Kean University
Michael Graves College

Architecture Program Report for 2019 NAAB Visit for Continuing Candidacy

Master of Architecture [prerequisite + 55 credit hours]

Year of the Previous Visit: [e.g., 2017]
Current Term of Accreditation: Initial Candidacy

Submitted to: The National Architectural Accrediting Board
Date: May 3, 2019

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Table of Contents

Section 1. Program Description

I.1.1 History and Mission.

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 masters 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 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 element of the Mission Statement: *The University seeks to combine excellence with equity in providing opportunities for all students.*

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. Four 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 just under 2000 students, and this population will grow by 500-700 annually until it reaches 10,000.

The Michael Graves College is comprised of two schools. The Robert Busch School of Design has four bachelors programs with between 400-500 students in total (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.

The School of Public Architecture was approved by the Kean board of trustees in 2014, and the two schools were joined to create the Michael Graves College in 2015 by the board. 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. It is anticipated that the first class to graduate in the M. Arch. program will be Spring 2021.

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, 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 will have 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. T**he 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 masters programs.**

The program utilizes an 'atelier' pedagogical model: rather than dividing up the design process into discrete curricular elements, it stresses the holistic integration of the design enterprise.

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 pedagogical intention 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, New York, and in a structured semester in Rome for third year students, and the option to study in China throughout the curriculum, as well as in a structured manner in 5th year of the 6 required for completion of the professional degree.

It addresses longstanding criticisms of educational paradigms in these fields by incorporating a substantial outreach program – called "K-LABS & The Design Studio" – 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 affords 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.

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. Graves' legacy will consist of his commitment to high-quality design education, his interest in all scales of interaction, his engagement of a wide public audience for his work, as well as his own personal design language. 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 will be offered in Wenzhou (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 will balance these experiential and conceptual means of thinking and producing to better represent and engage the wider public audience.

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 in integral to the academic program of the college. We believe that this is radically different from the vast majority of professional programs, and thus can provide a meaningful alternative to students who want to engage with the public and how it lives in and enhances the world.

I.1.2 Learning Culture
Kean University 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. The university promotes 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 very diverse

ethnicly. Academic excellence and equity of opportunity are hallmarks of the university's identity.

The School of Public Architecture (and the Michael Graves College) have dedicated facilities in the newest building on campus. There is a great deal of emphasis placed on providing ideal learning conditions for students. The initial class of 20 architecture students has been exposed to important buildings and places through weekly field trips. These excursions also included visits to offices of leading professionals across the region. A structured internship program for 4th year students was inaugurated this year. The first-ever comprehensive lecture, exhibition, and professional workshop program was inaugurated in the spring 2016 semester. Several students are engaged in collegiate sports programs, and other performance-based activities. A chapter of AIAS has been formed, and a college-wide student organization is planned. Outreach activities through K-LABS includes selected students as team members. And interaction between Architecture and the four Design programs within the college is increasing through the K-LABS project-based work, joint programming, and social engagement. A major research project between all the programs in the college as well as at WKU is currently underway.

Students in Architecture have formulated a Studio Culture Policy, and that policy was revised during the 2018-19 academic year to address a larger number of students within the school, and to define expectations about professional interaction in the studios. With the significant emphasis on the design studio as the centerpiece of the academic program, the students have already informally adopted methods of engaging with each other in a supportive manner to create a learning culture, and the task in the year ahead will be to formalize these elements into a written document.

I.1.3 Social Equity
Kean'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.

I.1.4 Defining Perspectives
The defining idea of the new program is a meaningful engagement of the public as a component of the education. This led to the decision to take the name, "School of Public Architecture."
This theme is embodied in each of the five Defining Perspectives:

A. Collaboration and Leadership:
Studio projects are based in part on real-world design issues, and include public 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 with the public 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.

B. Design:
The goal of the program is to understand public expectations about design – and to raise them, providing a leadership role in this public education. The college-wide outreach through K-LABS and Design Studio, which carry out real-world projects for external constituents, both 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. It is also evident in the shared academic goals with the four programs in the Design school, especially in the shared effort to implement a "Design Thinking" minor that can be offered campus-wide.

C. Professional Opportunity:
Treating the design studio as primarily an atelier-based activity, as opposed to a stand-alone curricular element, affords meaningful opportunity to integrate professional activity into the studio environment. Students regularly visited the offices of leading architects in the region. As an example in the inaugural year of the program, first-year architecture students were engaged by Grimshaw Architects for a contracted project to provide site documentation that was integrated into bid packages for renovation work. Grimshaw also lectured publicly about their project to an audience of both students and local professionals. Fourth-year students have the option of replacing one studio course with a professional internship, which has led to their placement in leading offices in NY and NJ. The K-LABS project-based initiative reinforces professional culture as well in several respects: differentiated responsibilities, legible outcomes for external audiences, and direct contact with clients. The close ties to Wenzhou-Kean University in China should facilitate a wider understanding of professional opportunities globally. AIA/New Jersey has been actively engaged with the new School of Public Architecture since its inception, to the point of holding several of their quarterly board meetings at the school. The Dean sits on the AIA/NJ board as an ex-officio member.

D. Stewardship of the Environment:
Resource management is 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 the program. Students in 3rd-year devote a significant portion of one studio class to understanding indigenous and vernacular building systems around the world as a response to environmental concerns. Faculty in the RBSD have strong sustainability credentials that are a resource in the academic program for Architecture as well as Design.

E. Community and Social Responsibility:
As a School of Public Architecture, this value is inherent throughout the program. The intention 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. The K-LABS projects 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.

I.1.5 Long-Range Planning

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. That group outlined a curricular structure and pedagogy that has been shaped by both university and college leadership and faculty. With the arrival of students, they are now integral to these planning efforts as well.

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 Mohney, 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 Provost 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 Provost's office provides regular assessment metrics used to evaluate program goals and outcomes.

A new strategic plan for the university is presently in development by the University Planning Council. The dean of the Michael Graves College is a member of the UPC and has engaged with the updated strategic plan.

A more detailed presentation follows, based on the submittal to the New Jersey Presidents' Council for state approval of the new program:

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: [i]

> 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).

I.1.6 Assessment
A. Program Assessment:
Kean University has defined standards for 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.

There are defined goals within the six-year curriculum of the professional program. They are:

- **Core 1/2:** In the first two years of study, 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

In addition, there are defined goals for quantitative measures, such as student enrollment, faculty positions, and staff positions. The following chart sets these out:

Faculty and staff are evaluated annually by both peers (both portfolio review and class observation), college leadership (reviews, portfolio, and individual meetings), and university administration (annual performance review for untenured faculty and lecturers, and 5-year review for tenured faculty). The Board of Trustees expects regular presentations on the status of the college and its programs.

The university offers several methods to address specific resource shortcomings. These include annual faculty position requests, equipment and other resources, and space planning.

In addition, there is a process to identify and support new initiatives that typically are not part of the annual review process.

B. Curricular Assessment and Development:
There is an annual assessment process directed by the VPAA's Office of Assessment and Accreditation. 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 resrouces, equipment, etc.

Kean utilizes the SIR II evaluations from ETS campus-wide to evaluate student positions on both courses and faculty. In addition a college Curriculum Committee reviews all changes and additions to courses and academic programs. The faculty meet weekly, 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. The Master of Architecture program also is reviewed by the Dean of the Graduate School. 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 wll continue with the 139-141 credit hours for the BA degree, and 55 credit hours for the M. Arch. degree.

Section 2. Progress since the Previous Visit (limit 5 pages)

In this section 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. A sample of the required format follows:

A.7   History and Culture: [X] Not Met

2017 Team Assessment: The matrix indicates that this SPC will be met in six undergraduate courses and three graduate courses. The team reviewed work in five of the six undergraduate courses and did not find evidence of an understanding of indigenous, vernacular, and local architectural history. Two courses not yet taught are a Rome travel course and a Wenzhou travel studio. The team is not confident that these courses will sufficiently cover indigenous, vernacular, and local architectural history to the prescribed level based on the course descriptions.

Program Activities in Response: Courses in both the Studio realm and the History realm have worked to address this deficiency. ARCH 3105 (3rd year studio) now includes a research project focused on vernacular building systems around the world. ARCH 3205 – 3rd year History – utilizes first-hand, on-site investigation of local building types and customs.

A.8   Cultural Diversity and Social Equity: [X] Not Met

2017 Team Assessment: The matrix indicates that this SPC will be met in six undergraduate courses and three graduate courses. The team reviewed work in the five undergraduate courses that have been taught to date and did not find evidence of an understanding of the different norms and social patterns of non-Western cultures.

Program Activities in Response: Courses in the History sequence and Representation sequence are utilizing more off-campus and on-site documentation of buildings and how they are used. Third-year students are required to spend a semester in Rome. In the graduate program, fifth-year students will spend a semester in China at Wenzhou-Kean University. The opportunities in this international travel to address cultural diversity and social equity are substantial. Finally it is worth noting that because the curriculum at both Kean/USA and WKU is identical, students are now beginning to choose to spend a semester on the sister campus. In 2018-19,

almost half the second-year class at Kean/USA chose to study for a
semester in China.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development
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.

This document will focus on the School of Public Architecture.

1.2.1.a. Faculty:
(1) Faculty Needs
The School of Architecture will grow its faculty number incrementally as enrollment increases
across the 4+2 experience. One change worth documenting is the creation of a Half-Lecturer
position in the School of Public Architecture. This position is the equivalent of the Professional
in Practice faculty member at other schools of architecture.

Faculty Projections:	2019-20	2020-21	2021-22
Kean/USA:			
Regular faculty (Assistant Prof.)	2	2	3
Full-Time Lecturers	2	2	3
Half-Time Lecturers	4	5	6
Adjuncts	4	5	6

(2) Faculty Credentials
Faculty in design, building technology, and professional practice areas of the curriculum will be
expected to have at least an NAAB-accredited professional degree or its equivalent. For faculty
who have primary responsibility in the architectural history sequence, a Ph.D. is recommended.
Prior professional experience and/or classroom teaching are preferred.   Licensure as a
professional is recommended but not required. At present all studio faculty are licensed or
actively engaged in the licensing examination process.

(3) Ensuring Academic Quality

Applicants for both full- and part-time faculty undergo a thorough screening process through the Office of Human Resources. Additionally, faculty performance evaluations are conducted annually across the University using both peer-to-peer classroom observations and the ETS Student Instructional Report II (SIR II) course evaluation instrument. These SIR II instruments are conducted in every course each semester to ensure all faculty (both full- and part-time) maintain the highest standards for instructional quality.

Depending on the contractual designation of Kean University faculty members, service and research are evaluated on an annual basis (for non-tenured faculty), and on a rolling approved state timeline for tenured faculty.

(4) Oversight
Oversight for the M.Arch degree will be provided by the Dean of MGC's School of Public Architecture. The Dean reports directly to the Provost and VP for Academic Affairs. As stated in the official job description for this position, "...the Dean acts as the senior academic and administrative officer of the School of Architecture and assumes overall responsibility for the development, modification and administration of programs and personnel necessary to meet the academic needs of the students served by the School and for the fostering of excellence in programs, instruction and research within the School."

Full-time faculty responsibilities are defined by a contract between the University and the faculty collective bargaining association. A minimum of 35 hours of faculty activity, including teaching, research, preparation, and defined office hours, is documented through the Dean's office for each faculty member. Class sizes in the professional program are capped to assure student access to faculty members. At present there are approximately 12 students per faculty member across four years of studio courses.

The School of Design uses adjunct instructors in addition to the regular faculty. There are approximately 5 adjuncts for each f/t faculty member in Design. For Architecture, however, there will be less reliance on adjuncts: as the matrix on the previous page shows, there will be a rough equivalence between regular full-time faculty and adjunct instructors in Architecture. The creation of the Half-Lecturer faculty position by the university to support Architecture has been positive.

Faculty are recruited through nationally advertising with full position descriptions. Candidates are interviewed by a faculty hiring committee and selection is based on their recommendation, discussions with the college administration, and recommendations from the Board of Advisors. Generally positions are approved approximately one year before the start of their responsibilities. The position approval process is managed by the Office of the Provost and VP for Academic Affairs and ultimately approved by the University President and the Board of Trustees.

At present the Dean of MGC acts as the Architectural Licensing Advisor. He previously served as a statutory member of the Kentucky Board of Examiners and Architects for 13 years, as well as on numerous NCARB committees.

(5) Faculty Development
Faculty and staff are required by the University to participate in Professional Development Days, consisting of three 4-day sessions a year. Faculty can apply for research funding and additional

educational courses.   The College offers Professional Workshops as a component of its public education programs, and is a registered provider of Continuing Education credits through the **American Institute of Architects (**AIA**).** All faculty and staff (as well as students) have access to these events.

Faculty have access to $1000. annually for travel to conferences for paper presentations.

1.2.1.b Students:
(1) Plan for recruiting and retaining students:
Students for the School of Public Architecture are recruited through University Open House sessions which take place throughout the year; two College-specific Open Houses; and more broadly through the activities of the University Admissions Office which conducts outreach to high schools in the northern New Jersey region. Beginning in 2016-17, MGC has been participating in a number of major regional recruiting fairs targeted at high school students interested in the arts, architecture, and design. These fairs have expanded the geographic reach of recruitment efforts to New York City, Philadelphia, Boston and Chicago. Finally, the University has committed resources for both mail and in-person recruiting efforts on a national scale, beginning in Chicago, Atlanta, Los Angeles, San Francisco, and Seattle. Kean University believes that national recruiting efforts for the School will attract more out-of-state students to other programs as well.

The University places a high level of importance on student advising. All full-time faculty have defined roles as student advisors. They are required to provide office hours on multiple days each week to meet with students. Every student is assigned an advisor, and meetings between students and advisors are tracked by the University to assure multiple contact points and effective advising. In addition, Kean University provides additional student academic support through Tutoring Services, the Academic Writing Center, the Library, and the Student Success Office.

Scholarships are available based on merit and need, including Merit and Distinguished Freshman scholarships providing full tuition to students with a high school GPA above 3.5. The Kean University Foundation also offers a number of named scholarships at different financial levels.

(2) Plan for external support, funding, alumni engagement, and professional community engagement:
A Board of Advisors was constituted for MGC while Mr. Graves was taking an active role in establishing the School. The Board provides counsel on the curriculum and pedagogy of the programs in the School. It also facilitates external engagement for the students through internships, office visits, etc. Select members of the Board of Advisors are engaged in external funding for our programs. Although the School of Public Architecture does not have alumni at this point, there is an alumni organization for the School of Design.

Finally, there is strong interaction with professionals and their organizations. AIA/NJ has made the Dean of the Michael Graves College a non-voting member of their board and invited regular presentations about the program in Architecture at their quarterly board meetings; the college has organized a special set of professional workshops as a component of their outreach efforts, targeting professionals for continuing education activity led by faculty in the college.

I.2.2 Physical Resources:

The Michael Graves College is located on three floors of the Green Lane Academic Building, and in the Vaughn-Eames Building (for Industrial Design students and a materials workshop for all MGC students). The Green Lane building provides all studio spaces, lecture rooms, auditorium, administrative and faculty offices, and special event spaces. Architecture classes, offices, and conference rooms are on the 3rd and 4th floor (plans attached). Kean prides itself on maintaining up-to-date technology in the classroom – and that it is always working. Furthermore, Kean places particular emphasis on informal student study areas, and these are plentiful throughout the GLAB, including seminar spaces used exclusively for student study (with power and wifi available at each seat). In addition, there is dedicated studio space for each architecture student.

In January 2020, it is planned that studios, faculty offices, a satellite library, conference rooms, and pin-up spaces in Hutchinson Hall will be the new home for Architecture. Additionally, an existing MakerSpace in the Technology Building will be transferred to the MGC. The advantages of this facilities reorganization are:

-all Architectural studios will be together, rather than in converted classrooms in GLAB which are separated from each other;

-the program will be closer to the center of the Kean campus, with more access for students to Student Services, Library resources, and social spaces;

-Architectural students will be very close to the MakerSpace in the Technology Building, and roughly half the distance to the existing wood shop in the Vaughn-Eames Building;

-The university is providing all new furniture for Architecture studios.

The disadvantage is that Architecture will be separated from the School of Design, which will remain in the RBSD.

Facilities continue to be a regular topic of discussion with the President, EVP, and VP for Facilities, and all have committed to providing the needed spaces on schedule. Improvements to the wood shop and providing new digital fabrication tools have been identified as key concerns in strategic planning efforts as well as curricular reviews.

DEDICATED SCHOOL OF PUBLIC ARCHITECTURE SPACES
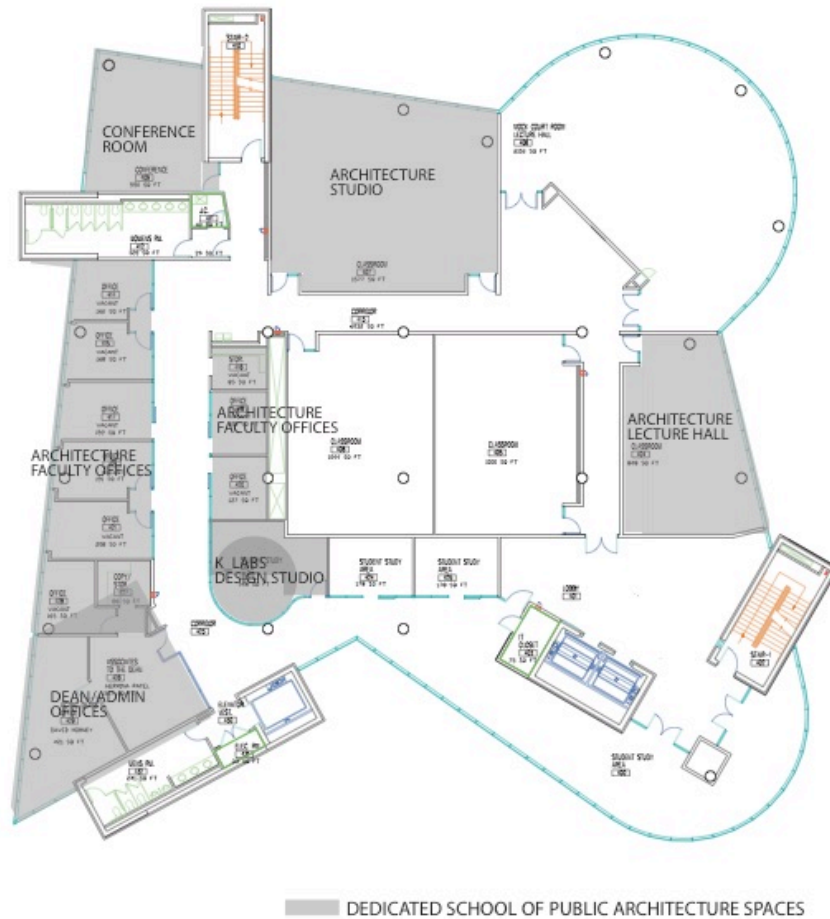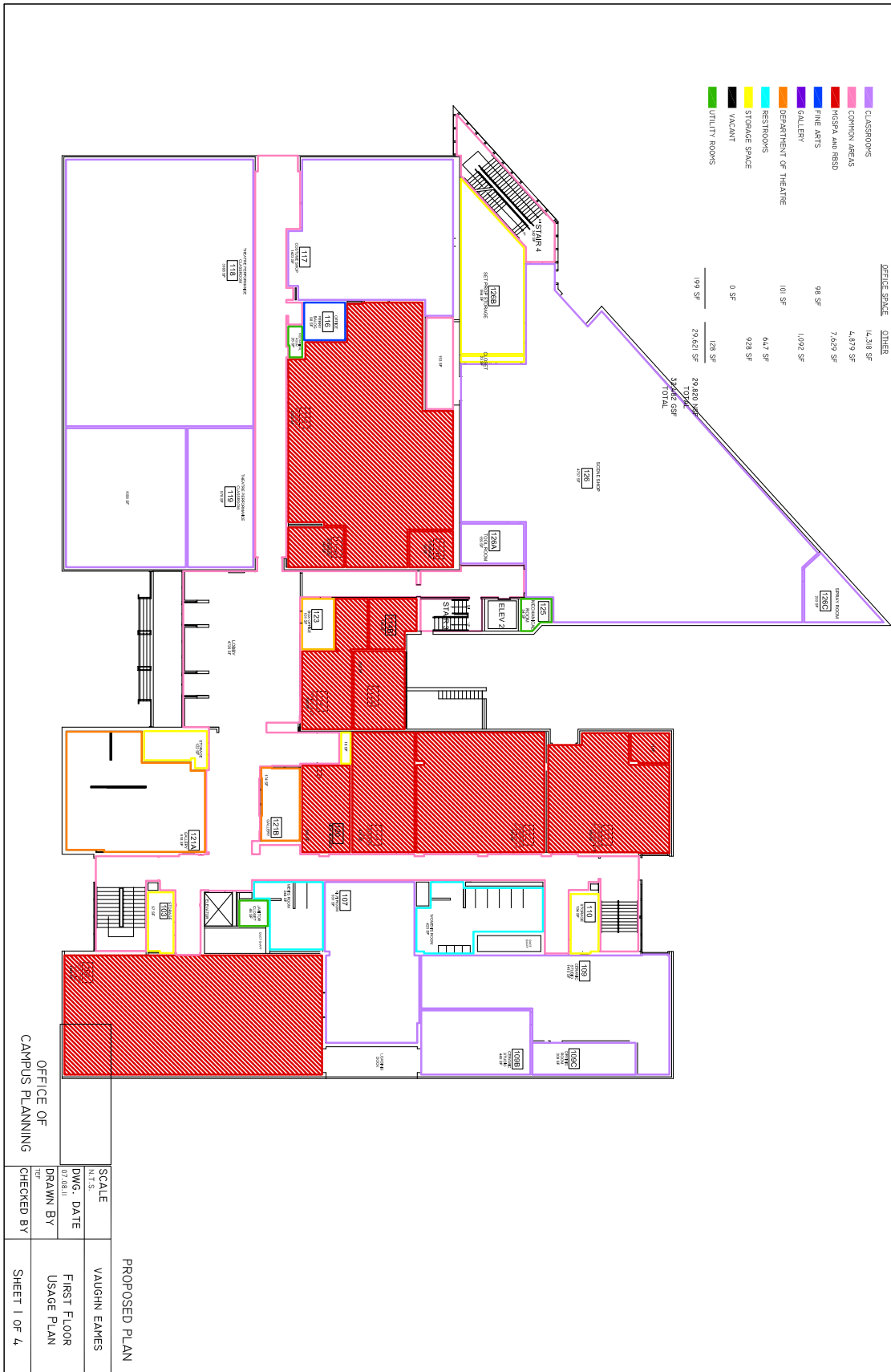
I.2.3 Financial Resources:
At the time of program approval, the School submitted an estimate of all start-up costs associated with the new program. These include new faculty positions, association dues, lecture series, board of advisors expenses, equipment, etc. To date, most expenses have been funded when requested. This section will focus on the financing of the new program at the school, the M.Arch degree.

Brief Financial Analysis
For 2018-19, the budget for the School of Architecture was $515,481. Of this, $483,727. was for salaries.

The following budget projections for the new M.Arch degree at this time presume the fees will be similar to the fee structure established for other graduate programs at the University, with additional consideration in the budget for faculty, staff and operating expenses comparable with other M.Arch degrees within the State and region.

Tuition and Fees Structure
Presently at Kean, graduate students who register for more than 12 credits are charged the flat rate tuition fee and fees2 ($10,315.50, per semester, out-of-state) plus a per credit charge of $766 per each additional credit.

Program Budget Projection
The anticipated revenue from the program will exceed program costs by the implementation of the full program. By year three (AY 2021-2022), there will be three cohorts of students required to pay the tuition fees for the master's program. Resources needed to support students, facilities, and other services across the campus have been addressed. Analysis was based on the following premises:
Faculty salaries and benefits are based on actual current faculty salaries and an assumption of salary for new hires to be at the regional average.

Please see Appendix A on the following pages for detailed expeditures for Three-year projections.

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[2] Kean University Graduate Tuition and Fees: http://grad.kean.edu/tuition-and-fees

I.2.3 Financial Resources: (continued)

Appendix A: Three-year financial projections for M. Arch. program

BUDGET OVERVIEW			FALL 2019	SPRING 2020	FALL 2020	SPRING 2021	FALL 2021	SPRING 2022
TOTAL ENROLLMENT			**12**	**12**	**30**	**30**	**56**	**56**
UNION CAMPUS	(assumes 15% attrition +/- after 1st year)		12	12	30	30	36	36
WENZHOU-KEAN SITE	(assumes 5% attrition +/- after 1st year)		0	0	0	0	20	20
FACULTY: FTE								
UNION CAMPUS	REGULAR		6	6	7	7	7	7
	ADJUNCT		5	5	6	6	6	6
WENZHOU-KEAN SITE	REGULAR		3	3	4	4	6	6
	ADJUNCT		3	3	5	5	6	6
STAFF: FTE								
UNION CAMPUS	DEAN		1	1	1	1	1	1
	ASSOCIATE DEAN		1	1	1	1	1	1
	ADMINISTRATIVE STAFF		3	3	3	3	3	3
	OTHER STAFF		2	2	2	2	2	2
WENZHOU-KEAN SITE	ASSOCIATE DEAN		1	1	1	1	1	1
	ADMINISTRATIVE STAFF		2	2	2	2	2	2
	OTHER STAFF		2	2	2	2	2	2

OPERATIONAL BUDGET		AY19-20		AY20-21		AY21-22	
UNION ADMINISTRATION:	TRAVEL	By request		By request		By request	
	CONFERENCES	By request		By request		By request	
	CONSULTANTS	5000		5000		5000	
	ANNUAL SYMPOSIUM	7500		7500		7500	
	EXHIBITIONS	By request		By request		By request	
	PUBLICATIONS	By request		By request		By request	
	MARKETING/RECRUIT.	By request		By request		By request	
	DUES	10000		10000		10000	
	EQUIPMENT	By request		By request		By request	
	SUPPLIES	12500		12500		12500	
	COLLECTIONS	0		0		0	

FACULTY:	ADVISORY BOARD MTGS	By request		By request		By request	
	TRAVEL	$1000 budget/ faculty		$1000 budget/ faculty		$1000 budget/ faculty	
	DEVELOPMENT/TRAINING	0		0		0	
	LECTURES	By request		By request		By request	

STUDENTS:	SUPPLIES	2000		2000		3000	
	TRAVEL	500		500		500	
	ORGANIZATIONS	2500		2500		2500	

I.2.4 Information Resources

Library resources specific to the program have been reviewed and found to be appropriate. The University is committed to online access to resources and online database access is available for three collections, and has begun to remove books from the stacks in favor of online access and to provide space for student learning.

The Nancy Thompson Library has approximately 1500 volumes in the NA1-9500 section. Extensive online collections are available through ProQuest. The School has also received gifts of periodicals to support collection development including the last 40 years of *Architectural Record, Architecture,* and *Interior Design* magazines from two prominent firms, one in New Jersey and one in California. Finally a major gift of the Michael Graves Warehouse in Princeton, NJ, and its contents, has brought approximately 3000 new volumes into Kean's collection. About half of these materials have been moved to the Kean/USA campus. The College has established its own collections area on the fifth floor of the Green Lane Academic Building, with shelving and seating for students; the Graves collection is in this satellite library.

There are at present no dedicated librarians for architecture.

I.2.5 Administrative Structure and Governance
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.   The Dean serves as Director for the program in Architecture, and the Associate Dean serves as Director for the four Design programs. Prof. Craig Konyk acts as Chair of the program in Architecture, and there are faculty coordinators for each of the course sequence areas (studio, history, theory, technology, representation, and professional practice).

 The Dean reports to the Provost/Vice President for Academic Affairs, and is a full member of the Kean University Deans Council (convened by the Provost), with the deans of seven other colleges.

Organizational chart for the Michael Graves College:

```
                    BOARD OF TRUSTEES
                           |
                       PRESIDENT
                           |
                     PROVOST / VPAA
                           |
                    ASSOCIATE VPAA
                           |
                          DEAN
                           |
                    ASSOCIATE DEAN
                           |
                   MANAGING DIRECTOR
                           |
   SCHOOL OF DESIGN    -    STAFF    -    SCHOOL OF ARCH.
                           |
                        FACULTY
```
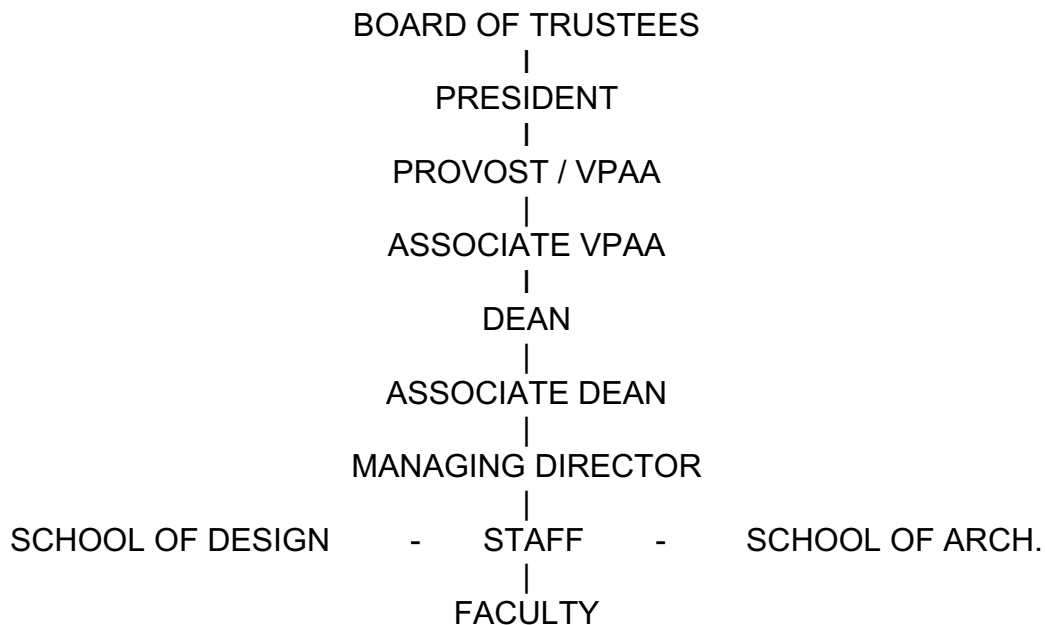
NAAB CONDITIONS:
PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1—STUDENT PERFORMANCE—EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria (SPC).
Two defining qualities of the Kean program guide the achievement of student outcomes. First is the intention to integrate together elements of the design process to create a more holistic educational model than the curricular system in place presently at most schools. That means that linkages exist between particular courses: for example, the second year studio devoted to Landscape is tied to the Theory course that addresses sustainability, resource management, and energy.

Second, the emphasis on public architecture, and the use of real world problems so that the studio becomes more of an engaged atelier system of education, rather than a detached component of an academic program, is crucial. This emphasis means that real-world design problems are addressed comprehensively; from research to programming, from non-professional understanding to the limitations that guide the design process, these important contextual elements to the making of architecture are considered integral to the design education.

Here is the intended implementation of courses for the professional program:

Updated 7.11.16

Kean University School of Public Architecture
Bachelor of Architectural Studies Yearly Sequence

Year:	Semester + Total Credits:	Required Architecture Courses:				General Education and Elective Courses:		
YEAR 01	**FALL** *17 Credits*	ARCH 1101: Studio 1: Urbanism and Architecture (4)	ARCH 1301: Representation 1: Hand Skills (3)	ARCH 1601: Elements and Principles 1: Urban Design (3)	ARCH 1000: Intro to Architecture (3)	Math 1000, 1010, 1016, **1030**, or 1054 (3)	GE 1000: Transition to Kean (1)	
	SPRING *16 Credits*	ARCH 1102: Studio 2: Construction and Architecture (4)	ARCH 1302: Representation 2: Hand Skills (3)	ARCH 1602: Elements and Principles 2 Formal Theory (3)	ARCH 1201: Architectural History 1 (3)	ENG 1030: College Composition (3)		
YEAR 02	**FALL** *16 Credits*	ARCH 2103: Studio 3: Landscape (4)	ARCH 2303: Representation 3: Hand and Digital Skills (3)	ARCH 2603: Ecology, the Environment, and the Ethics of Architecture (3)	ARCH 2203: History 3: 20th and 21st c. Architecture (3)	COMM 1402: Speech Communication (3)		
	SPRING *18 Credits*	ARCH 2104: Studio 4: Urban Building (6)	ARCH 2304: Representation 4: Hand and Digital Skills (3)		ARCH 2204: History 4: Classical and Rational Architecture (3)	CPS 1032: Math/ Computing (3)	HIST 1062: Worlds of History (3)	
YEAR 03	**FALL** *18 Credits*	ARCH 3105: Studio 5: Travel: Rome and Union (6)			ARCH 3205: History 5: Renaissance and Baroque Architecture (3)	GE 2025: Research & Technology (3)	ENG 2403: World Literature (3)	Social Science Course (3)
	WINTER	CHINA TRAVEL OPTION						
	SPRING *18 Credits*	ARCH 3106: Studio 6: Complex Program I (6)		ARCH 3401: Structures 1 (3)	ARCH 3206: History 6: 18th and 19th c. Architecture (3)	Humanities Course (3)	Social Science Course (3)	
YEAR 04	FALL *18 Credits*	ARCH 4107: Studio 7: Urban Design, Planning, Housing (6)		ARCH 4402: Structures 2 (3)	ARCH 4207: History 7: Urban and Landscape Forms (3)	Humanities Course (3)	Additional Science Course (3-4)	
	SPRING *18 Credits*	ARCH 4108: Studio 8: Optional Studio: Individual Topics (6)		ARCH 4403: Building Systems 1 (3)	ARCH 4208: History 8: History/Theory Seminar (3)	Lab Science Course (4)	Health or Phsy. Ed Course (2-3)	

Kean University School of Public Architecture
Yearly Sequence for Graduate Program in Architecture

Year:	Semester + Total Credits:	Required Architecture Courses:				General Education and Elective Courses:	
Year 05: Graduate Level	**FALL** 12 Credits	ARCH 5109: Studio 9: Complex Program II (6)		ARCH 5404: Building Systems 2 (3)	ARCH 5209: History 9: History/Theory Seminar (3)		
	SPRING *15 Credits*	ARCH 5110: Studio 10: Travel Option (6)		ARCH 6405: Building Systems Integration 3 (3)		Professional Elective (3)	Professional Elective (3)
Year 06: Graduate Level	**FALL** *12 Credits*	ARCH 6111: Studio 11: Comprehensive Design (6)		ARCH 5501: Professional Practice 1 (3)	ARCH 5210: Thesis Research Seminar (3)		
	SPRING *12 Credits*	ARCH 6112: Studio 12: Thesis (6)		ARCH 5502: Professional Practice 2: Advanced Practice Models (3)		Professional Elective (3)	

A closer reading of the SPC's in relation to the projected curriculum follows, organized by the four thematic Realms of the NAAB Conditions.

Realm A: Critical Thinking and Representation
The SPC's associated with Realm A, Critical Thinking and Representation, run consistently through the curriculum, primarily in the studio sequence and the associated representation courses. Intensive studio-based instruction addresses A.1 (Communication Skills), A.2 (Design Thinking Skills), A.3 ((Investigative Skills), A.4 (Architectural Design Skills), A.5 (Ordering Systems), A.6 (Use of Precedents), and to a significant extent, A.8 (Cultural Diversity and Social Equity). A.7 (History and Global Culture) is addressed through the sequence of nine history lecture courses and seminars.

Realm B: Building Practices, Technical Skills, and Knowledge
The technical knowledge and skills needed to carry out a building project occur primarily in the latter half of the academic course sequence. Beginning in the second semester of the third year, courses in Structures, Building Systems, Building Systems Integration and two semesters of Professional Practice are taught. It is our intention to integrate these courses into the Studio courses associated with each semester, not teach the material in an isolated manner. Thus B.1 (Pre-Design), B.2 (Site Design), B. 3 (Codes and Regulations) and B. 10 (Financial Considerations) are addressed both in studio and Professional Practice. B.4 (Technical Documentation), B.5 (Structural Systems), B.6 (Environmental Systems), B.7 (Building Envelope Systems and Assemblies), B.8 (Building Materials and Assemblies), and B.9 (Building Service Systems) are taught in the associated courses in the Technology sequence, but are also integrated into the studio courses at the same time.

Realm C: Integrated Architectural Solutions.
The two concluding studio courses (Comprehensive Design in the first semester of the sixth year, and Thesis in the concluding semester which follows) integrate together the SPC's in Realm C; C.1 (Research), C.2 (Integrated Evaluations and Decision-Making Design Process), and C.3 (Integrative Design). However it is worth pointing out that elements for each of the Realm C criteria are evident earlier in the course program, primarily in the Design Studio sequence. C.1 (Research) is integral throughout the instructional process, for example.

Realm D: Professional Practice.
SPC D. 1 (Stakeholder Roles in Architecture) is integral to the core of the School of Public Architecture's identity and mission. It is our intention to engage all the various stakeholders, including the public in general, as integral to the academic design process. The real world is a worthy teaching tool.

The remaining SPC's from Realm D, D.2 (Project Management), D.3 (Business Practices), D.4 (Legal Responsibilities), and D.5 (Professional Conduct) are taught across two semesters of Professional Practice courses. And critically, elements of each will also be associated with the studio projects, building on the criterion identified in D.1, Stakeholder Roles in Architecture, so that students understand and have the ability to understand design as a holistic enterprise with implications not only on formal considerations, but on programmatic, economic, social, legal,

and professional concerns as well.

The following matrix indicates how the various SPC's are met. Importantly, it also indicates how the SPC's address Kean's own defined Student Learning Outcomes.

	1. … analysis of multiple theoretical, social … cultural and environmental contexts. **[Realm A: Critical Thinking…]**	2. Utilize a diverse range of skills … including writing, investigating, speaking, drawing and modeling. **[Realm A: Critical Thinking…]**	3. Apply the technical aspects of design… to architectural solutions … responsive to relevant codes, regulations … **[Realm B: Practices, Tech Skills …]**	4. … impact of decisions on … safety, accessibility, environmental stewardship, and financial considerations. **[Realm B: Practices, Tech skills …]**	5. … integrated design solution … research, analysis, and environmental responsiveness. **[Realm C: Integrated Architectural Solutions]**	6. Apply business principles for the practice of architecture … management and advocacy. **[Realm D: Professional Practice]**	7. Demonstrate legal and ethical professional practices … **[Realm D: Professional Practice]**
ARCH 1101	X	X					
ARCH 1102	X	X	X				
ARCH 1201	X	X					
ARCH 1202	X	X					
ARCH 1301		X					
ARCH 1302		X					
ARCH 2103	X	X	X				
ARCH 2104	X	X	X				
ARCH 2203	X	X					
ARCH 2204	X	X					
ARCH 2303		X					
ARCH 2304		X					
ARCH 3105	X	X					
ARCH 3106	X	X	X	X			
ARCH 3205	X	X	X				
ARCH 3206	X	X					
ARCH 3401			X				
ARCH 4107	X	X	X	X			

	1. … analysis of multiple theoretical, social … cultural and environmental contexts. **[Realm A: Critical Thinking…]**	2. Utilize a diverse range of skills … including writing, investigating, speaking, drawing and modeling. **[Realm A: Critical Thinking…]**	3. Apply the technical aspects of design… to architectural solutions … responsive to relevant codes, regulations … **[Realm B: Practices, Tech Skills …]**	4. … impact of decisions on … safety, accessibility, environmental stewardship, and financial considerations. **[Realm B: Practices, Tech skills …]**	5. … integrated design solution … research, analysis, and environmental responsiveness. **[Realm C: Integrated Architectural Solutions]**	6. Apply business principles for the practice of architecture … management and advocacy. **[Realm D: Professional Practice]**	7. Demonstrate legal and ethical professional practices … **[Realm D: Professional Practice]**
ARCH 4108		X					
ARCH 4207	X	X	X				
ARCH 4208	X	X					
ARCH 4402			X	X			
ARCH 4403			X	X			
ARCH 5109	X	X	X	X			
ARCH 5110	X	X			X	X	
ARCH 5209	X	X					
ARCH 5210	X	X					
ARCH 5404			X	X			
ARCH 6111			X	X	X		X
ARCH 6112							
ARCH 6405			X	X	X		
Total # of **under-graduate** courses outcome is addressed	15	20	10	4	0	0	0
Total # of **graduate** courses outcome is addressed	4	4	4	4	3	1	1
Total # of courses outcome is addressed (Combined)	19	24	14	8	3	1	1

Finally, this matrix indicates when Kean will assess the professional outcomes in relation to its own assessment procedures:

Program Evaluation Instrument	2014 NAAB Requirements	Person(s) Completing Evaluation	Assessment Form
Architecture Graduate Survey [Appendix A]	**I.1 Identity and Self-Assessment** I.1.2 Learning Culture I.1.3 Social Equity I.1.4 Defining Perspectives I.1.6 Assessment I.2.2 Physical Resources I.2.4 Information Resources **II.1.1 Student Performance Criteria (Program Learning Outcomes)**	Program Graduates • Undergraduate-level (B.Arch) • Graduate-level (M.Arch)	**Annual, Ongoing** • First Cohort of B.Arch Graduates: Spring 2019 • First Cohort of M.Arch Graduates: Spring 2021
Employer Evaluation of Architecture Program [Appendix B]	**I.1 Identity and Self-Assessment** I.1.6 Assessment **II.1.1 Student Performance Criteria** (Program Learning Outcomes)	Employers of Program Graduates	**Annual, Ongoing** (conclusion of academic year) • First Cohort of M.Arch Graduates: Spring 2021. Survey administration begins Spring 2022.

Matrix for NAAB Student Performance Criteria:
See attachment.

NAAB CONDITIONS
PART TWO (II): SECTION 2—CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation
Kean University is accredited by Middle States Commission on Higher Education. The most recent re-accreditation letter is attached to the Plan.

CHE **Middle States Commission on Higher Education**
MSA 3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

June 27, 2014

RECEIVED

Dr. Dawood Farahi
President
Kean University   JUL   1 2014
1000 Morris Avenue
Box 411
Union, NJ 07083   OFFICE OF THE PRESIDENT
                                   KEAN UNIVERSITY

Dear Dr. Farahi:

At its session on June 26, 2014, the Middle States Commission on Higher Education acted:

> To accept the monitoring report and the institution's response to third party comment and
> to note the visit by the Commission's representatives. To request that the Periodic
> Review Report, due June 1, 2017, document evidence of 1) continued enhancement of
> communication among all constituent groups (Standard 6); 2) implementation of clear
> and consistent expectations for direct measures across all non-academic units (Standard
> 7); and 3) review of the learning outcomes for general education and consideration of a
> reduction in the number of outcomes (Standard 12).

Enclosed for your information is a copy of the Statement of Accreditation Status for your institution. The
Statement of Accreditation Status (SAS) provides important basic information about the institution and its
affiliation with the Commission, and it is made available to the public in the Directory of Members and
Candidates on the Commission's website at *www.msche.org*. Accreditation applies to the institution as detailed in
the SAS; institutional information is derived from data provided by the institution through annual reporting and
from Commission actions. If any of the institutional information is incorrect, please contact the Commission as
soon as possible.

Please check to ensure that published references to your institution's accredited status (catalog, other publications,
web page) include the full name, address, and telephone number of the accrediting agency. Further guidance is
provided in the Commission's policy statement *Advertising, Student Recruitment, and Representation of
Accredited Status*. If the action for your institution includes preparation of a progress report, monitoring report or
supplemental report, please see our policy statement on *Follow-up Reports and Visits*. Both policies can be
obtained from our website.

Please be assured of the continuing interest of the Commission on Higher Education in the well-being of Kean
University. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to
contact Dr. Robert A. Schneider, Senior Vice President.

Sincerely,

Gary L. Wirt, Ed.D.
Vice Chair

The Middle States Commission on Higher Education accredits institutions of higher education in Delaware, the District of Columbia,
Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and other locations abroad.

II.2.2 Professional Degrees and Curriculum

The Kean University professional program in architecture emphasizes knowledge of
humanist values as they affect the design of the contemporary built environment. It
promotes the cultivation of comprehensive design skills that are made manifest through

both thinking and representation. Using resources in proximity to its two campuses, it will prepare students to address the design of the public realm in both building and landscape. It will utilize two major metropolitan cities to engage with enhancing public spaces in a dynamic, changing environment. It will be a resource to its constituents – academic, professional, and public – through the promulgation of design at the highest levels.

The program will intensively utilize the New York/New Jersey metropolitan area and the Wenzhou region as the basis for in-depth case studies as a pedagogical component of the curriculum. Studio projects, building technology examples, and analysis of the regions' developments in terms of ecology, sociology, and history as well as built form will be beneficial at multiple levels due to their accessibility. It will ground the program with local constituents, provide engagement with real-world contexts for making architecture, and elevate the public identity of the program.

The program follows the 4+2 model for a professional degree in Architecture: a 4-year Bachelor of Arts degree in Architectural Studies, followed by a 2-year professional Master of Architecture degree. It consists of 196 total credit hours, of which 139-141 are elements of the professional curriculum. It allows 18 credit hours for minors or concentrations within the discipline. 55 credit hours are at the graduate level. Kean requires 35 credit hours of general studies courses as a component of the baccalaureate degree.

Through the curricular program, students move to address increasingly complex problems. Initially, components addressing design, technology, history, and professional ethics are taught in individual courses. Gradually these are integrated together, so that by the end of the professional program, a comprehensive project that addresses all of them is a defining capstone of the student's education. It also serves as a transition element to the working methods of professional architectural offices.

The program will address the increasing level of professional design services required in the 21st century, and the increasing globalization of architectural design. It utilizes its two locations in major urban areas as resources for access to professional employment and training.

Kean University's standard course guide sheet, indicating requirements for General Education, Professional Studies, Electives and other options, follows:

Michael Graves School of ARCHITECTURE –
BA IN ARCHITECTURAL STUDIES / 139-141 S.H.

EFFECTIVE DATE: FALL 2015

START TERM:

NAME:

TRANSFER INSTITUTIONS (X)   CREDITS:

STUDENT ID:

In Progress:

GENERAL EDUCATION (total credits)	43-45 S.H.	ACADEMIC MAJOR*** (total credits)	96 S.H.
FOUNDATION REQUIREMENTS	13 S.H.	**REQUIRED MAJOR COURSES**	
GE 1000 Transition to Kean (required of all Freshman)	1	ARCH 1000 INTRO TO ARCHITECTURE	3
ENG 1030 College Composition	3	ARCH 1101 STUDIO 1: URBANISM AND ARCHITECTURE	4
MATH 1000,1010, or 1030	3	ARCH 1102 STUDIO 2: CONSTRUCTION AND ARCHITECTURE	4
COMM 1402 Speech Communications	3	ARCH 2103 STUDIO 3: LANDSCAPE	4
GE 2025 Research and Technology	3	ARCH 2104 STUDIO 4: URBAN BUILDING	6
DISCIPLINARY & INTERDISCIPLINARY Distribution Requirements:		ARCH 3105 STUDIO 5: TRAVEL ROME AND UNION	6
		ARCH 3106 STUDIO 6: COMPLEX PROGRAM 1	6
HUMANITIES:	9 S.H.	ARCH 4107 STUDIO 7: URBAN DESIGN, PLANNING, HOUSING	6
* ENG 2403 World Literature	3	ARCH 4108 STUDIO 8: OPTIONAL STUDIO: INDIVIDUAL TOPICS	6
Select two of the following: FINE ARTS or ART HISTORY	3	ARCH 1301 REPRESENTATION 1: HAND SKILLS	3
PHILOSOPHY or RELIGION	3	ARCH 1302 REPRESENTATION 2: HAND SKILLS	3
MUSIC or THEATER	3	ARCH 2303 REPRESENTATION 3: HAND AND DIGITAL SKILLS	3
FOREIGN LANGUAGES	3	ARCH 2304 REPRESENTATION 4: HAND AND DIGITAL SKILLS	3
INTERDISCIPLINARY	3	ARCH 1601 ELEMENTS AND PRINCIPLES 1: INTRO TO UNDERSTANDING ARCHITECTURE	3
SOCIAL SCIENCES:	9 S.H.	ARCH 1601 ELEMENTS AND PRINCIPLES 2 INTRO TO UNDERSTANDING ARCHITECTURE	3
* HIST 1062 Worlds of History	3	ARCH 2603 ECOLOGY, THE ENVIRONMENT, AND THE ETHICS OF ARCHITECTURE 1	3
Select two of the following: PSYCHOLOGY 1000	3	ARCH 3401 STRUCTURES 1:	3
ECONOMICS or GEOGRAPHY	3	ARCH 4402 STRUCTURES 2:	3
POLITICAL SCIENCE	3	ARCH 4403 BUILDING SYSTEMS 1:	3
SOCIOLOGY or ANTHROPOLOGY	3	ARCH 1201 HISTORY 1: AN OVERVIEW OF ARCHITECTURE IN WORLD CIVILIZATION	3
INTERDISCIPLINARY	3	ARCH 2303 HISTORY 3: 20TH AND 21ST CENTURY ARCHITECTURE	3
SCIENCE AND MATHEMATICS:	10-11 S.H.	ARCH 2204 HISTORY 4: CLASSICAL AND RATIONAL ARCHITECTURE	3
CPS or MATH	3	ARCH 3205 HISTORY 5: RENAISSANCE AND BAROQUE ARCHITECTURE	3
LAB SCIENCE (4 S.H.) Biology; Chemistry; Physics; Geology; Meteorology; Astronomy; ADDITIONAL GE APPROVED SCIENCE (3-4 S.H.) Earth Science, Interdisciplinary	4	ARCH 3206 HISTORY 6: 18TH AND 19TH CENTURY ARCHITECTURE	3
		ARCH 4207 HISTORY 7: URBAN AND LANDSCAPE FORMS	3
		MAJOR CAPSTONE:	3 S.H.
HEALTH OR PHYS. ED.	2-3 S.H.	ARCH 4208: ARCHITECTURAL HISTORY RESEARCH SEMINAR	3
	1, 1	NOTE: -Minimum grade of "C" required in major courses -Minimum GPA of "3.0" required for graduation	
		TOTAL:	
		ADVISOR SIGNATURE:	

ARCHITECTURE –

MA IN ARCHITECTURAL STUDIES / 55 S.H.

EFFECTIVE DATE: FALL 2014   **START TERM:**

NAME: TRANSFER INSTITUTIONS (X)   CREDITS:

STUDENT ID: In Progress:

GENERAL EDUCATION (total credits)	NA	GRADUATE	55 S.H.
		ARCH 5109 STUDIO 9: COMPLEX PROGRAM II	6
		ARCH 5110 STUDIO 10: TRAVEL OPTION	4
		ARCH 6111 STUDIO 11: COMPREHENSIVE DESIGN	6
		ARCH 6112 STUDIO 12: THESIS	9
		ARCH 5502 PROFESSIONAL PRACTICE 2: ADVANCED PRACTICE MODELS	3
		ARCH 5209 HISTORY 9: HISTORY/THEORY SEMINAR	3
		ARCH 5210 THESIS RESEARCH SEMINAR	3
		ARCH 5404 BUILDING SYSTEM 2	3
		ARCH 6405 BUILDING SYSTEMS INTEGRATION 3	3
		ARCH 5501 PROFESSIONAL PRACTICE 1	3
		ELECTIVES	12

NAAB CONDITIONS
PART TWO (II): SECTION 3—EVALUATION OF PREPARATORY EDUCATION

Every applicant for the BA in Architectural Studies 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 Chair Craig Konyk. Prof. Konyk evaluates each course the student has completed for grades and an independent review of the course material. 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. Prof. Konyk completes the degree audit to verify that each course has been taught, and that the SPC's associated with these courses have been met.

Finally, as the M. Arch. program begins in the Fall of 2019, there has been 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 33 credit hours then moving into the 55 credit hours of the M. Arch. program. The University Curriculum Committee has approved these options.

NAAB CONDITIONS
PART TWO (II): SECTION 4—PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees
The NAAB Statement on NAAB-Accredited Degrees has been included in all promotional and curricular materials, including the Academic Catalog, since the program's inception. It is also included on the college website. A copy is included:

NAAB Statement
In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program expects to achieve initial accreditation within six years of achieving candidacy, if its plan is properly implemented.

In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information.

II.4.2 Access to NAAB Conditions and Procedures
NAAB Conditions and Procedures are accessible through the Michael Graves College website: Architecture.kean.edu

II.4.3 Access to Career Development Information
Students have access to professional career development from several sources. The first cohort of students has engaged with professionals through a dedicated Professional Workshop program series held in the college, and regular office visits. In addition, faculty provide counsel regarding careers in Architecture as a component of their regular advising duties to students. Additionally, in the 2019-20 academic year, Kean University initiated a new Career Services office for the entire campus. All students who request an internship as a component of their education can receive one. To date, this process has been in place through faculty advisement and outreach within the Michael Graves College for several years, and our intention is to continue that system as the primary means of providing career development options to students. The university office serves as a backstop to the college efforts.

II.4.4 Public Access to APRs and VTRs
The APR-CC and the VTR-IC are available on the program's website.

II.4.5 ARE Pass Rates
Not applicable at this time.

II.4.6. Admissions and Advising (text from the Kean University catalog follow in *italics*):

School of Public Architecture

National Accreditation:
National Architecture Accrediting Board (candidacy application in process)

Dean, David Mohney, FAIA
GLAB 429; (908) 737-4772

For more information, please see http://www.kean.edu/michael-graves-college or http://architecture.kean.edu

ACADEMIC DEGREES,
PROGRAMS

ARCHITECTURE
  B.A. in Architectural Studies
  M. Arch.

  The School of Public Architecture in the Michael Graves College will offer the Bachelor of Arts (BA) degree in Architectural Studies and the Master of Architecture professional degree. The M. Arch degree program will commence in the Fall of 2019.

  The BA and M. Arch. degrees will offer intensive professional study for students seeking careers in architecture and environmental design. Emphasis is placed upon creative problem solving that advances a humanist idea of contemporary society.

  A portfolio review along with admission to the University will be required for acceptance into the BA and M. Arch. programs. Information regarding the portfolio requirement may be obtained from the School of Public Architecture (908-737-4772). Students enrolled in the BA and M. Arch. programs will be required to maintain a 3.0 grade point average in major requirements to continue in the program and to receive the degree.
  The professional program is initiating candidacy for accreditation through the National Architectural Accrediting Board. For information regarding College/program mission and student learning outcomes please email architecture@kean.edu

PROGRAM VISION:
  The School of Public Architecture in the Michael Graves College emphasizes knowledge of humanist values as they affect the design of the contemporary built environment. It promotes the cultivation of comprehensive design skills that are made manifest through both thinking and representation. Using resources in proximity to its two campuses, it will prepare students to address the design of the public realm in both building and landscape. It will utilize two major metropolitan cities to engage with enhancing public spaces in a dynamic, changing environment. It will be a resource to its constituents – academic, professional, and public – through the promulgation of design at the highest levels.

Accreditation: **NAAB Statement**
In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

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In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information.

Graduate Application Instructions

The Nathan Weiss Graduate College welcomes applications for graduate admissions from all candidates who meet the requirements of the University and the program in which an application is being submitted.

APPLY ONLINE

All applicants should submit an online application. The application system allows the student to save their progress, as they are completing the application.

APPLICATION REQUIREMENTS

- $75 non-refundable application fee
- Bachelor's degree (or foreign equivalent) from an accredited college or university
- A minimum cumulative GPA of 3.0 (candidates with under a 3.0 will be considered based on the strength of the overall application)
- Official copies of ALL post-secondary transcripts (this includes transcripts that reflect transfer credit)
- Professional Resume or CV
- Personal Statement*
    - The personal statement is the applicant's opportunity to introduce themselves to the admissions committee and describe, in detail, their academic and professional goals and how and why Kean University fits into their aspirations. Personal anecdotes, life lessons, descriptions of personal influences are all appropriate content. Please know some programs require responses to a specific topic.
- 2-3 Letters of Recommendation*

NOTE: Upon application submission, click on "Submit Supplemental Items" and in the "Recommendation Requests" section, click "Start" and identify your recommenders. Our application system will electronically send a request to your recommenders inviting them to complete their recommendation online.

- Documented observational service hours*
- Copy of license/certificates*
- Standardized Test Scores *
- TOEFL or IELTS – The TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System) is required of all international students
- Completed supplemental application providing additional information*

Please consult with the individual program pages for specific admission requirements.

The following programs use a **Centralized Application Service (CAS) application in addition to the **Kean University CAS Supplemental application**. Both the CAS application and the Kean University CAS Supplemental application MUST be completed and "verified" by the deadline in order for the application to be fully reviewed.*

- Occupational Therapy (OTD) and Occupational Therapy (M.S): OTCAS
- Physical Therapy (DPT): PTCAS
- School and Clinical Psychology (Psy.D): PSYCAS
- Speech-Language Pathology (M.A.): CSDCAS

STANDARDIZED TESTS

It is important to consult the individual program requirements to learn if the program you are applying to requires submission of official scores. When registering or ordering official score results, please use the following codes to ensure proper delivery of your scores:

- Graduate Record Examination (GRE) - Institution Code 2517
  - For applicants using a CAS application (Physical Therapy, PsyD, and Speech-Langauge Pathology (M.A.) only), please send your scores using the following codes:
    - Physical Therapy (DPT) - PTCAS GRE Institutional Code 7444
    - Speech-Language Pathology (M.A.) - CSDCAS Institutional Code 2436
    - Combined School and Clinical Psychology (Psy.D.) - PSYCAS Institutional Code 2251
- Graduate Management Admission Test (GMAT) - Institution Code 2517- Kean University
- Miller Analogies Test (MAT) - Recipient Code 1398
- Test of English as a Foreign Language (TOEFL) - Institution Code 2517

TRANSCRIPTS

New Students:
Applicants must submit official copies from each college or university in which you have enrolled for any period of time showing all courses, grades and degrees received, if any.

Be sure to include official transcripts from institutions where you may have engaged in summer coursework, study abroad, or transfer coursework.   All transcripts must be received in sealed envelopes. They may be mailed (see below) or walked into our office. We also accept official electronic copies of your transcripts, please send to gradadmissions@kean.edu.

CURRENT OR FORMER KEAN UNIVERSITY STUDENTS:
Kean transcripts need not be submitted. All other transcripts for coursework completed at other institutions must be submitted, including those for credits transferred to Kean and including transcripts previously submitted.

DEPARTMENTAL INTERVIEW

Applicants will be notified should they be invited for a departmental interview.

II.4.7: Student Financial Information

Presently at Kean, graduate students who register for more than 12 credits are charged the flat rate tuition fee and fees[3] ($10,998.75, per semester, out-of-state) plus a per credit charge of $785 per each additional credit. Student fee projections were based upon current fees associated with other University graduate programs.

The University provides resources to assist students with their financial needs. The Office of Financial Aid supports both undergraduate and graduate students.[4] The University also sponsors a graduate assistantship program through which a select number of graduate students will have tuition and fees waived.[5]

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[3] Kean University Graduate Tuition and Fees: http://grad.kean.edu/tuition-and-fees
[4] Graduate Financial Aid Web Page: http://grad.kean.edu/graduate-financial-aid
[5] Graduate Assistantship Web Page: http://grad.kean.edu/graduate-assistantship

Questionnaire Detail

<u>**Kean University**</u>

Annual Statistical Report and Interim Progress Report submission for 2018 💬
Report has been submitted 1 times. Report was last submitted on 11/28/2018 4:07:33 PM.
PART I - ANNUAL STATISTICAL REPORT
Section A
SECTION A. INSTITUTIONAL CHARACTERISTICS

This section captures aggregated information about the home institution for each architecture program. Wherever possible, this information should be the same as that reported by the institution to IPEDS in its most recent Institutional Characteristics report or Completion report.

1. Program Contact Information
Institution Name:
Kean University
Academic Unit:
Michael Graves College, Architecture and Design
Address:
1000 Morris Avenue
Union, NJ 07083
Architecture Program Tel. No:
908.737.4772
Architecture Program School Fax No:

Architecture Program School URL:
https://www.kean.edu/academics/programs/architectural-studies
NAAB Region:
North East

In order to modify your organization information please contact NAAB via E-mail at
forum@naab.org.

2. Institution Type: Using the definitions below, please select the appropriate Institution Type that matches that of your institution.

Public: An educational institution whose underlined programs and activities are operated by publicly elected or appointed school officials and which is supported primarily by public funds.
Private not-for-profit: A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent not-for-profit schools and those affiliated with a religious organization.
Private for-profit: A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.
Public 💬

3. Carnegie Classification

a. Basic Classification
Master's/L: Master's Colleges and Universities (larger programs)
Undergraduate Instructional Program
Bal/SGC: Balanced arts & sciences/professions, some graduate coexistence
Graduate Instructional Program:
S-Doc/Ed: Single doctoral (education)
Size and Setting
L4/NR: Large four-year, primarily nonresidential

4. Which regional accreditation agency accredits your institution?

Middle States Association of Colleges and Schools (MSACS) 💬

5. In which ACSA region is the institution located?
North East 💬

Questions 6, 7, and 8 regarding Contact Information.

6. Who has direct administrative responsibility for the architecture program?
Name
David Mohney
Title
Dean
Office Phone Number
908-737-4772
Fax Number
908-737-4775
Email Address
dmohney@kean.edu
7. To whom should inquiries regarding this questionnaire be addressed?
Name
David Mohney
Title
Dean
Office Phone Number
908-737-4772
Fax Number
908-737-4775
Email Address
dmohney@kean.edu
8. Who is the administrator responsible for verifying data (and completing IPEDS reports) at
your institution?
Name
Shiji Shen
Title
Director of Institutional Research

Office Phone Number
908-737-3475
Fax Number
908-737-3476
Email Address
sshen@kean.edu

Section B
SECTION B. NAAB-ACCREDITED ARCHITECTURE PROGRAMS
This section captures information about the specific NAAB-accredited degree programs offered by the institution, unless otherwise noted in the instructions.

1. Degree Programs

a. Which NAAB-accredited / candidate degree programs were offered during the last fiscal year?
Note: Choices made in this question will adjust the ARS accordingly.
Accredited

B. Architecture

M. Architecture

D. Architecture

Candidate

B. Architecture

M. Architecture
X
D. Architecture

b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year?

For pre-professional degrees, if you do not offer any of the ones listed below, please be sure to select "no" or else the system will consider this question left blank and an error message will occur upon submission.

Pre-professional architecture degrees - The term refers to architecturally-focused four-year degrees that <u>are not</u> accredited by NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, or Bachelor of Architectural Studies. The amount of work in architecture in the program

may vary from institution to institution and will determine the length of time required to complete the professional program.

Yes 💬

If YES, please indicate Yes or No for each listed select degree from menu and provide full degree title in comments field. If the degree offered is not listed, please provide full degree title in comments field.

Degree Type	Available?	Full Degree Title
Bachelor of Architectural Studies	No	
Bachelor of Arts	Yes	Bachelor of Arts in Architectural Studies
Bachelor of Design	No	
Bachelor of Environmental Design	No	
Bachelor of Fine Arts	No	
Bachelor of Science	No	
Other	No	

💬

c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?

Post-professional architecture degrees - These are graduate degrees offered to students who already have a professional degree in architecture. These degree programs <u>are not</u> accredited by NAAB. The degrees may be in highly specialized areas of study such as design theory, health care facilities, preservation, interior design or solar design. This type of degree can be either a Master's degree, or, in a few cases, a Ph. D. or Doctorate.

No 💬

If YES, please provide full degree title.

Full Degree Title

💬

d. What is the Classification of Instructional Programs (CIP) Code assigned to your accredited degree program(s)?
B. Architecture

M. Architecture
04.0201
D. Architecture

2. Does your institution have plans to initiate any new NAAB-accredited degree programs?

Note: If yes, a report is required for PART II – Please contact the NAAB.

Yes 💬

3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?

Note: If yes, a report is required for PART II – Please contact the NAAB.
No 💬

4. What academic year calendar type does your institution have?

2 Semesters or Trimester 💬
If other, please indicate:
💬

5. Articulation Agreements

Does the architecture program have articulation agreements with local community colleges?

No 💬

If yes, how many articulation agreements does the program have? 0 💬

Does the articulation agreement include the B. Arch. degree program?No 💬

Is the articulation agreement for a four-year preprofessional degree? No 💬

6. Credit hours for completion of each program:

The degree programs listed in this section are dependent on your selection in Section B, Question 1a.

a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree offered by your institution. 💬

B. Architecture: 0 💬

M. Architecture undergraduate (five years, no baccalaureate degree awarded prior): 0 💬

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 194 💬

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture): 0 💬

D. Architecture: 0 💬

b. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?
B. Architecture

General Education:
0 💬
Professional:
0 💬

Electives:

0 💬

M. Architecture undergraduate (five years, no baccalaureate degree awarded prior)
General Education:

0 💬

Professional:

0 💬

Electives:

0 💬

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional
degree in architecture)
General Education:

45 💬

Professional:

135 💬

Electives:

12 💬

M. Architecture Non-Pre-Professional (degree designed for candidates who have an
undergraduate degree in a discipline other than architecture)

General Education:

0 💬

Professional:

0 💬

Electives:

0 💬

D. Architecture
General Education:

0 💬

Professional:

0 💬

Electives:

0 💬

7. Online classes offered for each program:

a. Indicate whether online classes are offered. 💬

B. Architecture
No
- Percentage of Classes Offered
0
- Online Classes List

- Can the degree be completed online?

M. Architecture
No
- Percentage of Classes Offered
0
- Online Classes List

- Can the degree be completed online?

D. Architecture
No
- Percentage of Classes Offered
0
- Online Classes List

- Can the degree be completed online?

8. Average credit hours per student per term by degree program:
B. Architecture:

0

M. Architecture undergraduate (five years, no baccalaureate degree awarded prior): 0
M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional

degree in architecture): 17

M. Architecture Non-Pre-Professional (degree designed for candidates who have an

undergraduate degree in a discipline other than architecture):0

Average credit hours per term for D. Architecture 0

9. Is your degree program(s) offered in whole, or in part, at more than one campus or location?

Exclude those locations where only 1 course is offered (e.g., an urban design center) and include any location where students can complete at least 45% of the curriculum.

Yes

If YES, please provide location and credit hours offered.

City and State	Country	Credit Hours
Wenzhou-Kean University, Daxue Road, Ouhai District, Wenzhou	CHINA	18

Section C
SECTION C. TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS
1. Tuition is defined as "the amount of money charged to students for instructional services. Tuition may be charged per credit, per term, or per academic year."

For part-time tuition rates, include the cost per credit or course.

a. What were the total annual tuition and fees for the NAAB-accredited degree program(s) for the last academic year? This should be the sum of all required semesters/quarters.

If your institution does not differentiate between in-state and out-of-state tuition, please list your tuition under out-of-state.
M. Architecture
If this section is not applicable, please enter all zeros (0).

	Tuition	Fees

Full-Time Student

	Tuition	Fees
In-State	12348	15857
Out-of-State	19388	15857

Part-Time Student

	Tuition	Fees
In-State	523	0
Out-of-State	523	0

b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program?No

c. Is a summer session required for any portion of your accredited degree program(s)?No
If yes, indicate the additional tuition and fees for the summer program

	Tuition	Fees

Full-Time Student

	Tuition	Fees
In-State	0	0
Out-of-State	0	0

Part-Time Student

	Tuition	Fees
In-State	0	0
Out-of-State	0	0

d. Does the institution offer discounted or differential tuition for summer courses for a NAAB-accredited degree program?No

Additional Comments

Please provide any comments on Question 1 Tuition and Fees to explain any special circumstances that impact tuition and fees.

Part time student fees are based on unit credit hour costs.
2. Financial Aid

a. What percentage of students received financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses)?

This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.

b. What percentage of students are Pell Grant eligible?

	Percentages of students receiving aid	Average amount by types of aid

a. Institution

Federal Grants	89	$8,089.00
State/Local Grants	37	$5,242.00
Institutional Grants	16	$3,371.00
Student Loans	70	$9,976.00

b. Architecture Program

Federal Grants	85	$8,089.00
State/Local Grants	32	$5,242.00
Institutional Grants	13	$3,371.00
Student Loans	65	$9,976.00

💬

Architecture Program	Percentages of students eligible for Pell Grant
All Programs	51
B. Arch	0
M. Arch	51
D. Arch	0

💬

3. Graduate Assistantships

What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year (July 1 – June 30) within the NAAB-accredited programs offered by your institution?

Include the number of graduate-level students employed for the full fiscal year.
Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation.
a. How many graduate assistantships were awarded during the last fiscal year?0
💬

b. What do graduate assistants receive?

Stipend? No 💬
Amount:
💬

Tuition Remission?

No 💬
If tuition, how much?
💬

If credit hours, how many?
💬

Section D
SECTION D. STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED AND PREPROFESSIONAL PROGRAMS

1. First year students/entering students:

Indicate the number of individuals who enrolled during the last fiscal year. Exclude readmitted students who were counted as enrolled in a prior year). Information about ethnicity must be based on self-identification information provided by the individual.

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ','" A person can only be counted in one group.
M. Architecture Total Entering Students:
💬

	Male		Female		Total		
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0

💬

Pre-Professional Total Entering Students:

Pre-Professional Entering Students

	Male		Female		Total		
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	1	0	1	0	1
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	6	0	5	0	11	0	11
Hispanic/Latino	8	0	6	0	14	0	14
White	7	0	5	0	12	0	12
Two or more races	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
TOTAL	21	0	17	0	38	0	38

2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity:

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '$' or ','" A person can only be counted in one group.
M. Architecture Total Enrollment:

	Male		Female		Total		
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0

Two or more races	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0

💬

Pre-Professional Total Enrollment:

💬

Pre-Professional Students in Programs

	Male		Female		Total		
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	1	0	1	0	2	0	2
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	12	0	15	0	27	0	27
Hispanic/Latino	24	0	22	0	46	0	46
White	31	0	20	0	51	0	51
Two or more races	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
TOTAL	68	0	58	0	126	0	126

💬

Section E

SECTION E. DEGREES AWARDED

The information requested in this section should be provided by the unit within the institution responsible for submitting the annual Completion Report to the National Center for Education Statistics and IPEDS.

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?
M. Architecture

	Male	Female	Total	Grand Total
American Indian or Alaska Native	0	0	0	0

Asian	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0
Black or African American	0	0	0	0
Hispanic/Latino	0	0	0	0
White	0	0	0	0
Two or more races	0	0	0	0
Nonresident alien	0	0	0	0
Race and ethnicity unknown	0	0	0	0
TOTAL	0	0	0	0

Pre-Professional Degrees Awarded

	Male	Female	Total	Grand Total
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0
Black or African American	0	0	0	0
Hispanic/Latino	0	0	0	0
White	0	0	0	0
Two or more races	0	0	0	0
Nonresident alien	0	0	0	0
Race and ethnicity unknown	0	0	0	0
TOTAL	0	0	0	0

2. Time to Completion:

The amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog.
M. Architecture undergraduate (five years, no baccalaureate degree awarded prior)

a. Time to completion equals the total number of semesters/quarters to complete the degree.

b. Percentage of students who graduate.

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture)

a. Time to completion equals the total number of semesters/quarters to complete the degree

b. Percentage of students who graduate.

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture)

a. Time to completion equals the total number of semesters/quarters to complete the degree

b. Percentage of students who graduate.

Section F
SECTION F. RESOURCES FOR NAAB-ACCREDITED PROGRAMS

This section captures information on the resources of NAAB-accredited degree programs.
1. Total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios:

Main campus
132
Other Locations
52

2. Are your students required to have a laptop computer?
No
3. Any portion of program offered online? (NAAB accredited program only)
No
Credit Hours

4. Please indicate which of the following learning resources are available to all students enrolled in NAAB-accredited degree program(s):

Resource Type	Available?
Shop	Yes
Computer Facilities (Lab)	Yes
Computer Output Facilities (Plotters, Specialized plotting)	Yes
Digital Fabrication Facilities	Yes
Wireless Network	Yes
Image Collection (Slide Library)	No
Photo Studio/Darkroom	No
Lecture Series	Yes
Gallery/Exhibits	Yes
Other	Yes

If other resources are available, please describe: Professional office visits

5. Financial Resources

a. Total revenue from all sources (if you have more than one degree program, please include the financial resources for both programs combined) 2420000

b. Expenditures

i. Instruction
2280208
ii. Capital
0
iii. Overhead
140643

c. Per Student Expenditure: What is the average per student expenditure for students enrolled in a NAAB-accredited degree program?

This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.
i. Instruction + Overhead / FTE Enrollment
5963

Section G
SECTION G. HUMAN RESOURCE SUMMARY (Architecture Program)
1. Credit Hours Taught

(Please include the actual number of credit hours taught as a whole, broken down by faculty type, in the accredited program.)
Please enter the total for the full academic year
i. Total credit hours taught by full-time instructional faculty:
42
ii. Total credit hours taught by part-time instructional faculty:
32
iii. Total credit hours taught by adjunct faculty:
15

2. Instructional Faculty

a. Full-time Instructional Faculty

Those members of the instructional/research staff who are employed full time and whose major assignment is instruction, including those with release time for research. Includes full-time faculty for whom it is not possible to differentiate between teaching, research, and public service because each of these functions is an integral component of his/her regular assignment.
Professor

	Tenured	Tenure-Track	Non-Tenure Track	TOTAL

	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	1	0	1	0	1
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	1	0	1	0	1

Associate Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

Assistant Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	1	0	1	0	1
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	1	0	0	1	1	1	2
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	1	0	1	1	2	1	3

b. Part-Time Instructional Faculty
Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0

Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

Associate Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

Assistant Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African	0	0	0	0	0	1	0	1	1

American

Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	1	2	1	2	3
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	1	3	1	3	4

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c. Adjunct Faculty

Non-tenure track faculty service in a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. Includes both faculty who are hired to teach an academic degree-credit course and those hired to teach a remedial, developmental or ESL course; whether the later three categories earn college credit is immaterial. Excludes regular part-time faculty, graduate assistants, full-time professional staff who may teach individual courses (such as the dean or academic advisor) and appointees who teach non-credit courses exclusively).
Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include dollar signs ($) or commas. A person can only be counted in one group.

	TOTAL		
	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	0	0	0
White	1	2	3
Two or more races	0	0	0
Nonresident alien	0	0	0
Race and ethnicity unknown	0	0	0
TOTAL	1	2	3

💬

3. Faculty Credentials:

Include adjuncts only if the adjuncts are considered Professor, Associate Professor or Assistant Professor.
Faculty Credentials

	Professor		Associate Professor		Assistant Professor		Instructor		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
D. Arch. (accredited)	0	0	0	0	0	0	0	0	0
M. Arch. (accredited)	1	0	0	0	1	0	2	5	9
B. Arch. (accredited)	0	0	0	0	0	0	0	0	0
Ph.D. in architecture	0	0	0	0	0	0	0	0	0
Ph.D. in other discipline	0	0	0	0	0	0	0	0	0
Post-professional graduate degree in architecture	0	0	0	0	0	0	0	0	0
Other degrees	0	0	0	0	0	0	0	2	2
Registered in U.S. Jurisdiction	0	0	0	0	0	0	0	0	0
TOTAL	1	0	0	0	1	0	2	7	11

💬

4. Average annual salaries

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers, and do not include dollar signs ($) or commas. A person can only be counted in one group.

	Number	Minimum	Average	Maximum	Univ. Average
Professor		140000	140000	140000	135000
Associate Professor		0	0	0	98000
Assistant Professor		70000	75000	82000	77000
Instructor		35000	37500	40000	35000

💬

Supplemental Material

a. Timeline for Achieving Initial Accreditation
Progress to Spring 2019:
March 2015: Kean receives approval from the New Jersey Presidents' Council to establish a 4-year BA in Architectural Studies degree.
May 2015: Kean Board of Trustees approves the BA in Architectural Studies degree program.
September 2015: First cohort of architecture students begins in the BA program.
March 2016: Kean receives approval from the New Jersey Presidents' Council to establish a 2-year Master of Architecture professional degree
May 2016: Kean Board of Trustees approves the Master of Architecture degree program.
August 2016: Kean applies for Candidacy Status from the NAAB.
September 2016: Second cohort of architecture students begins in the BA program.
Spring 2017: NAAB Eligibiity visit at Kean/USA
Summer 2017: Eligibiilty status granted to Kean/USA by NAAB
Fall 2017: Third cohort begins BA program at Kean/USA, (First cohort at Wenzhou Kean University).
November 2017: NAAB Initial Candidacy visit at Kean/USA
January 2018: Candidacy status granted to Kean/USA by NAAB
Fall 2018: Fourth cohort begins BA program at Kean/USA. (Second cohort at Wenzhou Kean University)

Anticipated timeline going forward:
2019:
May 2019: NAAB Eligibiity visit at WKU
May 2019: Graduation of first class of BA students from Kean/USA
Fall 2019: First cohort of M. Arch. students begins at Kean/USA
October/November 2019: Anticipated NAAB Initial Candidacy visit at WKU
November 2019: Anticipated NAAB Continuing Candidacy visit at Kean/USA

2020:
Fall 2020: Second cohort of M. Arch. students begins at Kean/USA

2021:
Spring 2021: Graduation of first cohort of M. Arch. students from Kean/USA and graduation of first cohort of BA students from Wenzhou Kean University
Fall 2021: Third cohort begins M. Arch. program at Kean/USA. (First cohort at Wenzhou Kean University)
Fall 2021: Initial Accreditataion visit at Kean/USA
Fall 2021: Continuing Candidacy visit at WKU

2022:
Winter 2022: Anticipated Initial accreditation status granted by NAAB at Kean/USA
Fall 2022: Fourth cohort begins M. Arch. program at Kean/USA. (Second M. Arch. cohort at WKU)

2023:
Spring: 2023: First cohort of M. Arch. students graduates at Wenzhou-Kean University
Fall 2021: Initial Accreditataion visit at WKU

2024:
Winter 2024: Anticipated Initial accreditation status granted by NAAB at WKU

Section 4. Supplemental Material

The program shall provide a number of documents for review by the visiting team.

Rather than being appended to the APR, they are to be provided by hyperlink or stored on an easily accessible digital portal (e.g., Dropbox). Many of these materials will be reviewed by the team in advance of the visit.

The program shall provide a number of documents for review by the visiting team.

Rather than being appended to the APR, they are to be provided by hyperlink or stored on an easily accessible digital portal (e.g., Dropbox).

- Resumes of faculty teaching in the accredited program (see p. 13)

- Faculty credentials matrices (see p. 13)

- Plans or images of physical resources assigned to the program (see p. 13)

- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program. The program must use the template available on the NAAB website

- Studio Culture Policy

- Self-Assessment Policies and Objectives

- Policies on academic integrity for students (e.g., cheating and plagiarism)

- Information resources policies including collection development

- The institution's policies and procedures relative to EEO/AA for faculty, staff, and students

- The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements

- The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure

- Response to the Offsite Program Questionnaire (also called the Branch Campus Questionnaire) (See *2015 Procedures,* Section 8)

- The previous VTR (from 2012 or 2015)

- Focused Evaluation materials (2015)

- Copy of institutional accreditation letter

- Letter from institutional research regarding ARS data

[i] Kean University, 2020 Strategic Plan:

 1.1 Grow strategically Kean programs that have or have the potential for regional and national distinction, including the development of national centers of excellence that highlight Kean University's unique strengths.

1.1.2 Re-shape master's and post-baccalaureate programs to address regional and national needs:
...1.1.2.5. Establish an innovative program in architectural design initially for Wenzhou-Kean University students by 2016; if needs assessment confirms, implement at Kean USA by 2017. Goal 2. To attract and retain more full-time, first-time undergraduate students, transfer and graduate students.

2.1 Attract more students to Kean through increased marketing in our region and globally, with an emphasis on raising visibility, building reputation, using and improving on Kean's unique academic programs and approach to the classroom to promote the institution, and extending our marketing 'power' through diversified and innovative marketing techniques...
...2.5 Improve student retention and graduation rates by strengthening academic advisement to guide students in academic course planning and requirement completion.