p>ARCH 5109: Studio 9: Complex Program II.</p> <p>ARCH 5109: Studio 9: Complex Program II. The Final Project Review is the measure of this Studio for Design. The rubric consists of 6 criteria and student performance is rated on a 5-point scale, where 5 = mastery.</p> <p>Direct - Project</p> <p>Target</p> <p>A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since these both are an ultimate level course, the expectation was that 66% of students would achieve a score of 3 or higher in each criterion.</p> <p>PC2 ASSESSPLAN.pdf</p>	<p>MET</p> <p>Grades for Assessment 5109.de-identified.xlsx</p> <p>Analysis</p> <p>85% of students would achieve a score of 3 or higher in each criterion.</p>	<p>Maintain Assessment Strategy</p> <p>Continue to monitor progress in this area.</p>
<p>Portfolio Reviews</p>	<p>MET</p>	<p>No actions have been added.</p>



Annual Academic Assessment Plan and Report: 2022-2023

MARCH.ARCHITECTURE

<p>The Indirect Measure for PC.2 would include mandatory annual student Portfolio Reviews.</p> <p>Indirect - Completion Rates</p> <p>Target</p> <p>Expectation of these evaluations would be for 50% of students to achieve a rating of 3 or higher on a 5-point scale in the first three years, with the Fourth, Fifth and Sixth Years having 75% of the students achieving a rating of 3 or higher on a 5-point scale.</p> <p>PC2 ASSESSPLAN.pdf</p>	<p>Analysis</p> <p>Students participated 90% in Final Portfolio Review.</p>	
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PC.3 Ecological Knowledge and Responsibility

How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

MEASURES	RESULTS	ACTIONS
<p>ARCH 5109: Studio 9: Complex Program II Final Review.</p> <p>ARCH 5109: Studio 9: Complex Program II. The Final Project Review is the measure of each of this Studio for Design. The rubric consists of 6 criteria and student performance is rated on a 5-point scale, where 5 = mastery.</p> <p>Direct - Project</p> <p>Target</p> <p>A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since these both are an ultimate level course, the expectation was that 66% of students would achieve a score of 3 or higher in each criterion.</p> <p>PC3 ASSESSPLAN.pdf</p>	<p>MET</p> <p>Grades for Assessment 5109 de-identified.xlsx</p> <p>Analysis</p> <p>85% of students would achieve a score of 3 or higher in each criterion.</p>	<p>Maintain Assessment Strategy</p> <p>Continue to monitor progress in this area.</p>
<p>Portfolio Reviews.</p> <p>The Indirect Measure for PC.3 would include mandatory annual student Portfolio Reviews.</p> <p>Indirect - Completion Rates</p> <p>Target</p> <p>Expectation of these evaluations would be for 50% of students to achieve a rating of 3 or higher on a 5-point scale in the first three years, with the Fourth, Fifth and Sixth Years having 75% of the students achieving a rating of 3 or higher on a 5-point scale.</p> <p>PC3 ASSESSPLAN.pdf</p>	<p>MET</p> <p>Analysis</p> <p>90% participation rate in Annual Portfolio Review.</p>	<p>Maintain Assessment Strategy</p> <p>Continue to monitor progress in this area.</p>

PC.5 Research and Innovation

How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

MEASURES	RESULTS	ACTIONS
<p>ARCH 5210: Thesis Research Seminar: Thesis Report & Presentation.</p> <p>ARCH 5210: Thesis Research Seminar Thesis Report & Presentation is one of the dual measures of this Program Criteria. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery.</p> <p>Direct - Project</p> <p>Target</p>	<p>MET</p> <p>Grades for Assessment 5120+6112 de-identified.xlsx</p> <p>Analysis</p> <p>77% of students achieved a score of 3 or higher in each criterion.</p>	<p>Maintain Assessment Strategy</p> <p>Monitor continued progress in this area.</p>



Annual Academic Assessment Plan and Report: 2022-2023
MARCH.ARCHITECTURE

<p>A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 75% of students would achieve a score of 3 or higher in each criterion.</p> <p>PC5_ASSESSPLAN_PC5.pdf</p>		
<p>ARCH 6112: Thesis: Final Thesis Review.</p> <p>ARCH 6112: Thesis: Final Thesis Review is one of the dual measures of this Program Criteria. The rubric consists of 12 criteria and student performance is rated on a 5-point scale, where 5 = mastery.</p> <p>Direct - Project</p> <p>Target</p> <p>A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 75% of students would achieve a score of 3 or higher in each criterion.</p> <p>PC5_ASSESSPLAN_PC5.pdf</p>	<p>MET</p> <p>Grades for Assessment 5120+6112 de-identified.xlsx</p> <p>Analysis</p> <p>92% of students have achieved a score of 3 or higher in each criterion.</p>	<p>Maintain Assessment Strategy</p> <p>Continue to monitor progress in this area.</p>

2021-22 Assessment Report:

Annual Academic Assessment Plan and Report: 2021-2022

MARCH.ARCHITECTURE

Mission

Mission: The Michael Graves College at Kean University is committed to transforming architectural and design education by engaging a wider public audience for quality in the built and designed environment. Architecture and Design are inherently public and humanist arts. Yet the disciplines too often have situated themselves remotely from the public, particularly in education. This has had a deleterious effect, creating a distance between those people trained to enhance the public environment, and those who use it. While there is a need for specialized instruction in aspects of the design process, there is also the need to provide a meaningful context for that effort. Continual acculturation of these disciplines is critical if Architecture and Design are to reaffirm their role in creating better experiences and places for people. Thus the programs of the Michael Graves College use the broad public context of design at several levels: as inspiration and ultimately, as a goal.

2021-2022

MARCH.ARCHITECTURE Learning Outcomes

SC.2 Professional Practice **NOT MET**

How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

MEASURES	RESULTS	ACTIONS												
<p>results of ARCH 5501: Professional Practice 1 Final Exams</p> <p>This Student Criteria (SC.2) is assessed via the Direct Measures of the results of ARCH 5501: Professional Practice 1 + ARCH 5502: Professional Practice 2. The Final Exams are the dual measures of this Student Criteria. The rubric consists of 6 criteria and student performance is rated on a 5-point scale, where 5 = mastery.</p> <p>Direct - Exam (Course)</p> <p>PROFESSIONAL PRACTICE I: ARCH 5501</p> <p>Target</p> <p>A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 80% of students would achieve a score of 3 or higher in each criterion.</p> <p>ASSESSPLAN_SC2_07_08_21.docx Prof Practice final exam grades - AY21-22 de-identified.pdf</p>	<p>NOT MET</p> <p>Overall Proficiency</p> <table border="1"> <tr><td>Exceeded:</td><td>38%</td></tr> <tr><td>Met:</td><td>31%</td></tr> <tr><td>Approached:</td><td>31%</td></tr> <tr><td>Met Total:</td><td>69%</td></tr> <tr><td>Not Met Total:</td><td>31%</td></tr> </table> <p>Analysis</p> <p>Perhaps, going forward, there should be an adjustment to our rubric expectation criteria, as a 70% achievement rate is highly qualifiable.</p>	Exceeded:	38%	Met:	31%	Approached:	31%	Met Total:	69%	Not Met Total:	31%	<p>Revise Measurement / Assessment</p> <p>Not Started</p> <p>Perhaps, going forward, there should be an adjustment to our rubric expectation criteria, as a 70% achievement rate is highly qualifiable.</p>		
Exceeded:	38%													
Met:	31%													
Approached:	31%													
Met Total:	69%													
Not Met Total:	31%													
<p>ARCH 5502: Professional Practice 2, Final Exam</p> <p>This Student Criteria (SC.2) is assessed via the Direct Measures of the results of ARCH 5501: Professional Practice 1 + ARCH 5502: Professional Practice 2. The Final Exams are the dual measures of this Student Criteria. The rubric consists of 6 criteria and student performance is rated on a 5-point scale, where 5 = mastery.</p> <p>Direct - Exam (Course)</p> <p>PROFESSIONAL PRACTICE II: ARCH 5502</p> <p>Target</p> <p>A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 80% of students would achieve a score of 3 or higher in each criterion.</p> <p>ASSESSPLAN_SC2_07_08_21.docx Prof Practice final exam grades - AY21-22 de-identified.pdf</p>	<p>NOT MET</p> <p>Overall Proficiency</p> <table border="1"> <tr><td>Exceeded:</td><td>60%</td></tr> <tr><td>Met:</td><td>13%</td></tr> <tr><td>Approached:</td><td>20%</td></tr> <tr><td>Not Met:</td><td>7%</td></tr> <tr><td>Met Total:</td><td>73%</td></tr> <tr><td>Not Met Total:</td><td>27%</td></tr> </table> <p>Analysis</p> <p>Perhaps, going forward, there should be an adjustment to our rubric expectation criteria, as a 70% achievement rate is highly qualifiable.</p>	Exceeded:	60%	Met:	13%	Approached:	20%	Not Met:	7%	Met Total:	73%	Not Met Total:	27%	<p>Revise Measurement / Assessment</p> <p>Not Started</p> <p>Perhaps, going forward, there should be an adjustment to our rubric expectation criteria, as a 70% achievement rate is highly qualifiable.</p>
Exceeded:	60%													
Met:	13%													
Approached:	20%													
Not Met:	7%													
Met Total:	73%													
Not Met Total:	27%													
<p>Participation in Guest Lectures by invited Outside Practitioners:</p> <p>The Indirect Measure for SC.1 would include student involvement and participation in Guest Lectures by invited Outside Practitioners. An involvement/participation rate of 66% (or greater) in this indirect measure would be considered acceptable as this is an ongoing involvement initiative for the students.</p>	<p>NOT MET</p> <p>Overall Proficiency</p> <table border="1"> <tr><td>Met:</td><td>66%</td></tr> <tr><td>Not Met:</td><td>34%</td></tr> </table>	Met:	66%	Not Met:	34%	<p>Modify Policies / Procedures</p> <p>Not Started</p> <p>Strategies for increasing attendance at Lecture Series:</p> <ul style="list-style-type: none"> - Include as mandatory component of Studio. - Investigate time scheduling of Lectures. - Offer Additional Credit for attendance. 								
Met:	66%													
Not Met:	34%													



Annual Academic Assessment Plan and Report: 2021-2022

MARCH.ARCHITECTURE

<p>Indirect - Other</p> <p>Target</p> <p>An involvement/participation rate of 66% (or greater) in this indirect measure would be considered acceptable as this is an ongoing involvement initiative for the students.</p> <p>ASSESSPLAN_SC2_07_08_21.docx</p> <p>FA21 Lectures Attend.docx</p>	<p>Met: 48%</p> <p>Not Met: 52%</p> <p>Met Total: 48%</p> <p>Not Met Total: 52%</p> <p>Analysis</p> <p>Strategies for increasing attendance at Lecture Series:</p> <ul style="list-style-type: none"> - Include as mandatory component of Studio. - Investigate time scheduling of Lectures. - Offer Additional Credit for attendance.
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General Outcome Actions

<p>ACTIONS</p>
<p>Revise Measurement / Assessment</p> <p>Not Started</p> <p>Revision of both Policies and Procedures & Measurements/Assessment needed for realigning SC.2 with better outcomes.</p>

Conclusion

Revision of both Policies and Procedures & Measurements/Assessment needed for realigning SC.2 with better outcomes.

MARCH.ARCHITECTURE Success Outcomes

PC.1 Career Paths NOT MET

How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

MEASURES	RESULTS	ACTIONS
<p>Externship Option of ARCH 4108: Studio 8: Optional Studio; Individual Topics.</p> <p>This Program Criteria (PC.1) is assessed via the Direct Measure of the Externship Option of ARCH 4108: Studio 8: Optional Studio; Individual Topics. The students can choose an Externship Option and the percentage of students who select the Externship Option is the measure. The rubric consists of 3 criteria and student performance is rated on a 5-point scale, where 5 = mastery.</p> <p>Direct - Other</p> <p>Target</p> <p>A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 66% of students would achieve a score of 3 or higher on each criterion of those students selecting the Externship Option.</p> <p>ARCH 4108 SP22.docx</p> <p>ASSESSPLAN_PC1_06_29_21.docx</p>	<p>MET</p> <p>ARCH.4108 SP22.docx</p> <p>Analysis</p> <p>Externship has been successful by the measure of number of students opting to pursue Externship. However, discussion among the faculty expressed a desire to position this as a Mentorship in another area of the Curriculum, which will need Curriculum Committee approval.</p>	<p>Modify Policies / Procedures</p> <p>Not Started</p> <p>Externship has been successful by the measure of number of students opting to pursue Externship. However, discussion among the faculty expressed a desire to position this as a Mentorship in another area of the Curriculum, which will need Curriculum Committee approval.</p> <p>Revise Curriculum</p> <p>Not Started</p> <p>Externship has been successful by the measure of number of students opting to pursue Externship. However, discussion among the faculty expressed a desire to position this as a Mentorship in another area of the Curriculum, which will need Curriculum Committee approval.</p>
<p>Student Participation in the Annual NCARB AXP Workshop Presentation.</p> <p>The Indirect Measure for PC.1 would entail mandatory student participation in the Annual NCARB AXP Workshop Presentation. A participation rate of 66% (or greater) in this indirect measure would be considered acceptable as this is an introductory Workshop to this subject matter.</p> <p>Indirect - Other</p> <p>Target</p> <p>A participation rate of 66% (or greater) in this indirect measure would be considered acceptable as this is an introductory Workshop to this subject matter.</p> <p>AIAS Estimate of the Number of Attendees.pdf</p>	<p>NOT MET</p> <p>AIAS Estimate of the Number of Attendees.pdf</p> <p>SoPA Q&A SP22.docx</p> <p>Analysis</p> <p>Need to develop strategies to encourage more attendance at NCARB Information events. Also, due to pandemic, no National student representative from NCARB was able to visit the School.</p>	<p>Maintain Assessment Strategy</p> <p>Need to develop strategies to encourage more attendance at NCARB Information events. Also, due to pandemic, no National student representative from NCARB was able to visit the School.</p> <p>Community Partnership</p> <p>Not Started</p> <p>Need to develop strategies to encourage more attendance at NCARB Information events. Also, due to pandemic, no National student representative from NCARB was able to visit the School.</p>



Annual Academic Assessment Plan and Report: 2021-2022

MARCH.ARCHITECTURE

ASSESSPLAN_PC1.06_29_21.docx NOMAS:Chapter Report.pdf SoPA PreProf student Meet.pdf SoPA Q&A SP22.docx	
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General Outcome Actions

ACTIONS
<p>Maintain Assessment Strategy</p> <p>NCARB training was interrupted by the pandemic. Planning for Workshops/Presentations will resume in FA22.</p>

Conclusion

NCARB training was interrupted by the pandemic. Planning for Workshops/Presentations will resume in FA22.

PC.4 History and Theory MET

How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

MEASURES	RESULTS	ACTIONS
<p>ARCH 5209: History 9: Seminar. The Final Presentation and Paper.</p> <p>This Program Criteria (PC.4) is assessed via the Direct Measure of the ARCH 5209: History 9: Seminar. The Final Presentation and Paper is the measure. The rubric consists of 3 criteria and student performance is rated on a 5-point scale, where 5 = mastery</p> <p>Direct - Other</p> <p>Target</p> <p>A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 66% of students would achieve a score of 3 or higher on each criterion of those students in this course.</p> <p>ASSESSPLAN_PC4.07_08_21.docx</p> <p>Grades for Assessment (5209 + 6603)_GF de-identified.xlsx</p>	<p>MET</p> <p>Grades for Assessment (5209 + 6603)_GF de-identified.pdf</p> <p>Analysis</p> <p>FINDINGS SUPPORT 6 EXCEED MET & 5 MET, THUS 100% MET, THUS EXCEEDING TARGET OF 66%.</p>	<p>Maintain Assessment Strategy</p> <p>FINDINGS SUPPORT 6 EXCEED MET & 5 MET, THUS 100% MET, THUS EXCEEDING TARGET OF 66%.</p>
<p>Student Participation in the Vatican Museum Tour in Rome for ARCH 3206: History 6</p> <p>The Indirect Measure for PC.4 would entail student participation in the Vatican Museum Tour in Rome while participating in ARCH 3206: History 6: Renaissance & Baroque Architecture. A participation rate of 66% (or greater) in this indirect measure would be considered acceptable as this is an intermediate introduction to this subject matter.</p> <p>Indirect - Other</p> <p>Target</p> <p>A participation rate of 66% (or greater) in this indirect measure would be considered acceptable as this is an intermediate introduction to this subject matter.</p> <p>ASSESSPLAN_PC4.07_08_21.docx</p>	<p>NOT MET</p> <p>Analysis</p> <p>Due to the Pandemic, this course was not taught in Rome this Academic Year. Travel to Italy should resume with the FA22/SP23 AY.</p>	<p>Maintain Assessment Strategy</p> <p>Due to the Pandemic, this course was not taught in Rome this Academic Year. Travel to Italy should resume with the FA22/SP23 AY.</p>

General Outcome Actions

ACTIONS
<p>Maintain Assessment Strategy</p>



Annual Academic Assessment Plan and Report: 2021-2022

MARCH.ARCHITECTURE

Travel to Rome will resume in AY 22/23.

Conclusion

Travel to Rome will resume in AY 22/23.

PC.6 Leadership and Collaboration MET

How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

MEASURES	RESULTS	ACTIONS
<p>ARCH 6603: Professional Elective III: Professional Ethics. The Final Presentation and Paper</p> <p>This Program Criteria (PC.6) is assessed via the Direct Measure of the ARCH 6603: Professional Elective III: Professional Ethics. The Final Presentation and Paper is the measure. The rubric consists of 5 criteria and student performance is rated on a 5-point scale, where 5 = mastery.</p> <p>Direct - Project</p> <p>Target</p> <p>A rubric criterion score of 3 or higher indicates that students have either met or exceeded expectations. Since this is an ultimate level course, the expectation was that 66% of students would achieve a score of 3 or higher on each criterion of those students in this course.</p> <p>ASSESSPLAN_PC6 07_08_21.docx</p> <p>Grades for Assessment (5209 + 6603)_GF de-identified.pdf</p>	<p>MET</p> <p>Grades for Assessment (5209 + 6603)_GF de-identified.pdf</p> <p>Analysis</p> <p>Exceed Met = 11 / Met =1. Thus Met Rate = 100% which is greater than >] 66%, thus this Measure Status is MET.</p>	<p>Maintain Assessment Strategy</p> <p>Exceed Met = 11 / Met =1. Thus Met Rate = 100% which is greater than >] 66%, thus this Measure Status is MET.</p>
<p>Student Participation in the AIAS + NOMAS Student Organizations.</p> <p>The Indirect Measure for PC.6 would entail student participation in the AIAS + NOMAS Student Organizations. A participation rate of 50% (or greater) in this indirect measure would be considered acceptable as this is an indicator of future leadership in the student body.</p> <p>Direct - Counts</p> <p>Target</p> <p>A participation rate of 50% (or greater) in this indirect measure would be considered acceptable as this is an indicator of future leadership in the student body.</p> <p>AIAS Estimate of the Number of Attendees.pdf</p> <p>ASSESSPLAN_PC6 07_08_21.docx</p> <p>NOMAS-Chapter Report.pdf</p>	<p>MET</p> <p>AIAS Estimate of the Number of Attendees.pdf</p> <p>NOMAS-Chapter Report.pdf</p> <p>Analysis</p> <p>This Academic Year was the first in person post-pandemic and as such attendance and participation was on the rebound, and trending in the right direction for participation.</p>	<p>Maintain Assessment Strategy</p> <p>This Academic Year was the first in person post-pandemic and as such attendance and participation was on the rebound, and trending in the right direction for participation.</p>

General Outcome Actions

ACTIONS
<p>Maintain Assessment Strategy</p> <p>This Academic Year was the first in person post-pandemic and as such attendance and participation was on the rebound, and trending in the right direction for participation.</p>

Conclusion

This Academic Year was the first in person post-pandemic and as such attendance and participation was on the rebound, and trending in the right direction for participation.

Appendix 7: SWOT Analysis for Pres. Repollet (November 2020)



**MICHAEL
GRAVES
COLLEGE**

I. SWOT Analysis:

Strengths:

1. High standards: portfolio-based outcomes for students, close guidance from faculty, leads to high job placement.
2. Small scale: studio-based instruction facilitates close relationships between students and faculty.
3. Professional engagement and culture: access to leading professionals in the tri-state area for internships, guest lectures, guest critics, part-time faculty, and reputation.
4. WKU presence: Prominence of the design programs as the campus is built and academic programs developed.

Weaknesses:

1. Facilities and equipment, especially for prototype and model fabrication, including digital technology, in Architecture, Industrial Design, and Interior Design.
2. Kean bureaucracy: redundant administrative processes and slow process.
3. IT infrastructure: Reactive not proactive technology support, resulting in expiring software licenses, obsolete equipment and software, patchwork support process.
4. Lack of scholarships: this is especially a key as graduate programs develop.
5. Over-reliance on adjunct instructors, especially in Interior Design.

Opportunities:

1. Expanded professional outreach through internships, design centers, and research projects.
2. Proximity to New York and metro New Jersey as the creative center for design and architecture nationally.
3. Closer connections with WKU: expressed through joint programs, shared teaching responsibilities across both campuses, and shared research projects (already developing through the Infrastructure initiative comparing the Raritan Valley train Line and the Wenrui tang river system).
4. Development and expansion of outreach centers focused on improving the quality of the public environment.
5. Expanded fundraising based on student access for diverse populations and their success in our programs.

Threats:

1. A lack of trust in academic processes at Kean, resulting in debilitating levels of approval and review for programs and initiatives. Faculty and administration spend



far too much time working to get to the point they can do their jobs – instead of doing their jobs.

2. Critical shortcomings in digital infrastructure on campus.
3. Over-reliance on adjunct instruction.
4. Lack of college-level staff: critical loss of MAD position in May 2020 adversely affected competent operations

II. Excellence Goals:

Equity: One new diverse faculty hire in AY 2020-2021.

Operational: Significant improvement of fabrication labs and equipment for students.

Academic/research:

- 1) complete 1 graduate program proposal in AY 2020-2021.
- 2) Achieve international recognition for one research project (e.g. biennale, exhibition, publication) in AY 2020-2021.

Appendix 8: Faculty Vitae:

Kean/USA Regular Faculty:

https://drive.google.com/drive/folders/1MRr0gDmz848tqEHNM0RKrgGaQYByvxKZ?usp=drive_link

WKU Regular Faculty:

https://drive.google.com/file/d/1JRYVpsa1E9BiYBsWHC934qV0YOH1pucq/view?usp=drive_link

Kean/USA Adjunct Faculty:

https://drive.google.com/drive/folders/1pGXRjRjsZPku2AG8yJt0LFoGCBwY5GoW?usp=drive_link