

**Kean University
Michael Graves College
School of Public Architecture**

2019 Visiting Team Report (Continuing Candidacy)

Master of Architecture [pre-professional + 55 graduate credits]

The National Architectural Accrediting Board
October 26-29, 2019

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

Table of Contents

<u>Section</u>	<u>Page</u>
I. Summary of Visit	3
II. Progress on the Plan for Achieving Initial Accreditation	4
III. Progress Since the Previous Site Visit	5
IV. Compliance with the 2014 Conditions for Accreditation	8
Part One (I): Institutional Support and Commitment to Continuous Improvement	8
Part Two (II): Educational Outcomes and Curriculum	16
Part Three (III): Annual and Interim Reports.....	28
V. Appendices	
1. Conditions Met with Distinction	29
2. Team SPC Matrix.....	30
3. The Visiting Team	31
VI. Report Signatures	32

I. Summary of Visit

a. Acknowledgements and Observations

The team would like to thank the program and university for their hospitality and openness during the visit. All were welcoming, spoke freely, and provided the team with a wealth of information. The team was impressed by the commitment at all levels to the success of the program, which has been identified as a program of distinction, and a hallmark of excellence at the university.

We especially want to recognize Dean David Mohny, and Program Chair Craig Konyk for being helpful in organizing the team visit and APR-CC, and being available throughout the visit to ensure things went smoothly. We appreciate the School of Public Architecture's hard work and the organization of the team room.

The mission of the program as set out by Michael Graves is to change the face of architecture, leveling the field for women and minorities and focus on humanitarian architecture and design in the public realm. This mission has been embraced by the school, as well as the university administration, president, and board of trustees. The program is still wrestling with how to implement the vision of teaching the next generation what it means for an architect to be engaged in public architecture.

Part of the uniqueness of this program is to stress the importance of hand drawing in design - a characteristic that is a strong draw for the students. The program aims to be a place where art, design, and architecture come together, distinguishing it from other programs. This vision holds for both the campus in Union and the campus in Wenzhou. The university facilitates the ability for students and faculty to move freely between campuses, and to participate in a semester in Rome. These opportunities broaden the experiences of the students, and add a level of richness to the program and excitement among the students and faculty. The program is providing world class travel opportunities while maintaining affordability and access.

The college promotes a culture of inclusivity among students through interaction between the architecture program and the college's other design programs' activities. Students and faculty have embraced the opportunities to collaborate with their colleagues from disciplines both within the college and across the university. Within the program, the feeling of community is exceptional, both among the faculty and among the students. In addition, students expressed a strong environment of support and mentorship.

The program is excited about its upcoming move into spaces more centrally located on campus. Its new home will be more conducive to a studio environment and interactions among the entire student body. The location will provide greater access to the Learning Commons, the model shop and maker spaces on campus.

While the university has provided many resources that are essential for design education, many students and faculty have expressed a need for easy access to 3-D printers and laser cutters and training in the use of shop equipment. Students also expressed concerns over lack of support in digital technologies and expressed a need for technology and program workshops. They also noted that printing and plotting access could be improved.

b. Conditions Not Achieved (list number and title)

Not Met	Not Yet Met	In Progress	Not Applicable
	<ul style="list-style-type: none"> ● A.2 Design Thinking Skills ● A.3 Investigative Skills ● A.4 Architectural Design Skills ● A.5 Ordering Systems ● A.6 Use of Precedents ● A.7 History and Global Culture ● A.8 Cultural Diversity and Social Equity ● B.1 Pre-design ● B.2 Site Design ● B.3 Codes and Regulations ● B.4 Technical Documentation ● B.6 Environmental Systems ● B.9 Building Service Systems ● B.10 Financial Consideration ● C.1 Research ● C.2 Evaluation and Decision-making ● C.3 Integrative Design ● D.1 Stakeholder Roles in Architecture ● D.2 Project Management ● D.3 Business Practices ● D.4 Legal Responsibilities 	<ul style="list-style-type: none"> ● I.2.1 Human Resources and Human Resources Development ● I.2.2 Physical Resources ● I.2.3 Financial Resources ● Information Resources 	II.4.5 ARE Pass Rates

II. Progress on the Plan for Achieving Initial Accreditation

The program is following the timetable as identified in the APR-CC. Students have matriculated into all four years of the undergraduate program, and the first cohort of M. Arch students has begun the curriculum this fall as scheduled. The first M. Arch students will graduate in 2021. This time frame is in accordance with their plan for initial accreditation.

The school indicates that the SPC will be met in a combination of undergraduate and graduate courses. A majority of those courses have not yet been developed and taught; however, the faculty are well aware of their obligations in NAAB-related courses. The team has confidence that the SPC will be addressed by the time of the Initial Accreditation visit. The program is integrating elements of the design process in the pre-professional program to create a holistic educational model. While elements of some of the realms are evident in the pre-professional program, the primary source of evidence of accomplishment at the prescribed level is expected to be found in student work in the future M. Arch course work.

The team has noted that students in the non-advanced standing curriculum are enrolled in vertical and foundation studios and additional courses to satisfy curricular requirements that are delivered in the pre-professional program. Very limited student work from these classes was presented to the team. Student evidence was not adequate to confirm that these 'catch up' courses satisfy the SPC at the prescribed level. It is assumed that by the next visit there will be enough student work presented to address this issue.

III. Progress Since the Previous Site Visit

2014 Condition I.2.2, Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited to, the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning including, labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

Previous Team Report (2017): The Michael Graves College is located in the Green Lane Academic Building, the Vaughn-Eames Building, the residence of Michael Graves, and his "Warehouse" in Princeton, New Jersey. The team did not visit the residence or warehouse.

The facilities provide more than adequate open spaces for studio, materials workshop, lecture rooms, informal student study areas, seminar spaces used exclusively for student study, auditorium, administrative and faculty offices, and special event spaces. There is dedicated studio space for each architecture student. Up-to-date technology is found in the classrooms.

The Graves Warehouse will be used as a research study center and library. The facility is anticipated to come online in early 2018.

Anticipated growth in enrollment will be addressed through more space in the Green Lane Building. Commitment of the upper administration has been given to provide the needed spaces on schedule.

The shop(s) is in the Vaughn-Eames Building approximately two city blocks from the Green Lane Building. The space is adequate for now; however, the equipment is ageing and the system for access is cumbersome. There is no full-time staff in the shop(s) for instruction or safety. Although the university has provided many resources that are essential for design education, many students and faculty have expressed a need for easy access to 3-D printers and laser cutters and for training in the use of shop equipment they also noted the significant distance from the main building to the shop.

The school's physical resources are described in the APR, page 18. In addition, the team toured all of the spaces and had independent access to all them.

2019 Visiting Team Assessment: The Michael Graves College is presently located in the Green Lane Academic Building with additional shop and maker spaces in various buildings on campus not controlled by the College. Additional facilities off campus, such as the residence of Michael Graves and his "Warehouse" in Princeton, New Jersey, are in the process of being renovated or brought on-line.

The School of Public Architecture is anticipated to be moving from the Green Lane Academic Building to Hutchinson Hall in fall of 2020, which is being renovated to accommodate the growing program. The visiting team met with a representative from Campus Planning who

shared the status and preliminary plans for the new space. The renovation of Hutchinson Hall seems to be adequately sized to support, facilitate, and encourage a dynamic learning environment. New spaces include studio spaces, a study lounge, faculty offices, and an auditorium dedicated to the architecture program. The present plans are in development and are expected to provide additional space for the architecture library, faculty support spaces, pin-up spaces, and other support areas that are currently inadequate in the Green Lane Academic Building.

It should be noted that as the program continues to grow, Hutchinson Hall should provide ample opportunities for expansion as other programs move out of the building.

The current shop and maker spaces are presently operated by other programs at Kean University. Students noted that while they are encouraged and welcomed to utilize the facilities, there are inconsistent access issues. In conversations with program leadership, there is a long-range strategy to add support staff to expand hours, access, and create a stronger sense of partnership by the School of Architecture in these shared resources. To date, there are no formal instructions on safety while using the shop or education on the use of 3-D printers and laser cutters provided to students in the School of Architecture.

2014 Condition II.1.1, Student Performance Criteria: This section includes the Student Performance Criteria (SPC). Programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this section. Compliance will be evaluated through the review of student work.

Previous Team Report (2017): All SPC are Not Yet Met, except A.7 and A.8, which are Not Met.

2019 Visiting Team Assessment: Five SPC (A.1, B.5, B.7, B.8 and D.5) are now met. The remainder of the SPC are Not Yet Met.

2014 Student Performance Criterion A.7, History and Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

Previous Team Report (2017): 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.

2019 Visiting Team Assessment: This criterion is now Not Yet Met. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 2603: Elements and Principles 3 for students in the advanced standing curriculum. ARCH 5209: History 9 Seminar has not yet been taught, so there is not evidence to confirm that this criterion has been met for students in the non-advanced standing curriculum.

2014 Student Performance Criterion A.8, Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

Previous Team Report (2017): 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.

2019 Visiting Team Assessment: Evidence of student achievement was not found at the prescribed level. ARCH 5109: Complex Program II was in progress and the team is not confident these courses will sufficiently cover the complete content of this criterion. The program has also indicated that this criterion will be met in ARCH 5110: Studio 10: Wenzhou Travel Studio but not all students will participate in this course.

2014 Condition II.3, Evaluation of Preparatory Education: The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.

The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6

Previous Team Report (2017): The program outlined its process of evaluating preparatory education to their 4-year preprofessional program on page 31 of their APR. Their process requires an in-person interview with the dean and a portfolio review. However, the standards for evaluating individuals to be admitted to their M. Arch. degree program from universities other than Kean has not yet been created. The program still must demonstrate that it has established standards for ensuring SPC are met and for determining whether any gaps exist in previous course work.

2019 Visiting Team Assessment: The process for evaluating preparatory education is described in the APR on page 38. Students admitted to both the B.A. in Architectural Studies and the M. Arch degree programs have an in-person interview with the dean and/or program chair. There are established curricula for students who lack the Kean pre-professional degree. Students who are admitted to the program take additional coursework based on their specific background. The program director provided the team copies of the additional curricula for students matriculating in the program who lack the Kean pre-professional degree. The advising system was described and demonstrated to the team. Academic records for individual students were also provided. This cohort of students is relatively small, and the process for evaluation and placement is pretty clear. As the program grows, more detailed and standardized documentation of student evaluation and placement will be beneficial to the program.

IV. Compliance (or Plans for Compliance) with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

This part addresses the commitment of the institution, and its faculty, staff, and students to the development and evolution of the program over time.

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2019 Analysis/Review: Kean University was founded in 1855 with a primary mission to train teachers in New Jersey. The programs have expanded and diversified over time. The university has a student population of approximately 15,000 (with approximately 25% living on campus). The university not only has a very diverse ethnic student population (one of the highest diversity nationally) but it also has a high number of students who are the first in their families to earn a college degree. The university mission statement is as follows: *The University seeks to combine excellence with equity in providing opportunities for all students.*

In 2008, the university established the Wenzhou Kean University in partnership with the Governor of Zhejiang Province in China. There are approximately 2,000 students in the program (in China) and the university anticipates growth of 500+ annually (to a max of 10,000 students). The Wenzhou Kean University is working toward an accreditation of its architectural program through a separate NAAB process.

In 2013, the Robert Busch School of Design (with about 400-500 students total) requested the establishment of a professional program in architecture. In 2015, the Michael Graves College at Kean University was approved by the board and the Michael Graves College was established as two schools:

- Robert Busch School of Design (Interactive Advertising Design, Graphic Design: Interactive, Print & Screen, Industrial Design and Interior Design)
- The School of Public Architecture (Architectural Studies, Future graduate degree in architecture). The name ("public architecture") was a conscious decision to emphasize public engagement and outreach in both the undergraduate and professional masters programs.

The School of Public Architecture within the Michael Graves College at Kean University is hopeful to graduate the first M. Arch program students in Spring 2021. The Michael Graves College 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. The program focuses on on-site education (in New Jersey, New York areas) as well as a structured semester in Rome (during 3rd year), and yet to be taught structured semester in China (during 5th year).*

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and

among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2019 Analysis/Review: The faculty, administration and students all expressed a very positive, friendly learning environment within the program. Students expressed admiration for the faculty and how professors cared not only for the student work and student outcomes but also showed that they are equally encouraging and helpful as mentors and advisors to the students in all aspects (classwork, assistance and coaching in internships and encouragement in the students' personal lives). Students who transferred into the program also expressed very positive integration into the school by both peer students and faculty.

Across the program, the team heard anecdotal evidence that the program was not a "cutthroat" competitive environment but one that is more welcoming, collaborative, supportive and respectful and this is a celebrated distinction from other regional programs. Some students expressed characteristics that set The Public School of Architecture apart from similar architecture programs include the program's student and faculty diversity, the program accessibility to nearby NYC, the affordability, and the world class travel opportunities (Rome and China). The students have opportunities to travel on field trips locally starting in first year studio and have expressed that these weekly trips (mostly to NYC) have created a social cohesion among the classmates.

The program has active AIAS and NOMAS student organizational groups that work together to host events on campus. The NOMAS chapter is relatively new (within the last year). Each group has been able to successfully plan opportunities to get involved regionally (AIAS to the Quad Conference and NOMAS to the NOMA conference) and have shared how they are helping the Wenzhou Kean Program to create their own student chapters and Studio Culture policies.

There is a student written Studio Culture Policy (which was revised during the 2018-2019 academic year) that defines expectations about professional interaction within the studio and the building.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2019 Analysis/Review: The Michael Graves College and Kean University broadly is one of the most diverse institutions in New Jersey and the nation. Kean actively recruits a diverse student population that is supported by an equally diverse staff and faculty. The Michael Graves College and School of Public Architecture did not have any formal documentation; however, the team notes that at all levels there is a commitment, through practice, to equity, diversity, and inclusion that enriches the university community.

Faculty hiring is monitored by a dedicated EEO/AA university office that assures conformity with all applicable standards.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.
- B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.
- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunities and career paths for architects in both traditional and non-traditional settings, and in local and global communities.
- D. Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.
- E. Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

2019 Analysis/Review:

- A. Collaboration and Leadership**

The program aspires to celebrate the role of the architect, through collaboration and leadership, by engaging the public through scholarship and design. The dynamic between faculty and staff within the program has created a strong culture of collaboration and non-competitiveness. The team witnessed a strong collegiality, collective care, and sense of pride within the program. To date, a growing collective of students and faculty have engaged in cross-collaboration with other college university departments, however, this level of collaborative skills with professional colleagues has not yet permeated throughout the program consistently. All students in the Michael Graves College do participate in an annual collaborative charrette during the well-established "Thinking Creatively Conference" that occurs every spring as well collaborative opportunities during the "Mini-Thinking Creatively Conference" that is held every fall.
- B. Design**

The goal of the program is to understand public expectations about design - and to raise them. This is accomplished primarily through an intent to carry out real-world projects with external conditions. The team observed that the program is in the process of developing a curriculum that is responsive to this self-defined perspective. As the program evolves, it is still evaluating how best to implement real-world projects and college-wide outreach (this effort is anticipated to be

expressed through the K-Labs projects although that program remains to be established and developed).

C. Professional Opportunity

The program showcases deliver on the goals of educating students through a breadth of professional opportunities such as regular site visits, firm office visits, a lecture series, travel opportunities (to Rome and Wenzhou), externships, and internships.

Some students have also had the opportunity to intern with Kean University Facilities Department to work on several buildings under construction on campus, and additional students are offered opportunities as they arise to design projects on campus (such as the Learning Plaza - a public plaza designed by an architecture student).

D. Stewardship of the Environment

At various stages throughout the studio sequence the program has expressed a commitment to the integration of environmental awareness throughout the building process. As the program evolves, it is still evaluating how best to implement environmental stewardship in student work.

E. Community and Social Responsibility

The mission of the program as set out by Michael Graves is to change the face of architecture, leveling the field for women and minorities and focus on humanitarian architecture and design in the public realm. This mission has been embraced by the School, as well as the university administration, president, and board of trustees. As the program evolves, it is still evaluating how best to implement student and project engagement with local communities (this effort is anticipated to be expressed through the K-Labs projects although that program remains to be established and developed).

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2019 Analysis/Review: 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. The professional program in Architecture aligns with a significant number of the goals set forth in the current Kean University strategic plan (2013-2020). Among the more important of these aligned efforts are the following:

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 objectives of 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 benefit 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 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 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

2019 Analysis/Review: 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. These standards apply to the entire university. There is an established Office of Accreditation and which has numerous resources and guidelines:

<https://www.kean.edu/offices/accreditation-and-assessment>

<https://www.kean.edu/media/assessing-student-learning-and-institutional-effectiveness>

<https://www.kean.edu/division-student-affairs/student-affairs-planning-and-assessment>

At the program level, there are defined goals within the six-year curriculum of the professional program. The program is broken down into three segments: the first two years are labeled 'Core' and provide the foundation information; the second two years or 'baccalaureate' that address culture and history, along with technical and representational skills; and the final two 'graduate' years focus on integration, investigation and synthesis, along with opportunities for intense field work and international travel. In accordance with university standards and procedures, student outcomes and opinions are calibrated in relation to stated Student Learning Outcomes (SLO's); the program is then encouraged to "close the loop" to address any deficiencies by requesting new resources, equipment, etc.

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.

The program has been challenged by a legislative requirement regarding degree program credit hours, but at present has been able to maintain its curriculum.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] In Progress

2019 Team Assessment: The Program has demonstrated that it currently has adequate human resources to support student learning.

Currently the school has two full-time assistant professors (tenure track), two full-time lecturers, four half-time lecturers and four adjunct faculty with plans identified in the APR to grow additional faculty as the school enrollment continues to increase over time. All the full-time professors and lecturers are advisors and the students acknowledged that they know their advisors (each class cohort has the same advisor) and that they have had positive interactions.

The current Architect Licensing Advisor is Dean Mohny. While only a quarter of the students surveyed were aware of the AXP program, 100% of that portion of students knew that Dean Mohny was the advisor. Dean Mohny has not recently attended any ALA Training but he is aware of the need to engage in understanding current advising guidelines and responsibilities.

The faculty has access to some professional development. University wide there is a professional development requirement that is offered twice a year. Additionally the architectural faculty may request travel to conferences or presentations (up to \$1,000 annually). Many of the faculty also have had (or will have) the opportunity to teach in the Rome Travel Studio, and are encouraged to teach at the Wenzhou Kean campus.

The faculty support and assist students in finding internship and job opportunities at local firms as well as internships on campus with facilities planning. Additionally during the 4th year, students have the opportunity to complete an Externship program (in lieu of an optional studio) and faculty appear to be very helpful in placement for these students in regional firms.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited to, the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] In Progress

2019 Team Assessment: The Michael Graves College is presently located in the Green Lane Academic Building with additional shop and maker spaces in various buildings on campus not controlled by the College. Additional facilities off campus, such as the residence of Michael Graves and his "Warehouse" in Princeton, New Jersey, are in the process of being renovated or brought on-line.

The School of Public Architecture is anticipated to be moving from the Green Lane Academic Building to Hutchinson Hall in fall of 2020, which is being renovated to accommodate the growing program. The visiting team met with a representative from Campus Planning who shared the status and preliminary plans for the new space. The renovation of Hutchinson Hall seems to be adequately sized to support, facilitate, and encourage a dynamic learning environment. New spaces include studio spaces, a study lounge, faculty offices, and an auditorium dedicated to the architecture program. The present plans are in development and are expected to provide additional space for the architecture library, faculty support spaces, pin-up spaces, and other support areas that are currently inadequate in the Green Lane Academic Building.

It should be noted that as the program continues to grow, Hutchinson Hall should provide ample opportunities for expansion as other programs move out of the building.

The current shop and maker spaces are presently operated by other programs at Kean University. Students noted that while they are encouraged and welcomed to utilize the facilities, there are inconsistent access issues. In conversations with program leadership, there is a long-range strategy to add support staff to expand hours, access, and create a stronger sense of partnership by the School of Architecture in these shared resources. To date, there are no formal instructions on safety while using the shop or education on the use of 3-D printers and laser cutters provided to students in the School of Architecture.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] In Progress

2019 Team Assessment: The architecture program appears to be adequately funded for current needs (with a total school budget listed for the 2018-2019 academic year as \$525,481 per the APR) as confirmed through conversations with university administrators. The program appears to have financial support for faculty resources, student learning and achievement through public and private means. As the program is growing there is planned development for faculty needs and staffing support needs that are not yet identified. There is currently no comparable cost per student (per discipline/program) among other colleges on campus for the team to understand if the Michael Graves College is funded proportionally to the student costs.

The Michael Graves College is recognized as one of the signature 'Programs of Distinction' per the university president, who appears to be committed to making this new architectural program a success. To date, faculty vocalized that all expense requests have been funded by the university, albeit through a layered approval process.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architectural librarians and visual-resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

[X] In Progress

2019 Team Assessment: Kean University provides a robust collection of physical and digital resources to students and faculty that support professional education and research. This collection includes a resource list developed specifically for the School of Architecture with relevant digital archives and physical volumes within the university library. A collection located within the Green Lane Academic building houses books donated by Michael Graves; these are heavily used by faculty and staff. At present there is no formal organization, lending structure, or staff provided for these resources. Additionally, in conversations with the director of the Nancy Thompson Library, the School of Architecture has been discussing consolidating NA Library of Congress classification volumes in the university library with the Michael Graves collection.

Students are provided with suggested laptop specifications to aid in purchasing necessary equipment to perform in the curriculum and are required to provide digital programs at their expense. No computer laboratories are provided within the college at this time. The Nancy Thompson Library is in the process of updating resources to include Adobe Creative Cloud and a rendering program on in-library machines. Students did note that the lack of support by the university hinders equitable access to digital software.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Demonstrated

2019 Team Assessment: The administrative structure and governance of the college and university is described in the APR on page 26. Further information about the university is provided on the website at the following links:

University Organizational Chart - <https://www.kean.edu/media/kean-organizational-chart>

General description of the University's leadership and governance with additional links to information about the Senate and budget - <https://www.kean.edu/about/leadership-and-governance>

Information about the University Planning Council - <https://www.kean.edu/university-planning-council>

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: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1 Professional Communication Skills: *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4208: History 8 Seminar for written communication. Graphic representation skills were evident in several of the design studios; however, the graduate level studios attached to this SPC have not yet been taught, and it is unclear how students in the alternative (non-advanced standing) tracks satisfy this criterion.

A.2 Design Thinking Skills: *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

[X] Not Yet Met

2019 Team Assessment: Ability to raise clear and precise questions and utilize abstract ideas to interpret information is evident in Arch 5109 Studio 9: Complex Program II, which is currently in progress. Evidence of the ability to draw conclusions and test alternative outcomes against relevant criteria and standards has not been found.

A.3 Investigative Skills: *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level has not yet been met. Partial evidence was found in ARCH 5109: Studio 9 Complex Program II, but not enough student work was shown at the time of visit to validate a student's ability to meet this criterion. ARCH 2104 - Studio IV:

Urban Building begins to showcase an ability to record and evaluate a design process but there was not enough consistent student work at the time of the visit.

A.4 Architectural Design Skills: *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in some student work prepared for ARCH 2104: Studio 4: Urban Building; however, the graduate level studios attached to this SPC have not yet been taught, and it is unclear how students in the alternative (non-advanced standing) tracks satisfy this criterion.

A.5 Ordering Systems: *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Not Yet Met

2019 Team Assessment: Some evidence of student achievement of applying ordering systems into two- and three dimensional design is found in Course 1101: Studio I: Urbanism and Architecture as well as ARCH 3105: Studio 5: Complex Program I. The understanding of the fundamentals of natural and formal ordering systems is not yet evident in the student coursework. The program has identified ARCH 6111: Studio 11: Comprehensive Design for this criterion but the course has not yet been taught.

A.6 Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level has not yet been met. Students perform assessment and evaluation of works of architecture in ARCH 1602.01 - Elements and Principles 2: Formal Theory but have not yet shown the application of these investigations into design projects. The syllabus for ARCH 2104 - Studio 4: Urban Building does note a few assignments related to precedent analysis but no student work was presented.

A.7 History and Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 2603: Elements and Principles 3 for students in the advanced standing curriculum. ARCH 5209: History 9 Seminar has not yet been taught, so there is no evidence to confirm that this criterion has been met for students in the non-advanced standing curriculum.

A.8 Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement was not found at the prescribed level in current coursework. ARCH 5109: Complex Program II was in progress. The program has also indicated that this criterion will be met in ARCH 5110: Studio 10: Wenzhou Travel Studio but it is not clear that all students will participate in this course.

Realm A. General Team Commentary: The team found that a majority of the SPC in this realm are Not Yet Met. The program has not yet delivered most of the M. Arch course(s) in which SPC are expected to be met. While the vision for the program is that each student performance criterion is taught in a comprehensive way starting in the preprofessional program across a broad spectrum of course work, the primary source of evidence of accomplishment at the prescribed level is expected to be found in student work in the M. Arch courses. The first cohort of students has begun the M. Arch curriculum this semester, and is midway through the courses for the year 5, semester 1.

In criterion A.8 a substantial amount of the program has been taught without evidence of an understanding of cultural diversity in social and spatial patterns and the responsibility of the architect to ensure equity of access to buildings and structures. The team is not confident that the remaining courses will sufficiently cover this material to the prescribed level based on their course descriptions.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level has not yet been met. ARCH 3105 - Studio 5: Complex Program I's syllabus and student assignments show intent but the student work does not validate the ability. ARCH 5109 - Studio 9: Complex Program II has been identified as a course attached to this SPC, but no work has been presented.

B.2 Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work. The student work presented for both ARCH 2103: Studio 3: Landscape and ARCH 5109: Studio 9: Complex Program II demonstrates a basic level of understanding of site analysis, but the

evidence of the ability to apply that knowledge to a project is not evident. ARCH 6111: Studio 10: Comprehensive Design has not yet been taught.

B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not found. Course 5501 is identified as the location for evidence of ability to design sites and facilities consistent with life-safety and accessibility standards but evidence found in this course is focused on understanding of legal responsibilities and ethics. The team looked for evidence in studio coursework and it appears the intent is to incorporate this SPC into ARCH 6111: Studio II: Comprehensive Design which has yet to be taught.

B.4 Technical Documentation: *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level has not yet been met. ARCH 6111 - Studio 11: Comprehensive Design has not yet been taught.

B.5 Structural Systems: *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 3401: Structures I and ARCH 4402: Structures II.

B.6 Environmental Systems: *Ability* to demonstrate the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not yet met. Understanding of Environmental Systems is evident in ARCH 4403: Building Systems I and it appears the Course ARCH 5404: Building Systems 2 will cover most of the criterion (although this course is just now being taught for the first time this semester and there is no student evidence). The team noted that acoustics is not identified in the syllabus for either course.

B.7 Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in ARCH 4403: Building Systems I.

B.8 Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4403: Building Systems I.

B.9 Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not yet met. The syllabus for ARCH 5404: Building Systems 2 indicates the intent to meet the criterion of understanding of building services systems (mechanical, plumbing, electrical and fire protection systems) will be addressed in readings, lectures and assignments. At this time there is no student work to assess as the course is currently being taught for the first time. The team noted that communication and vertical transportation were not identified in the syllabus.

B.10 Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level is not yet met. ARCH 5501: Professional Practice 1 is in the process of being taught and the partial student work that has been presented shows intent but not achievement at this time.

Realm B. General Team Commentary: Several SPC in this realm are met, and the program appears to be on track to meet the remainder of the SPC in this realm, based on course descriptions and work in progress for the current semester. Although some of the preprofessional courses contribute to these SPC, the primary source of evidence of accomplishment at the prescribed level is expected to be found in student work in the M. Arch courses, many of which have not yet been taught.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

C.1 Research: *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work presented for 4208. While the work does demonstrate some initial research, it is not clear that there is an understanding of how to apply that research to a project. ARCH 6111: Studio 11 has not yet been taught.

C.2 Evaluation and Decision Making: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level has not yet been met. ARCH 6111: Studio 11: Comprehensive Design has not yet been taught. The course outline shows intent, but there was no syllabus or student work.

C.3 Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level has not yet been met. ARCH 6111: Studio 11: Comprehensive Design has not yet been taught. The course outline shows intent, but no syllabus or student work was presented.

Realm C. General Team Commentary: The team found that all criteria in this realm are Not Yet Met. While elements of Realm C are evident in preprofessional program, the curricular intent and plan is for primary evidence for Realm C to be found in the two concluding graduate studio courses, ARCH 6111: Comprehensive Design, in the first semester of the sixth year, and ARCH 6405: Thesis, in the concluding semester. These courses have not yet been taught.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 Stakeholder Roles in Architecture: *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5501: Professional Practice I for portions of this criterion; however, the course is being taught currently and there was not adequate work to review at the time of the visit.

D.2 Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level has not yet been met. ARCH 5501: Professional Practice I is currently being taught. The syllabus shows intent to meet a portion of the criterion but there is not adequate work to indicate whether project schedules, time requirements or project delivery methods will be addressed.

D.3 Business Practices: *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level has not yet been met. ARCH 5501: Professional Practice I is currently being taught and has student work that begins to showcase the intent to deliver this criterion; however, there was not adequate work to review at the time of the visit. Additionally, the syllabus does not appear to cover business planning, marketing, business organization, and entrepreneurialism.

D.4 Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5501: Professional Practice I for portions of this criterion; however, the course is being taught currently and there was not adequate work to review at the time of the visit.

D.5 Professional Ethics: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student quizzes prepared for ARCH 5501: Professional Practice I.

Realm D. General Team Commentary: With the exception of D.5 Professional Conduct, the team found that all criteria in this realm are Not Yet Met. The curricular intent and plan is for primary evidence for Realm D to be found in ARCH 5109: Studio 9: Complex Program II, ARCH 5501: Professional Practice 1, and ARCH 6502: Professional Practice 2. At the time of the visit two of the classes (ARCH 5109 and ARCH 5501) were in progress, and the other course, ARCH 5502, has not yet been taught.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2019 Team Assessment: Kean University is accredited by the Middle States Commission on Higher Education; a copy of the 2014 accreditation status letter was included in the Architectural Program Report.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch), the Master of Architecture (M. Arch), and the Doctor of Architecture (D. Arch). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

The B. Arch, M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

Any institution that uses the degree title B. Arch, M. Arch, or D. Arch for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *NAAB Conditions for Accreditation*. Every accredited program must conform to the minimum credit hour requirements.

[X] Met

2019 Team Assessment: The program requires 139-141 credit hours for the pre-professional degree, and has planned 55 credit hours for the M. Arch degree which is in excess of the required 168 credit hours.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2019 Team Assessment: The process for evaluating preparatory education is described in the APR on page 38. Students admitted to both the B.A. in Architectural Studies and the M. Arch degree programs have an in-person interview with the dean and/or program chair. There are established curricula for students who lack the Kean pre-professional degree. Students who are admitted to the program take additional coursework based on their specific background. The program director provided the team copies of the additional curricula for students matriculating in the program who lack the Kean pre-professional degree. The advising system was described and demonstrated to the team. Academic records for individual students were also provided. This cohort of students is relatively small, and the process for evaluation and placement is pretty clear. As the program grows, more detailed and standardized documentation of student evaluation and placement will be beneficial to the program.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Met

2019 Team Assessment: The statement on NAAB-accredited degrees is located on the program website: <https://www.kean.edu/academics/programs/architecture-march>.

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2019 Team Assessment: Hard copies of the NAAB *Procedures* and *Conditions* are available in the Office of the Dean. Links are provided on the university website, as well as on a website established and maintained by the College:

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

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

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2019 Team Assessment: The university has a career center, which provides resources to students for all programs. Information about the center is located on the university website: <https://www.kean.edu/career-services>.

II.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).

- The most recent decision letter from the NAAB.
- The most recent APR.¹
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2019 Team Assessment: Hard copies of the APRs, VTR, and annual reports are available in the Office of the Dean. Links to the APR-IC and VTR are provided on the university website, as well as on a website established and maintained by the College:

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

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

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Not Applicable

2019 Team Assessment: The program does not yet have graduates, so NCARB does not have any pass rate information on the institution.

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2019 Team Assessment: Admissions and advising information is included in the APR on pages 39-42, as well as on the university website: <https://www.kean.edu/academics/programs/architecture-march>.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.

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

[X] Met

2019 Team Assessment: Student financial aid information is provided on the university website: <https://www.kean.edu/offices/financial-aid/graduate-students>. Cost of attendance information is provided as well: <https://www.kean.edu/offices/financial-aid/cost-attendance>.

COFFEE EDIT

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

[X] Met

2019 Team Assessment: A copy of the most recent annual report was included in the APR.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation*, 2012 Edition, Amended).

[X] Not Applicable

2019 Team Assessment: The status of the program is such that no Interim Progress Reports have been required to date.

COFFEE

V. Appendices:

Appendix 1. Conditions Met with Distinction

None at this time.

CONFIDENTIAL

Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) in which student work demonstrated the program's compliance with Part II, Section 1.

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR.

CONFIDENTIAL

MICHAEL GRAVES COLLEGE - SCHOOL OF PUBLIC ARCHITECTURE

REV 10.26.19

NAAB STUDENT PERFORMANCE CRITERIA (SPC) MATRIX _2014 CONDITIONS

SPC	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
D																										
E																										
F																										
G																										
H																										
I																										
J																										
K																										
L																										
M																										
N																										
O																										
P																										
Q																										
R																										
S																										

B. A. CURRICULUM

YEAR	SEMESTER	COURSE	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5	
YEAR 1	SEMESTER 1	ARCH 1101: STUDIO 1: URBANISM AND ARCH																											
		ARCH 1000: INTRO TO ARCHITECTURE																											
		ARCH 1101: REPRESENTATION 1 ARCH 1101: ELEMENTS AND PRINCIPLES 1																											
YEAR 1	SEMESTER 2	ARCH 1102: STUDIO 2: CONSTRUCTION & ARCH																											
		ARCH 1101: ARCHITECTURAL HISTORY 1																											
		ARCH 1102: REPRESENTATION 2 ARCH 1102: ELEMENTS AND PRINCIPLES 2																											
YEAR 2	SEMESTER 1	ARCH 2103: STUDIO 3: LANDSCAPE																											
		ARCH 2103: HISTORY 3: 20th & 21st C.																											
		ARCH 2103: REPRESENTATION 3 ARCH 2103: ELEMENTS AND PRINCIPLES 3																											
YEAR 2	SEMESTER 2	ARCH 2104: STUDIO 4: URBAN BUILDING																											
		ARCH 2104: HISTORY 4: 18th & 19th C.																											
YEAR 3	SEMESTER 1	ARCH 3105: STUDIO 5: COMPLEX PROGRAM I																											
		ARCH 3105: HISTORY 5: CLASSICAL & RATIONAL																											
		ARCH 3105: REPRESENTATION 4 ARCH 3105: STRUCTURES 1																											
YEAR 3	SEMESTER 2	ARCH 3106: STUDIO 6: TRAVEL, HOME																											
		ARCH 3106: HISTORY 6: RENAISSANCE & BAROQUE																											
		ARCH 3106: REPRESENTATION 5 ARCH 3106: STRUCTURES 2																											
YEAR 4	SEMESTER 1	ARCH 4107: STUDIO 7: URBAN DESIGN & HOUSING																											
		ARCH 4107: HISTORY 7: URBAN & LANDSCAPE FORMS																											
		ARCH 4107: REPRESENTATION 6 ARCH 4107: STRUCTURES 3																											
YEAR 4	SEMESTER 2	ARCH 4108: OPTIONAL STUDIO																											
		ARCH 4108: HISTORY 8: SEMINAR																											
		ARCH 4108: BUILDING SYSTEMS 1																											
		M. ARCH CURRICULUM																											
YEAR 5	SEMESTER 1	ARCH 5109: STUDIO 9: COMPLEX PROGRAM II																											
		ARCH 5109: HISTORY 9: SEMINAR																											
		ARCH 5109: REPRESENTATION 7 ARCH 5109: PROFESSIONAL PRACTICE 1 ARCH 5109: PROF. ELECT I																											
YEAR 5	SEMESTER 2	ARCH 5110: STUDIO 10: WENZHOU TRAVEL STUDIO																											
		ARCH 5110: HISTORY 10: SEMINAR																											
		ARCH 5110: REPRESENTATION 8 ARCH 5110: PROF. ELECT II FREE ELECTIVE																											
YEAR 6	SEMESTER 1	ARCH 6111: STUDIO 11: COMPREHENSIVE DESIGN																											
		ARCH 6111: HISTORY 11: SEMINAR																											
		ARCH 6111: REPRESENTATION 9 ARCH 6111: BUILDING SYSTEMS INTEGRATION																											
YEAR 6	SEMESTER 2	ARCH 6112: STUDIO 12: THESIS																											
		ARCH 6112: HISTORY 12: SEMINAR																											
		ARCH 6112: REPRESENTATION 10 ARCH 6112: PROFESSIONAL PRACTICE 2 ARCH 6112: PROF. ELECT III																											

Appendix 3. The Visiting Team

Team Chair, Educator

Susan Schaefer Kliman, PhD, AIA
Chair and Program Director
Department of Architecture and Urban Sustainability
University of the District of Columbia
College of Agriculture, Urban Sustainability & Environmental Sciences
4200 Connecticut Avenue NW, Suite 104-E
Washington, DC 20008
202.274.5774
520.405.3978 (cell)
susan.kliman@udc.edu

Practitioner

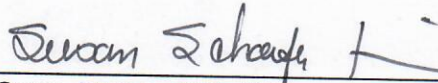
Kate Cofer, AIA, IIDA, PMP
Principal
KKT Architects, Inc.
2200 S. Utica Place, Ste. 200
Tulsa, OK 74114
918.744.4270, EXT. 388
917.450.7311 [CELL]
Kate.Cofer@KKTarchitects.com

NAAB Representative

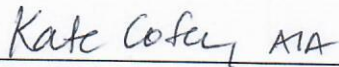
Ryan Gann, Assoc. AIA
Associate Director | AIA Board of Directors
Architect in Training | Ross Barney Architects
738 North Morgan Street, Unit 305
Chicago, Illinois 60642
c | 616.566.5793
w | 312.897.1766
rgann05@gmail.com

VI. Report Signatures

Respectfully Submitted,



Susan Kliman, PhD, AIA
Team Chair



Kate Cofer, AIA
Team Member



Ryan Carr, Assoc. AIA
Team Member