



**Ferris State University
Kendall College of Art and Design**

2018 Initial Accreditation Visiting Team Report

Master of Architecture

Track I [preprofessional degree plus 60-66 graduate credits]

Track II [non-preprofessional degree plus 90-96 graduate credits]

The National Architectural Accrediting Board
November 3–7, 2018

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.

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I. Summary of Visit

a. Acknowledgments and Observations

The team extends a heartfelt thanks to the program and Kendall College of Art and Design (KCAD) for its welcoming hospitality and superlative efforts to organize materials for an efficient and effective visit. In particular, the presentation format of digital materials made it very easy to navigate course materials and student work and discover required evidence.

The visiting team found three key themes that describe the current state of the program:

1. Momentum

The team found growing momentum toward a robust Master of Architecture degree program across a variety of measures. The program has demonstrated substantial improvement since the 2016 visit through focused and intentional efforts.

Specifically, the team reviewed documentation of an internal SPC review process conducted each semester by internal and external faculty that has provided detailed evaluation, feedback, and an action plan to instructors for courses intended to cover specific SPC. This has resulted in swift adjustment of curricula and corresponding impact on student work. This process is encouraged and supported by the upper administration, and the team is encouraged to hear that while intensive, the process is expected to continue.

In addition, the program has benefited from attentive and effective teaching, particularly in courses KGAR 531 - Critique of Architecture; KGAR 613 - Critical Practice; and the integration of technical subject matter across the spectrum of course work.

2. Identity and Vision

Faculty, students, alumni, and administrators all expressed a desire to identify shared values and defining characteristics. Communication and understanding of the program's identity are recognized as necessary to fuel enrollment growth and strengthen the program's impact. The team found that themes of social justice, environmental responsibility, and human factors emerged throughout the curriculum, student work, and interactions with the college and larger community, and may offer the nucleus of that unique identity.

3. Interconnections

KCAD's status as a semiautonomous college within Ferris State University (FSU) seemingly presents an opportunity to share and leverage resources, yet the team found this promise has not yet been fully realized. This appears to be due to a variety of constraints that require significant leadership to overcome. Specifically, the practice of allowing faculty from the Bachelor of Science in Architectural Technology and Facilities Management at FSU to teach graduate courses for KCAD has been successfully used to strengthen student outcomes in the technical realm, yet the continuation or expansion of this practice is not ensured. Students and faculty recognize the potential of a stronger relationship and look forward to greater interconnection.

Other interconnections are robust and are a strength of the program. Cross-disciplinary interaction with the other 16 programs in KCAD such as drawing, photography, interior design, and industrial design is a highlight of the program, and the strong personal connections the students have with local practitioners is

similarly a strength. Community engagement through design work is both visible and meaningful.

b. Conditions Not Achieved

I.2.3 Financial Resources

B.10 Financial Considerations

II. Progress Since the Previous Site Visit

2014 Student Performance Criterion B.3, Codes and Regulations: *Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.*

Previous Team Report (2016): The SPC Matrix indicated that this SPC was to be covered in KGAR 542 Studio 4: Systems Thinking for Sustainable Architecture. However, no substantial evidence was found to indicate that students had the ability to evaluate/consider code requirements, regulations, etc. for the design solutions that were presented. For example, there were no references or remarks on the designs as to the impact/influence of planning regulations (such as setbacks or zoning), ADA accessibility requirements, building codes, or other facts pertinent to life-safety standards.

2018 Visiting Team Assessment:

MET: The team found significant improvement in the syllabus and required course work for both KGAR 541 - Immersion 4: Building Systems Integration, and KGAR 542 - Studio 4: Systems Thinking for Sustainable Architecture. The students' projects demonstrated the ability to work with multiple codes for zoning, construction, life safety, and accessibility.

2014 Student Performance Criterion 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.*

Previous Team Report (2016): The SPC matrix indicated that this SPC was to be covered in KGAR 541 Immersion 4: Building Systems Integration and KGAR 542 Studio 4: Systems Thinking for Sustainable Architecture (with additional references to other classes). However, evidence of student ability with regard to technical drawings and the preparation of outline specifications was either not provided or not provided in a clear/concise manner.

2018 Visiting Team Assessment:

MET: The team found significant improvement in the syllabus and required course work for both KGAR 541 - Immersion 4: Building Systems Integration and KGAR 542 - Studio 4: Systems Thinking for Sustainable Architecture. In the projects developed during the studio course, students produced technical drawings, outline specifications, and models of material assemblies that demonstrated satisfaction of this SPC.

2014 Student Performance Criterion B.5, Structural Systems: *Ability to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.*

Previous Team Report (2016): The SPC Matrix indicated that this SPC was to be covered in KGAR 541 Immersion 4: Building Systems Integration. However, there was no evidence that students had developed the ability to select an appropriate structural system for a proposed design solution and indicate why it was selected or how it withstood gravity, seismic, and lateral forces.

2018 Visiting Team Assessment:

MET: The team has found a significant improvement in the students' ability to demonstrate basic principles of structural systems and their ability to select an appropriate system for their project. Student evidence found in KGAR 541 - Immersion 4: Building Systems Integration contained graphic illustrations and written equations for load calculations and tracing; matrices were used to aid in selecting systems; and typically there were system comparisons done to illustrate the reason for a decision.

2014 Student Performance Criterion B.10, Financial Considerations: *Understanding of the fundamentals of building costs, which must include project financial methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.*

Previous Team Report (2016): The SPC Matrix indicated that this SPC was to be covered in KGAR 613 Critical Practice of the Profession. However, the documentation provided to the team did not include sufficient evidence that students had developed an understanding of construction scheduling, operational costs, and life-cycle costs.

2018 Visiting Team Assessment:

NOT MET: The team found that while notable progress has been made in demonstrating understanding of cost estimating in KGAR 613 - Critical Practice of the Profession through student assignments, the balance of other topics within this criterion remain not met. Specifically:

- Life cycle analysis (LCA) exercises in KGAR 541 - Immersion 4: Building Systems Integration demonstrated an ample understanding of environmental impacts of design decisions, but did not incorporate cost factors. Some student work referenced analysis of initial cost vs operational, cost but this was not included in the work of all students.
- The team did not find evidence of finance and feasibility topics.
- The team found some references to durable materials and relative energy usage in several courses in studio work, but not specifically regarding operational costs.
- Construction scheduling was referenced in case study exercises in KGAR 613, but did not sufficiently demonstrate understanding.

2014 Student Performance Criterion 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.*

Previous Team Report (2016): The SPC Matrix indicated that this SPC was to be covered in KGAR 542 Studio 4: Systems Thinking for Sustainable Architecture. However, the student work provided as evidence did not fully demonstrate the requisite ability for broad integration and consideration of all aspects of the design process. In particular, technical documentation, accessibility, life safety, and structural systems were not sufficiently documented to support a positive finding.

2018 Visiting Team Assessment:

MET: The team found significant improvement in the effectiveness of KGAR 542 Systems Thinking for Sustainable Architecture and its companion seminar, KGAR 541 Systems Integration. Course work at all levels demonstrates the positive effects of the focused effort that has been directed toward the teaching of structural systems. In addition, topics of life safety and envelope design are now the subject of specific assignments within this studio-seminar pairing and evident in student work. The final projects clearly indicate an ability of all students to integrate the requisite aspects.

2014 Condition 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.

Previous Team Report (2016): The information provided on the program's website (<https://www.kcad.edu/programs/graduate/m-arch/public-information/>) does not comply with the NAAB prescribed language in the 2014 Conditions for Accreditation, Appendix 1, Statement on NAAB-Accredited Degrees — Required Text for Catalogs and Promotional Materials, p. 28.

2018 Visiting Team Assessment:

MET: The information is now publicly available on the website (<https://www.kcad.edu/programs/graduate/m-arch/public-information/>).

III. 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, 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. The description must include 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. The description must also include how the program as a unit develops multidisciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the community.

[X] Described

2018 Visiting Team Assessment:

The KCAD M. Arch. program, established five years ago, resides within the Kendall College of Art and Design, established in 1931, and which now occupies three buildings in downtown Grand Rapids, Michigan. In 1996 Kendall merged with Ferris State University (FSU), and today remains semiautonomous and financially responsible as KCAD. As a college within FSU, KCAD's mission is to prepare students for leadership in the visual arts, design, art history, and art education; provide innovative, collaborative education that fosters intellectual growth and individual creativity; and promotes the ethical and civic responsibilities of designers, locally and globally. The M. Arch. program builds upon this art and design culture, and its location in a major urban setting in western Michigan provides experience-rich, interdisciplinary opportunities to study architecture and to develop the skills required to qualify for licensure as an architect. The vision of the M. Arch. program is to engage students, faculty, and professionals in the pursuit of architecture deeply rooted in a sense of place and community.

By design, the M. Arch. program draws upon interdisciplinary relationships within FSU and KCAD to leverage education in both technical programs and design programs. As such, the M. Arch. faculty includes members of various departments of KCAD and FSU, and it extends to the professional practice and business community of western Michigan. The M. Arch. program is active within the larger KCAD and FSU academic communities, and it is playing an increasing role in the region. The program is designed as a unique combination of immersive seminars and design studios, critical travel abroad, and urban context to support a robust engagement between the program and local communities.

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 nontraditional.

- The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, 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 field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Demonstrated

2018 Analysis/Review: The program has worked with students to develop a studio culture policy, and every student is aware of it. The policy has been distributed to the full-time and part-time faculty. There is ongoing discussion about revising it. Currently it addresses time management, general health and well-being, work-school-life balance, and professional conduct.

The learning culture at KCAD is deeply influenced by its context within a College of Art & Design. The Master of Architecture students are well aware of the opportunities for interdisciplinary collaboration, as well as the access to the knowledge and equipment available in the building. There are modes of learning in the college that align well with architecture, such as interior design. Elective courses—in such fields as industrial design, illustration, and sculpture—are also available to Master of Architecture students. The students have clearly established a culture of mutual critiques (student to student) and have even started a tradition of what they call “Coffee and Crit.” Studios are available 24/7, and students have access to various modes of making.

For a very young and growing program, there appears to be an atmosphere of trust, collegiality, and willingness among the students to support each other. We observed all three studios offered in the program, as well as a history / theory class titled Critique of Architecture. These observations revealed thoughtful and rigorous instructors (both full and part time) who seem to care deeply about their students, and who will make adjustments to the teaching if necessary. In general, the atmosphere is positive and productive. We confirmed those observations in meetings without faculty in the room.

Finally, it is worth noting that the KCAD has chosen to connect design studios with specific seminars (technology and history / theory), thereby allowing students to find commonality between their design work and their other course work.

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 during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.
- 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.

[X] Demonstrated

2018 Visiting Team Assessment:

KCAD’s 2017-2020 strategic plan defines diversity and inclusion as one of its top “strategic priorities.” FSU has appointed a vice president for diversity and inclusion, who has started a Diversity and Inclusion office at the main Ferris State campus. This office has published the comprehensive “Diversity and Inclusion Plan, 2016-2021,” and KCAD has formed its own task force

to review the plan and develop a college-specific plan for diversity among students and faculty. There is a standing Diversity, Equity, and Inclusion Committee within KCAD's college senate as well, which includes members of the M. Arch. faculty and administration. Professor McCulloch has been an active participant on this committee, presenting to them best practices for teaching and learning about diversity, equity and inclusion, both in academic content and classroom practices.

The M. Arch. student body is quite diverse and has only gotten more diverse since their start a few years ago, with students coming from a wide variety of backgrounds in study, race, religion, gender, socioeconomic status, and location. While the diversity of faculty is not as expansive as the student body, the program has reached out to minority-serving institutions and professional organizations to expand its range of prospective faculty members.

The M. Arch. program places a heavy emphasis on involvement in social and civic opportunities throughout KCAD, Grand Rapids, and beyond. It is evident among the work and conversations with students and faculty that the M. Arch. program truly values engagement with their immediate community and instills the sense of commitment to creating spaces for the greater good throughout the entire course sequence, especially during the Urban Collaborative Studio, critical travel, and in the required internships.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.
- B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.
- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure. .
- D. Stewardship of the Environment.** The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.
- E. Community and Social Responsibility.** The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[X] Described

2018 Visiting Team Assessment:

A. Collaboration and Leadership

Throughout the program students have been given ample opportunities for collaboration within their studios and courses. This is evident in the numerous provided examples of collaborative projects that often involved the full studio's joint participation. In addition, the program has been successful in providing opportunities for faculty and students in other degree programs, as well as local practitioners, to be a part of the critique and review process. This college-wide collaboration is clear when discussing the program with the current students, alumni, faculty, and community members, who all feel a sense of pride and ownership of the program. Leadership opportunities have been provided in the very active AIAS chapter and their ongoing

relationships to the local architecture practices. Students also indicated they also have other opportunities for leadership in student activities and groups offered throughout the college.

B. Design

The unique structure of the curriculum supports the understanding of the design process. Each semester pairs a seminar that systematically introduces discrete topics of inquiry, analysis, and implementation with a complementary studio that works toward integration of the cumulative topics. As an innovative variant of the traditional studio with supporting electives, this approach appears to be a very effective way to teach a breadth of knowledge as evidenced in student work.

C. Professional Opportunity

The M. Arch. program has both a student and faculty AXP liaison, as well as a closely affiliated NCARB representative who works locally. Students are presented with information about the licensure process via these liaisons in both formal and informal discussions, and they are given the information in KGAR 613: Critical Practice of the Profession as well. Many of the students learn about this process even before enrolling in the M. Arch. program, simply because it plays such a huge role in 'why' they are considering a master's degree. KGAR 613 also introduces students to the many available career paths in architecture, and the required internship allows students to begin their role in the professional realm. Many other events and assignments contribute to students' understanding and breadth of knowledge about the profession including lectures, firm crawls, open houses, and firm interviews.

D. Stewardship of the Environment

The program instills a sense of commitment to the welfare of the environment and the community among its students throughout its entire course sequence, particularly in the urban collaborative studio, critical travel studio, and the required internships. Evidence is found throughout student work at all levels of the program demonstrating commitment to being environmentally responsible, using natural resources and materials, and remaining conscious of the effect their projects will have on the surrounding context. Students also have opportunities to engage in local organizations that focus on sustainable practices and are surrounded by both the KCAD and the Grand Rapids ideology of being responsible citizens.

E. Community and Social Responsibility:

The program's approach to understanding the social and cultural context of design's power to transform community is demonstrated in KGAR 611, Critical Travel, and KGAR 612, Urban Collaborative. By observing examples of solving issues within communities through design, students apply their learning and principles to a specific community and project designed to have an impact for social good. Examples include affordable urban infill housing, a place for homeless youth, and a migrant worker community center.

I.1.5 Long-Range Planning: The program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional mission and culture.

[X] Demonstrated

With the new KCAD president installed in 2015, the college has undertaken a robust strategic planning process, culminating in a strategic plan in 2017 that is guiding the college and the M. Arch. program development. The plan is found here:

<https://www.kcad.edu/about/strategicplan/>

During that process four initiatives were identified to help meet long-term goals:

- Assure Long-Term Sustainability of the KCAD M. Arch.
- Grow the M. Arch. Enrollment

- Strengthen Interdisciplinary Integration of the M. Arch. within the College
- Diversify and Strengthen Areas of Faculty Expertise

I.1.6 Assessment:

A. Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

The M. Arch. program engages the college administration annually in a review process and a strategic planning process. The status of their long-term goals are stated here:

- *Assure Long-Term Sustainability of the KCAD M. Arch.*

As a NAAB candidate program, the KCAD M. Arch. program is still defining aspects of assessing its defined objectives. The program expects to add additional faculty members, once there are more students. They have hired local professionals in adjunct roles. In addition, two tenured faculty from Ferris State's undergraduate program have taught courses for KCAD M. Arch. students. The Ferris Architectural Technology program and Bachelor of Science in Architecture and Sustainability (<https://ferris.edu/HTMLS/colleges/technolo/built-env/atfm/>) are located in the University's College of Engineering Technology, about 50 miles north of Grand Rapids.

- *Grow the M. Arch. Enrollment*

The most important topic is increasing enrollment. There are 15 current students in the degree, and 14 alumni. The immediate goal is to increase the M. Arch. enrollment to 30-60 students. They continue to push recruitment strategies, working closely with the admissions office of the college. The program remains small, but it already has a reasonable level of diversity, as noted in the APR. Diversity is also an important goal. Diversity programs at KCAD are shown here:

<http://www.kcad.edu/about/strategicplan/priority-diversityinclusion/>. Among the current 15 students, there are two international students (from China and Nigeria), two African American students, one Hispanic student, and a good balance of women and men.

- *Strengthen Interdisciplinary Integration of the M. Arch. within the College*

From our separate meetings with students, faculty, and administrators, it is clear the program has made progress on the topic of interdisciplinary integration with the college. This is one of the distinguishing aspects of the M. Arch. degree. The entire student body was at the student meeting, and several of them volunteered that they appreciate the opportunity to collaborate with other students, and to work with faculty from other disciplines in the college.

- *Diversify and Strengthen Areas of Faculty Expertise*

The program is still working on bringing a more diverse faculty when it comes to expertise. The assistant professor of architecture has a PhD from the University of Michigan, and is a licensed architect. The Master of Architecture program administrator has served as an administrator at other institutions, including Director of the School of Built Environment at Ferris State's main campus in Big Rapids. He has also taught architecture at other universities and is a licensed architect who has practiced for many years.

The program has hired several adjuncts that teach design, visualization, professional practice (titled Critical Practice), and other important areas in the curriculum.

However, the program administrator and faculty are aware they need to continue to bring in various forms of expertise as the program grows.

- 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.

[X] Demonstrated

The KCAD M. Arch. program falls under the college-wide curriculum self-assessment policies. As a NAAB candidate program, it is still in the early stages of refining its defined objectives. The KCAD

M. Arch. program has developed a thorough rubric to encourage rigorous assessment of the curriculum. The faculty felt this was important as a candidate program for NAAB accreditation. For the last two years they have individually assessed each student performance criteria. The NAAB SPC Assessment Team consists of KCAD architecture faculty, FSU architectural technology faculty, the chair of the interior design department at KCAD, and the former dean of the University of Detroit - Mercy, who has significant experience with NAAB accreditation. The team reviews the students' work, the syllabi, and course materials. If the team identifies a deficiency, a work plan is advised, and the faculty focus on addressing the concern.

It is clear that several courses have been revised and improved based on this strategy.

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. Human resources include 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 Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), 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] Demonstrated

2018 Team Assessment:

The Master of Architecture falls within the Kendall College of Art & Design human resource policies. Funding is made available to tenure-track and tenured faculty members to attend a national conference teach year. In addition, the dean has additional professional development funds available. The faculty do not have to pay any fees if they participate in AIA Grand Rapids and AIA Michigan professional development courses and workshops.

The Ferris State University / Kendall College of Art & Design human resource policies are found here. <https://ferris.edu/HTMLS/administration/Trustees/boardpolicy/6.htm>

In comparing the Ferris State University / Kendall College of Art & Design policies to other universities, the policies are generally comparable to other academic institutions. They have academic freedom and the ability to hire within their unit and manage their curriculum.

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

[X] Described

2018 Team Assessment:

Evidence of satisfaction of this requirement was found in the APR, delineating the classrooms, studios, presentation venues, offices, and shops required for sustaining the M. Arch. program and to provide for its growth. This was further supported by on-site tours of the facilities by the visiting team.

The two main KCAD studio and classroom buildings are 17 Fountain and Woodbridge N. Ferris (WNF) buildings, which are across the street from each other. They include space for galleries, offices, library, Material Connexion resource, classrooms, studios, wood shop, digital media lab, and a digital production and fabrication lab. Part of a third building owned by Ferris State University, the UICA (Urban Institute for Contemporary Art) is used for an M. Arch. studio, as well as space for meetings, offices, and a theater.

KCAD is in the midst of a new facilities master planning process, which will guide the college in future space planning decisions to support student success and program development. The M.

Arch. program has directly participated in the planning process for each KCAD facility and has contributed to the commentary on draft plans to date. The final plan is scheduled for release in 2019.

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

[X] Not Demonstrated

2018 Team Assessment:

The program is underfunded in its current structure, and the team is not certain that measures are in place to ensure continued success. Specifically, the team has serious concerns that present funding levels are insufficient to support the full complement of faculty required to support student learning and achievement over the long term.

School and program leadership is planning on future increased enrollment to result in tuition revenue increases, which will in turn directly support an enlarged budget for faculty lines and other program-specific expenses. However, this is speculative, and the team understands its task is to assess conditions as they are today.

Resources provided by funding at the school level include use of facilities and studio space sufficient for enrollment of 30 students (currently 15), library and information resources, human resources, admissions, general administration, shared labs and workshops, and professional development.

The team understands that the budget attributed to the program as presented in the APR includes lines for dedicated faculty and administrative salaries, and a small discretionary budget for supplies, and equipment.

Currently the program has one full-time faculty member and one full-time administrator who also has significant teaching responsibilities.

The remainder of instruction is taught by adjunct faculty, and part-time commitments from faculty in the FSU undergraduate programs (Bachelor of Science in Architecture and Sustainability and Bachelor of Science in Facility Management) and the KCAD Interior Design and other departments. Program leadership has expressed a desire to convert certain adjunct positions into assistant professorships, either term or tenure track. This request is under consideration, and as a tuition-driven institution, is largely based on financial factors.

As of the date of the visit, the team understands that the continued or expanded use of FSU faculty to provide instruction for the graduate program is not ensured. However, it is evident that this arrangement has been successful in improving the ability of student work to fulfill SPC requirements. Therefore the inability of the program to commit to this arrangement is a serious cause of concern.

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 architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture 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] Demonstrated

2018 Team Assessment: The team found evidence of appropriate and accessible information resources through material presented in the APR, conversations with information resources staff, and on-site review of materials and facilities. The program has made a recent hire who will oversee a transition to the ExLibris system, which will provide single-point comprehensive access to the full

range of databases and resources within KCAD and FSU as well as other institutions. Physical copies of journals and books are heavily supplemented by robust electronic resources and interlibrary loan.

The staff actively participates in introducing the students to information resources during studio, and are available as needed to assist with research topics. The use of precedent studies and other research found within student work demonstrates that the requisite skills are a part of the educational experience.

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 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] Described

2018 Team Assessment:

The administrative structure and governance of the program have been described in the APR. The Kendall College of Art and Design functions as a semi-autonomous unit of Ferris State University. The head of academics is the academic dean of the college, Charles Wright. The Master of Architecture program is led and administered by Brian Craig, AIA, LEED AP. The M. Arch. program director reports directly to the academic dean.

The M. Arch. program has two full-time employees – the director, Brian Craig, who also teaches a partial load, and one full-time tenure-track faculty member, Dr. Michael McCulloch. The program currently employs nine adjuncts and guest lecturers in the current semester. Central administrative support is provided by the dean's office. In addition, the Office of Student Success provides admissions-related services, registration, scholarships, and student services. Support for the website, photography, and marketing is provided by the Communications Office. Three graduate assistants also provide support to the M. Arch.

The M. Arch. program director is a member of the College Senate, the Dean's Council, President's Council, and all of the college governance forums with the chairs of the other KCAD programs. The program is represented in faculty forums and initiatives, including the Graduate Studies Committee, and the Diversity, Equity, and Inclusion Committee, by Dr. Michael McCulloch.

KCAD does not have a student government structure. An AIAS chapter has been formed, and students also participate in university-wide student groups such as the Masters Collective and student exhibitions.

CONDITIONS FOR ACCREDITATION

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 each criterion.

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 study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

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 representational media appropriate for both within the profession and with the public.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 622 – Studio 6: Thesis.

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] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 532 – Studio 3: Site : Tectonics : Sustainability.

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] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 531 - Immersion 3: Critique of Architecture.

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] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 532 – Studio 3: Site : Tectonics : Sustainability.

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] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 532 – Studio 3: Site : Tectonics : Sustainability.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 531 Immersion 3: Critique of Architecture, KGAR 532 – Studio 3: Site : Tectonics : Sustainability as well as KGAR 541 - Immersion 4: Building Systems Integration, and KGAR 542 - Studio 4: Systems Thinking for Sustainable Architecture.

A.7 History and Global 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, ecological, and technological factors.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 531 - Immersion 3: Critique of Architecture and KGAR 611 - Immersion 5: Critical Travel.

The team found this criterion to be **met with distinction**; see Appendix 1.

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 sites, buildings, and structures.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 531 - Immersion 3: Critique of Architecture and KGAR 611 - Immersion 5: Critical Travel.

The team found this criterion to be **met with distinction**; see Appendix 1.

Realm A. General Team Commentary:

Overall, the team observed evidence of student achievement in Realm A across the students' many assignments and projects. Studio courses demonstrated strong communication and design skills through the use of various media, and it was apparent that all students are encouraged to bring individual strengths and interests to their design work. The team took note of the students' abilities to source scholarly materials, research, and integrate their findings into studio work. Student research and

design work strongly evidenced their understanding of history, culture, and diversity and social equity, especially in writing assignments.

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. In addition, 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 that includes 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] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 532 - Studio 3: Site: Tectonics : Sustainability, KGAR 541 - Immersion 4: Building Systems Integration, and KGAR 542 - Studio 4: Systems Thinking for Sustainable Architecture.

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] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 532 Studio 3: Site : Tectonics : Sustainability and KGAR 542, Systems Thinking for Sustainable Architecture.

B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 541 - Immersion 4: Building Systems Integration, and KGAR 542 - Studio 4: Systems Thinking for Sustainable Architecture.

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] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 541 - Immersion 4: Building Systems Integration, and KGAR 542 - Studio 4: Systems Thinking for Sustainable Architecture.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 541 - Immersion 4: Building Systems Integration.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 541 - Immersion 4: Building Systems Integration, and KGAR 542 - Studio 4: Systems Thinking for Sustainable Architecture.

- 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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 541 - Immersion 4: Building Systems Integration, and KGAR 542 - Studio 4: Systems Thinking for Sustainable Architecture.

- B.8 Building Materials and Assemblies:** *Understanding* of the basic principles used 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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 541, Building Systems Integration and KGAR 542, Systems Thinking for Sustainable Architecture

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 541 - Immersion 4: Building Systems Integration, and KGAR 542 - Studio 4: Systems Thinking for Sustainable Architecture.

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 Met

2018 Team Assessment: The team found that while notable progress has been made in demonstrating understanding of cost estimating in KGAR 613 through student assignments, the balance of other topics within this criterion remain not met. Specifically:

- Life cycle analysis exercises in KGAR 541 demonstrated an ample understanding of environmental impacts of design decisions, but did not incorporate cost analysis.
- The team did not find evidence of discussion of finance and feasibility topics
- The team found some references to durable materials and relative energy usage in several courses in studio work, but not specifically regarding operational costs
- Construction scheduling was referenced in case study exercises in KGAR 613, but did not sufficiently demonstrate understanding.

Realm B. General Team Commentary: Overall, substantial progress has been made since the previous team visit. This is reflected in the number of criteria that were previously considered “not met” that have now been achieved. While the majority of the relevant course work for the technical understanding required by Realm B can be found in KGAR 541 and KGAR 542, student work shown in several other graduate level architecture seminar and studio courses as well as the thesis projects show the students’ understanding of these technical concepts.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations in this realm include:

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

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 541 - Immersion 4: Building Systems Integration and KGAR 542 - Studio 4: Systems Thinking for Sustainable Architecture, and KGAR 531 - Critique of Architecture.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 541 - Immersion 4: Building Systems Integration, and KGAR 542 - Studio 4: Systems Thinking for Sustainable Architecture.

- 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] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 541 – Immersion 4: Systems Integration and KGAR 542 – Studio 4: Systems Thinking for Sustainable Architecture.

Realm C. General Team Commentary:

The team found that student achievement in this realm was primarily exhibited in KGAR 541 – Immersion 4: Systems Integration and KGAR 542 – Studio 4: Systems Thinking for Sustainable Architecture, through projects that brought together all of the elements comprising this realm: research, evaluation, synthesis, and integration. The team found evidence that all SPC in this realm were met, an improvement from the previous team visit.

Specifically pertaining to SPC C.3, the program selected two projects—the 501 Alabama project and the SWAN Lofts project—to encompass live/work projects in an urban setting. Both projects embodied complex site development, code implications, consideration of neighborhood and building typology precedent, evaluation of systems appropriate for live/work environments, and the integration of building envelope, structure, and systems into a comprehensive architectural solution.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act 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 relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—the architect's role to reconcile stakeholders needs.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 612 - Studio 5: Urban Collaborative and KGAR 613 Critical Practice of the Profession.

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] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 613 - Critical Practice of the Profession.

D.3 Business Practices: *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 613 - Critical Practice of the Profession

The team found this criterion to be **met with distinction**; see Appendix 1.

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] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 613 - Critical Practice of the Profession.

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 NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for KGAR 613 - Critical Practice of the Profession.

Realm D. General Team Commentary:

This realm is comprised of multiple components of business and practice relationships that must be addressed by the program. The student achievements satisfying the requirements were found primarily in a single key course, KGAR 613 - Critical Practice of the Profession, which is taught by an adjunct instructor. This is supported by design work completed for KGAR 612 - Studio V: Urban Collaboration, taught by a full-time professor.

Following the program's own fall 2016 Assessment Review, the content of KGAR 613 changed significantly in its structure, content, requirements, and collection of evidence to more easily track the satisfaction of the component SPC. The combination of lectures, case studies, class assignments, and exams has been more effective in understanding the many elements and relationships embedded in the business and practice of architecture and related disciplines.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

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); or the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:
 - a. The institution has explicit written permission from all applicable national education authorities in that program's country or region.
 - b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2018 Team Assessment: As described in the APR, Ferris State is currently accredited by the Higher Learning Commission of the North Central Association. Kendall College of Art and Design is accredited by the National Association of Schools of Art and Design (NASAD). Both accreditations have been confirmed by the information available on the Higher Learning Commission and NASAD websites.

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. The B. Arch., M. Arch., and/or D. Arch. are recognized by the public as accredited degrees and therefore should not be used by nonaccredited programs.

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

The number of credit hours for each degree is specified in the *2014 NAAB Conditions for Accreditation*. All accredited program must conform to the minimum credit hour requirements:

[X] Met

2018 Team Assessment: The programs offers a Master of Architecture degree with a two-year 60 credit program with a preprofessional degree, and a three-year 90 credit program with a non-preprofessional degree.

Part Two (II): Section 3 – Evaluation of Preparatory Education

The program must demonstrate that it has a thorough and equitable process for evaluating 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 course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
- In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate 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 before accepting the offer of admission. See also Condition II.4.6.

[X] Met

2018 Team Assessment: The evaluation of the preparatory education process was evident on the provided admissions documents.

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 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

2018 Team Assessment: Documentation to support this condition was provided on the Kendall College of Art and Design website at:

<https://www.kcad.edu/programs/graduate/m-arch/public-information/>

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

2018 Team Assessment: Documentation to support this condition was provided on the Kendall College of Art and Design website at:

<https://www.kcad.edu/programs/graduate/m-arch/public-information/>

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

2018 Team Assessment: Documentation to support this condition was provided on the Kendall College of Art and Design website at:

<https://www.kcad.edu/programs/graduate/m-arch/public-information/>

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

2018 Team Assessment: Documentation to support this condition was provided on the Kendall College of Art and Design website at:

<https://www.kcad.edu/programs/graduate/m-arch/public-information/>

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

2018 Team Assessment: ARE pass rates are not published on the NCARB website until a program has achieved at least initial accreditation, and hence is not applicable here. If the program achieves the initial accreditation, the link to the NCARB website showing the passing rates for the school must be added to the school's website.

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

2018 Team Assessment:

Information regarding the admissions process for the M. Arch. program can be found on KCAD's public website linked below:

<https://www.kcad.edu/admissions/how-to-apply-graduate/>

https://www.kcad.edu/uploads/docs/KCAD_MArch_Admissions_Policy.pdf

The M. Arch. admissions process follows a typical model in which students provide an application, transcript, résumé, portfolio, statement of purpose, and letters of recommendation. In addition, the program will request an in-person interview, when possible. Upon receipt of all admissions

materials and the concluded interview, a decision is made about whether to admit the student to the program.

For students who have a preprofessional degree in architecture or a supporting subject, course descriptions and transcripts from their previous university are carefully considered and used to determine whether the student can be placed in the two-year or three-year track for the M. Arch. program. Some students are admitted to the three-year track with advanced standing, meaning they still have to take some year 1 courses but not all of them.

This process is well documented for the public to view at the links provided above, and the webpage includes additional links to all forms and documents needed to complete the admissions process. Admissions deadlines are also stated on the webpage linked above.

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

2018 Team Assessment: Documentation to support this condition was provided on the Kendall College of Art and Design website in several locations:

<https://www.kcad.edu/cost-of-attendance/>

<https://www.kcad.edu/programs/graduate/m-arch/technology-requirements/>

[https://www.kcad.edu/uploads/docs/2017-18 cost of attendance.pdf](https://www.kcad.edu/uploads/docs/2017-18%20cost%20of%20attendance.pdf)

<https://www.kcad.edu/programs/graduate/m-arch/scholarships/>

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

2018 Team Assessment: The required certification was provided to the team in the APR.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation*, 2015 Edition).

[X] Not applicable

2018 Team Assessment: The program is a candidate for initial accreditation and has not yet been required to submit an Interim Report.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

A.7 History and Global Culture

A.8 Cultural Diversity and Social Equity

KGAR 531: Critique of Architecture

This course addresses complex issues with clarity and depth. The instructor has the capacity to draw out students, expecting them to respond to course content and reframe issues from their own world view. Critique of Architecture is more than a world architecture lecture class. It clearly allows students to engage with this content in greater depth. In the observation of the class, it is clear that the instructor is focused on integrating cultural diversity and social equity that helps understand architectural history in context.

D.3 Business Practices

KGAR 613: Critical Practice of the Profession

In response to a previous self-assessment report of the professional practice curriculum, significant revisions were made to the course syllabus and content, which have resulted in an exemplary understanding of the architecture profession demonstrated in the student work. A major component of the course involves practical case studies and highlights the continued involvement and commitment of the local practice community to the M. Arch. program.

Appendix 2. Team SPC Matrix

November 6, 2018
Kendall College of Art and Design at Ferris State University
Master of Architecture - NAAB 2014 Conditions for Accreditation

Course Offerings and SPC Matrix

Semester offered per official curriculum sequence			Realm		Realm A - Critical Thinking and Representation								Realm B - Building Practices, Technical Skills and Knowledge										Realm C - Integ. Arch. Solutions			Realm D - Professional Practice				
			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
			SPC Name		Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History and Global Culture	Cultural Diversity and Social Equity	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems and Assemblies	Building Materials and Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Evaluation and Decision-Making Design Process	Integrative Design	Stakeholder Roles in Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct
			(Ability or Understanding)		A	A	A	A	A	A	U	U	A	A	A	A	A	A	U	U	U	U	U	A	A	U	U	U	U	U
			KCAD Course		KCAD cr	SPC met in NAAB-accredited program																								
Year 1	Fall	KGAR 511 Immersion 1: Seeing Architecture	6																											
		Offered As																												
		KGAR 503 Seeing Architecture	3																											
		KGAR 503 Global Modernism (also taken as elective by some students)	3																											
	Spring	KGAR 512 Studio 1: Principles & Processes: Objects	6																											
		KGAR 513 Design Communication 1	3																											
		KGAR 521 Immersion 2: How Things Work	6																											
		Offered As																												
		KGAR 503 Intro to Structures	3																											
		ARCH 361 Environmental Systems 1 (at FSU)	3																											
ARCH 362 Environmental Systems 2 (at FSU)		3																												
	KGAR 503 Intro to Building Systems	3																												
	KGAR 522 Studio 2: Making & Meaning: Systems	6																												
Summer	KGAR 523 Design Communication 2	3																												
	KGAR 551 Building Science Studio (not yet offered)	0-6																												
		Internship or Work Experience																												
Year 2	Fall	KGAR 531 Immersion 3: Critique of Architecture	6			A3			A6	A7	A8																			
		KGAR 532 Studio 3: Site/Tectonics/Sustainability	6			A2		A4	A5	A6		A8	B1	B2																
		Elective 1	3																											
	Spring	KGAR 541 Immersion 4: Building Systems Integration	6						A6			B1		B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3						
		KGAR 542 Studio 4: Systems Thinking for Sustainable Architecture	6						A6			B1	B2	B3	B4		B6	B7	B8	B9		C1	C2	C3						
		Elective 2	3																											
Summer	Internship or Work Experience																													
Year 3	Fall	KGAR 611 Immersion 5: Critical Travel	6							A7	A8																			
		KGAR 621 Thesis Preparatory Seminar (Moved to Fall)	3																											
		KGAR 612 Studio 5: Urban Collaborative	6																							D1				
	Spring	KGAR 613 Critical Practice of the Profession	3																						D1	D2	D2	D2	D2	
		KGAR 623 Thesis Proseminar	3																											
		KGAR 622 Studio 6: Thesis	6						A1																					
		Elective 3	3																											
Total Credits			90 - 96																											

Appendix 3. The Visiting Team

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Respectfully Submitted,



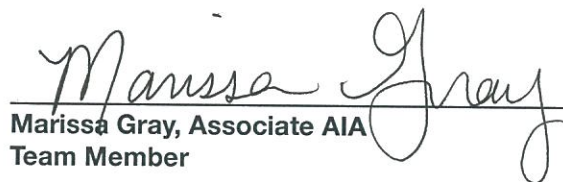
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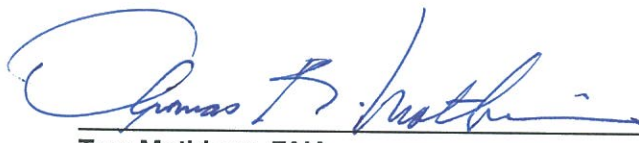
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