

Visiting Team Report

Ferris State University
Kendall College of Art and Design

M.Arch.

Visit Dates: February 7-9, 2022

NAAB

National
Architectural
Accrediting

Visiting Team Report (VTR)
 2020 Conditions for Accreditation
 2020 Procedures for Accreditation

To be completed by NAAB Staff:

Institution	Kendall College of Art and Design of Ferris State University
Name of Academic Unit	Master of Architecture Program
Degree(s) <i>(check all that apply)</i> Track(s) <i>(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:</i> <i>150 semester undergraduate credit hours</i> <i>Undergraduate degree with architecture major + 60 graduate semester credit hours</i> <i>Undergraduate degree with non-architecture major + 90 graduate semester credit hours)</i>	☐ <u>Bachelor of Architecture</u> Track: ☒ <u>Master of Architecture</u> Track: Undergraduate degree with architecture major + 60-66 graduate semester credit hours Track: Undergraduate degree with non-architecture major + 90-96 graduate semester credit hours ☐ <u>Doctor of Architecture</u> Track: Track:
Application for Accreditation	First Term of Continuing Accreditation
Year of Previous Visit	2018
Current Term of Accreditation <i>(refer to most recent decision letter)</i>	Initial Accreditation (Three-Year Term)
Program Administrator	Michael (Mick) McCulloch, Ph.D., AIA (Program Chair)
Chief Administrator for the academic unit in which the program is located <i>(e.g., dean or department chair)</i>	Stephen Halko, MFA (Dean of Academic Affairs)
Chief Academic Officer of the Institution	Stephen Halko, MFA (Dean of Academic Affairs)
President of the Institution	Tara McCrackin, M.Ed. (President)
Individual submitting the APR	Michael (Mick) McCulloch, Ph.D., AIA
Name and email address of individual to whom questions should be directed	Michael (Mick) McCulloch, Ph.D., AIA (michaelmcculloch@ferris.edu)

I. Summary of Visit

a. Acknowledgments and Observations

As a nimble program that beneficially leverages an urban location and access to interdisciplinary influences through its placement within an established art and design school, the Kendall College of Art and Design (KCAD) of Ferris State University (FSU) demonstrates an integrative approach to design and research as well as a highly collaborative environment.

Preparing for the first term of Continuing Accreditation can be a challenge under normal circumstances, let alone during a global pandemic and substantial changes to the Conditions and Procedures for Accreditation. As evidenced by the team's pre-visit review of the APR and prepared work, as well as our virtual visit, it is clear that the program made significant progress since the Initial Accreditation, and they have implemented a transparent model for assessment with a tested feedback loop.

The team would like to thank Program Chair Michael (Mick) McCulloch for organizing and facilitating such a smooth and productive visit, navigating the challenges of COVID-19 alongside realigning curricula and assessment to meet the new 2020 Conditions for Accreditation. The program's documents and presented evidence were well organized and we appreciate both the responsiveness and ease of access to Chair McCulloch prior to and during the virtual visit.

We would also like to thank the administration of KCAD, especially President Tara McCrackin and Dean of Academic Affairs Stephen Halko. The art and design backgrounds, as well as the instructional experiences, of the KCAD administrators ground their perspectives in creative practice. The administrators and program leaders have clear goals for the future of the program, with opportunities for selected growth and collaboration with an array of programs. The faculty, staff, and students all contributed time and shared beneficial insights that were invaluable to the accreditation team's visit.

Observations

- Curriculum
 - With rich connections across disciplines and to industry, the program provides a broad view of design but also one grounded in community engagement and local practice.
 - There is interest in growing connections to the undergraduate architecture program at FSU, as well as burgeoning engagements with the engineering program to provide students with a technical undergraduate degree and a human-centric approach to design in their graduate studies.
 - Travel and site-based work are integral to the students' learning experience and the pandemic-related modifications managed to replicate critical elements of research and field studies to provide students with useful perspectives in the discipline of architecture as well as the history of the built environment and the impacts of urban design.
- Facilities
 - The centralization of the architecture program within a floor in one building has substantially improved the overall teaching and learning culture.
 - The ground-floor gallery provides for a visible presence in the urban landscape, affording opportunities for greater connections and even recruiting within the community.
 - As the program grows, there is flexibility within the studio spaces and a new Director of Operations will be evaluating space management, however questions remain about dedicated faculty office space for sensitive and confidential conversations.
 - Leveraging its location within an art and design school, the students have access to an array of fabrication methods and materials, and they feel supported within their pursuit of design innovation through making.
- Staff

- Shared among the various KCAD programs, the staff are fully vested in the success of the architecture program and deeply knowledgeable about the challenges and opportunities within the study of a professional degree program.
- Faculty
 - Structural changes to the program's administration prompted a better alignment with the academic operations of KCAD, implementing a Program Chair who is simultaneously a full-time faculty member. Additionally, the growth to two full-time faculty members has bolstered continuity and support.
 - There are remaining questions about the administrative and curricular burden on the chair and the sustainability of a position that serves so many roles within a professional program as well as the larger KCAD and institutional framework.
 - Largely driven by adjuncts and other term-position faculty, these instructors are able to provide broad research and practice experiences, but they do not have the same access to funding for professional development as tenure-track or tenured faculty.
 - Paths for support as well as promotion and tenure are unclear, and although new adjunct positions address some of the gender disparities there are additional opportunities for increasing instructional diversity.
 - The students feel well-supported, encouraged, and inspired by the faculty and noted their roles as mentors.
- Students
 - Students are actively engaged with the curriculum and have benefited from having all years of the program on one floor.
 - Students are encouraged to pursue connections within other disciplines at KCAD, facilitating independent initiative and a professional program experience deeply tied to other design fields.
 - As part of FSU's financial aid structure, 100% of the program's students receive institutional grants and any additional, program-associated costs are clearly outlined.
 - As the program develops, formal pathways for shared governance and access to administration will be instrumental to maintaining a culture of communication and mutual respect.
 - Within the program, students take on formative leadership positions and are regularly engaged in the Grand Rapids design community. The AIAS chapter is particularly active.

b. Conditions Not Achieved (list number and title)

5.4 Human Resources and Human Resource Development

5.5 Social Equity, Diversity, and Inclusion

II. Progress Since the Previous Site Visit

2014 Criterion I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

Previous Team Report (2018): 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.

Visiting Team Assessment: The program is being reviewed under the new 2020 Conditions. Progress since the previous site visit can be seen in the demonstrated content of 5.7 Financial Resources and 6.6 Student Financial Information. These conditions are now met.

2014 Student Performance Criterion 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.*

Previous Team Report (2018): 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.

Visiting Team Assessment: The program is being reviewed under the new 2020 Conditions. Progress since the previous site visit can be seen within the demonstrated content of SC.4 Technical Knowledge and this condition is now met.

III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program as a result of changes in the Conditions is required.

Team Assessment: The program achieved Initial Accreditation in 2018 under the 2014 Conditions for Accreditation. The program anticipated a spring 2021 visit for the first term of Continuing Accreditation, preparing under the 2014 Conditions and 2015 Procedures; however, disruptions due to COVID-19 prompted the program to postpone the visit to Spring 2022 and, consequently, realign content to the 2020 Conditions and Procedures. To achieve this, the program refined course design and delivery for AY 2020-2021, completing an initial assessment cycle for work in the Spring 2020 and Fall 2021 semesters. Feedback and curricular adjustments have already been incorporated into the program.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission

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

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

[X] Described

Program Response: Located in the center of a growing mid-sized city, and within the dynamic context of a college of art and design, the KCAD Master of Architecture program thrives on the connections it builds inside and outside of the university. Its paired seminar and studio courses encourage students to create bridges between their humanities and building science learning and their concurrent design projects. Through electives and grant funded research projects, students work with faculty and peers from across KCAD's fine arts and design programs according to their interests and values. The program reaches beyond the walls the college, engaging a diversity of stakeholders in their studio projects and service work. In these efforts, Master of Architecture students create mutually beneficial relationships. They learn from the city's residents and institutions, and in turn contribute design-build projects, visions for the future of public space, and presentations and exhibitions that influence culture locally and beyond. M.Arch students and faculty also gain much, and contribute much, in their engagement with the local practice community. The AIA Grand Rapids holds lectures and events at KCAD and collaborates with the KCAD AIAS leadership team. Local practitioners teach in the Master of Architecture program and give their time and insights as guest reviewers and advisory board members. In turn, students and graduates of the program contribute to the local practice community as interns and emerging professionals, bringing the distinctively critical and creative sensibility of a KCAD student to their work.

Analysis/Review: KCAD benefits from its urban location in Grand Rapids as well as the rich historic legacy of design in the city. Founded in 1928 as an independent design institution centered on creativity, education, and innovation, KCAD merged with Ferris State University in the 2000-2001 academic year. This partnership provides a larger institutional framework in Big Rapids, as well as a potential pipeline for students, while allowing KCAD to operate a place and community-based program. Taking advantage of certain disciplinary overlaps, the undergraduate program in architecture and sustainability of Ferris State partner with KCAD's M.Arch program to sponsor a joint lecture series. Students and faculty also participate in events, such as design reviews, that bridge the campuses that are approximately 55 miles apart. The program pairs seminars and design studios to facilitate connections between content and inspire deep design synthesis. With active connections to the city's designers, as well as the greater practice community of western Michigan, students have opportunities to explore and grow outside of the classroom through workshops, lunch-and-learns, design-build projects, and internships. There are also ample connections to industry, as well as interdisciplinary opportunities with programs such as interior design, art history, drawing, and painting.

2—Shared Values of the Discipline and Profession

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

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

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

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

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

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

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

[X] Described

Analysis/Review:

Design: The studio is central to the KCAD curriculum with an emphasis on external inputs in order to make the design problem more complex and meaningful than if focused solely on objects or buildings. All learning focuses on and is brought into the design context through paired seminars which accompany each studio and facilitate further exploration of the studio design challenge. The program design culture seeks to be welcoming of student's diverse approaches and not one that follows any singular dogma, resulting in many highly personal explorations and interpretations of architecture.

Environmental Stewardship and Professional Responsibility: Foundational to the M.Arch program at KCAD and reflected through its curriculum, concepts are interwoven through the program from start to finish. The emphasis placed on analytical study of the various aspects of design reinforces environmental considerations during the research, and comparative analyses of the various systems and components available to be incorporated in student's designs. Because it is incorporated from the beginning and focused on the work planned for that semester, environmental considerations are front and center throughout the development of student work and not an afterthought based on studio crit comments.

Students examine professional responsibility related to the environment through examination of professional ethics in practice and engagement with the Grand Rapids professional community which emphasizes environmental stewardship through a variety of AIA committees and activities. KCAD students, faculty and alumni participate in webinars and in-person events, often hosting them at KCAD facilities. As a continued growth of these efforts, and from a belief that it is crucial for environmental

discourse to be ambitious, the program is currently exploring relationships with outside professionals from the sciences, to add context to the program's culture.

Equity, Diversity, and Inclusion: From the APR; *"As the first major seminar in the last two years of the program-the entry point for Track I students-the course Critique of Architecture is designed to establish questions of DEI, broadly defined, as a high-stakes opportunity for the discipline of architecture."* The course presents history as a series of social dilemmas as a basis for providing an understanding of how architecture affects or influences social-political policies and realities. Artifacts of the past are used as lenses for reflection on contemporary questions of race, gender and social equity.

This tone is carried through the curriculum as well as other activities through travel, site visits and volunteer activism in partnership with local community groups. Through engagement with real-world stakeholders, questions of ecology, social and human culture are brought into the conversation, with the goal of developing a design culture that is responsive to issues of diversity, equity and inclusion.

Knowledge and Innovation: The program emphasizes the practice of research as an opportunity to develop new knowledge, built on engagement with existing knowledge. Student work in seminars such as the Building Systems Integration course explore current and new technologies and then experiment with their integration into Studio design work. Pursuit of knowledge and innovation is seen as the engagement in conversation with the expectation of then applying, extending and critiquing aspects of the discourse in new ways.

The result of student/faculty research is disseminated to public and scholarly audiences whenever possible, and the program actively seeks those opportunities. Recent examples of successes include the presentation of research at conferences, other forums and through the KCAD/Ferris Architecture Lecture Series.

Leadership, Collaboration, and Community Engagement: Viewed as an asset by the program, the urban setting of the KCAD campus provides opportunities for engagements with community and neighborhood groups, other non-profits and with the AIA Grand Rapids Chapter. The program engages with the community through the work of the Urban Collaborative Studio and the service projects of the AIA Chapter. Previous projects include interdisciplinary pharmacy research, the Wege Prize competition as well as community charette to design and build a parklet, and group-built garden beds provided in support of equitable fresh food access in partnership with Our Kitchen Table.

Through engagement with real-world stakeholders and site visits, students add these real-world factors to their repertoire of experiences and shape a culture of collaboration. Through these projects, students develop leadership skills, delegation of tasks, consensus building and skills in negotiating, respectfully, different views on related matters.

Lifelong Learning: The seeds of lifelong learning are cultivated throughout the M.Arch program, through a curriculum that allows students to take positions in the opening seminars of their study, later articulated in a Thesis and through experimentation by applying it to design project work. M.Arch faculty are involved in research and practice and encouraged to use their own "stories" of their own lifelong projects, articulating what lifelong learning can look like and reaffirming its value.

Through engagement in the KCAD/Ferris Architecture Series and with lunch-and-learn programming of the local AIA Grand Rapids chapter, as well as with practicing alumni, students are connected to a network of professional development and future opportunities that further develop their understanding of the concepts and value of a life of continued learning.

3—Program and Student Criteria

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

3.1 Program Criteria (PC)

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

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

[X] Met

Team Assessment: Evidence of program criteria was found in work prepared for KGAR 613: Critical Practice of the Profession, where the mid-term and final exam thoroughly cover the criteria, and in the NCARB Path to License Training Sessions. The Chair serves as an NCARB Licensing Advisor and is assisted by a local practitioner in the pursuit of demystifying the pathways to licensure. Adjunct faculty, the required internships, and active engagement with the local design community provide additional exposure to varied career paths for the discipline's skills and knowledge.

The annual assessment evaluated Spring 2020 work and extracurricular activities; in reflection, metrics are being implemented to address salary and practice gaps.

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

[X] Met

Team Assessment: As evidenced by the documents provided from KGAR 532, there is a clear emphasis on design as it pertains to shaping the built environment. Additionally, assignments for the Thesis Preparatory Seminar address the multitude of discursive frameworks involved in architectural design. These preparatory assignments culminate in Thesis projects which further demonstrate the scalar thinking imposed upon architectural projects.

The internal assessments direct related coursework towards a greater inclusion of sustainability, DEI, and further multi-scalar design work.

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

[X] Met

Team Assessment: Evidence of program criteria was found in work prepared for KGAR 541: Systems Integration and KGAR 542: Studio IV, as well as KGAR 531: Critique of Architecture and KGAR 613: Critical Practice of the Profession. The program also regularly interfaces with events from AIA Grand Rapids, particularly the COTE, and these are free to students.

The internal assessments place additional emphasis on climate change and deeper explorations of biophilia.

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

[X] Met

Team Assessment: The program emphasizes history and theory in an intensive seminar KGAR 531: Critique of Architecture, a six-credit course set at the beginning of Track 1 and intended to set a tone of critical thinking and the interpretation of architecture's meaning in terms of social, cultural, economic and political forces. The course considers social questions such as class and race in the context of historical examples of architecture. Students are challenged to debate course themes and respond in essay style questions to synthesize learning.

Evidence of the program's response to this PC was found in the APR and confirmed by our review of the syllabi, lectures, exams and project briefs, as well as the Assessment Summary and Plan presented for KGAR 531: Critique of Architecture.

As a result of an evaluation conducted in the Fall 2020, reviewers noted a depth of study in US and global architecture history but pointed out that student analyses tended to favor formal and material aspects over economic and political aspects and recommended that the semester project require students to analyze within its economic and political context.

Based on faculty discussion while developing the APR, the course 621: Thesis Preparation was added as a contributor to this criterion based on required student exploration of social/cultural/historical contexts relative to their emerging research topic. Evidence of this content was found within the Syllabus and Assignments for this course as well.

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

[X] Met

Team Assessment: Evidence of program criteria was found in work prepared for KGAR 541: Building Systems Integration, KGAR 611: Critical Travel, KGAR 621: Thesis Preparatory Seminar, and KGAR 623: Thesis Proseminar. Evidence of this criteria is found in syllabi, assignments, reports, guest lectures, research documentation, reviews, drawings, presentations, and fieldwork. More traditional research methods are covered but non-traditional methods are also included in the Critical Travel course. In 2020, due to COVID-19, the Critical Travel course was offered in an alternative format, KGAR: 503 Critical Sustainable Urbanism. Taking advantage of online resources and content through the library, the course conducted a global survey of urban design case studies and speculative design proposals to achieve comparable objectives: learning from unfamiliar urban cultures and positing innovative conclusions about the future of the city.

The internal assessments reflect interest in developing comparative evaluations and prototyping processes to better study the process of testing design strategies.

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

[X] Met

Team Assessment: Experiences from the KGAR 612 Urban Collaborative Studio, as documented in Final Review video interactions with stakeholders, show a clear emphasis on stakeholder interactions. Design-Build Student Work examples from KGAR 612 demonstrates students' ability to collaboratively produce works of architecture from within and outside the program. And, as demonstrated through lectures and coursework in KGAR 613, the program ensures that students are educated on the various leadership and management styles in today's firm cultures.

The internal assessments provide direction for future iterations for the KGAR 612, including recommendations on post-Design-Build-engagement activities and the method of involving community stakeholders.

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

[X] Met

Team Assessment: The program completes annual Studio Culture Charrettes, with the most recent in January 2021. The move to a centralized space on the fifth floor of the Woodbridge N. Ferris Building substantially enriched the overall teaching and learning culture of the program, with faculty and students both noting the importance of sharing spaces to facilitate open conversations, serendipitous exchange, and a culture of ongoing inquiry.

The team noted plans for regular assessment of the paired courses KGAR 531: Critique of Architecture and KGAR532: Studio III: Site : Techtonics : Sustainability. How the Studio Culture Charrettes address seminars and other non-curricular activities is unclear, but the assessment plan notes the next iteration of the charrette will address "Teaching and Learning Culture."

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

[X] Met

Team Assessment: Evidence of the program's response to this PC was found in their narrative response incorporated in the APR and confirmed by our review of the syllabi, assignment briefs and student work examples presented for KGAR 531 Critique of Architecture, KGAR 611 Critical Travel, and KGAR 612 Studio V Urban Collaborative.

Students are exposed to diverse global cultures and built environments through historical and theoretical study in seminars paired with Studio III, such as Critique of Architecture's History and then through travel study. Together they not only give students an introduction to the challenges of diversity and inclusion but also challenge them to understand how policies and practices have historically created inequitable and exclusionary environments. Their developed understanding is then required to inform and be incorporated into their design work of the paired studio. The program identified and we confirmed the work of Studio V Urban Collaborative as exemplar of the resulting work. The pairing of seminar and studio work is a strength of the Program, particularly so in the context of diversity and inclusion, taking the student's understanding towards an ability to incorporate.

The team noted regular assessment and plans to include diverse stakeholders in future studies.

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

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

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

[X] Met

Team Assessment: Evidence of student criteria was found in work prepared for KGAR 541: Building Systems Integration, KGAR 542 Studio IV: Systems Thinking for Sustainable Architecture, but not in KGAR 613: Critical Practice of the Profession (noted in the APR Matrix). The list of learning outcomes for

KGAR 613 does not include HSW nor is there evidence of teaching. Evidence of this criteria in KGAR 541 and KGAR 542 is found in syllabi, lectures, and work reviews. These courses build a foundation of knowledge for student integration of health, safety, and welfare into their projects.

The team noted regular assessment and plans to engage additional HSW topics and human needs beyond enforced codes.

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

[X] Met

Team Assessment: Evidence of student criteria was found in course content for KGAR 541, 542, & 613. KGAR 613 lectures covered the critical nuances of professional practice within the business of architecture. KGAR 541 & 542 demonstrated, through lectures and assignment briefs, that students are salient in the regulatory requirements for architectural designs.

The internal assessment that the course content did not adequately address the "forces influencing change" is a telling observation; this topic could be further addressed through other KGAR 613 coursework, as it is only addressed by one lecture, currently.

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

[X] Met

Team Assessment: Evidence of student criteria was found in lectures and assignments for KGAR 542: Studio IV and KGAR 891: Critical Practice of the Profession.

The assessments for KGAR 542: Studio IV directly address life safety, land use, and laws and regulations. The procedures for assessing how students evaluate the process architects use to comply with those laws and regulations as part of a project were evident.

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

[X] Met

Team Assessment: Evidence of this student achievement in this criterion was found in narrative description, lectures and assignments for KGAR 541: Buildings Systems Integration and KGAR 542: Studio IV: Systems Thinking for Sustainable Architecture.

The assessment documents were not provided for this criterion, but the team understands that this course follows the same assessment procedures as the other courses within the program.

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

[X] Met

Team Assessment: Evidence of this criteria with student work evidence was found in work prepared for KGAR 541: Buildings Systems Integration and KGAR 542: Studio IV Systems Thinking for Sustainable Architecture. Syllabi are comprehensive and the learning outcomes in the syllabi follow the requirements of the Criteria very well. Assignments cover the learning objectives and the student presentations show understanding of the elements of the Criteria. The lecture topics are very comprehensive and thorough.

The team noted regular assessment and plans to better integrate programming exercises and energy modeling.

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

[X] Met

Team Assessment: Evidence of this criteria with student work evidence was found in work prepared for KGAR 541: Buildings Systems Integration and KGAR 542: Studio IV Systems Thinking for Sustainable Architecture. Syllabuses are comprehensive and the learning outcomes in the syllabi follow the requirements of the Criteria very well. Assignments cover the learning objectives and the student presentations show understanding of the elements of the Criteria.

The team noted regular assessment and plans to cultivate better connections between research and design, as well as structural integration strategies.

4—Curricular Framework

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

4.1 Institutional Accreditation

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

[X] Met

Team Assessment: Page 34 of the APR contains a copy of a letter dated 29 January 2021 by the Institutional Actions Council of the Higher Learning Commission certifying the next reaffirmation of accreditation for Ferris State University in 2030-31. Page 35 of the APR contains a letter from the National Association of Schools of Art and Design dated 10 November 2011 was included in the APR, indicating the NASAD Commission on Accreditation voted to continue Kendall College of Art and Design (KCAD) of the Ferris State University in good standing. Originally scheduled for AY 2020-21, the next comprehensive review has been delayed by the pandemic. The team verified that the NASAD visit is in the planning phases for Spring 2022. KCAD received a one-year deferment due to college administrative changes, then COVID-19 deferred the visit further. Last week, KCAD confirmed a team, but the dates have not yet been determined.

4.2 Professional Degrees and Curriculum

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

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

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

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

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

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

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

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

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

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

professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

[X] Met

Team Assessment: The KCAD website has clearly labeled yearly schedules for all three years of the program's Master of Architecture curriculum, and the attached course descriptions provide an adequate understanding of the topic and pre/co-requisites for each course.

4.3 Evaluation of Preparatory Education

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

- 4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.
- 4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.
- 4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

[X] Met

Team Assessment: The team confirmed through meetings and procedural review that all NAAB-centric curriculum exists in the second and third years of the program. Students with pre-professional architecture degrees, or degrees in closely related fields, are assessed against the program's Applicant Evaluation and Admissions Decision rubric. This form is used to determine admission, as well as any advanced placement for year-1 classes. No advanced standing is provided for content in years two and three of the program; this has been particularly successful since studios and seminars are closely aligned as co-dependent design-research endeavors.

The summer intensive was established as part of the program's founding curriculum, but it has never been offered and the program is currently considering removing the course from the curriculum.

5—Resources

5.1 Structure and Governance

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

- 5.1.1 **Administrative Structure:** Describe the administrative structure and identify key personnel in the program and school, college, and institution.
- 5.1.2 **Governance:** Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

[X] Described

Team Assessment: Upon the retirement of the program's first Director, it shifted leadership to a Program Chair model, which closely aligns with the governance structure of KCAD overall, supported by one full-time faculty member, a number of adjunct faculty, and several KCAD staff, who serve all programs in KCAD. The program is supported by the KCAD President and Dean, both of whom were design/fine arts faculty within KCAD prior to their current administrative roles. With their backgrounds, these administrators work closely with the Program Chair to facilitate the success of the program.

In line with the KCAD model, the Program Chair has many roles—including not only administrative tasks but also teaching, AIAS advisor, and NCARB licensing advisor, and additional supportive services for students and faculty. The role of students in the program governance, aside from the existence of the AIAS organization, is not fully clear.

5.2 Planning and Assessment

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

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

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

[X] Demonstrated

Team Assessment: Evidence of Planning and Assessment processes was found in narrative descriptions within the APR. At a larger scale, the program and KCAD are participants in FSU's Strategic Plan, "Ferris Forward," which is guiding the institution for the period of 2019-2024. The program's goals and plans for achieving them are developed through discussions among faculty as well as input from students, alumni, and the Board of Formation. Plans for an Advisory Board with term limits and more diverse representation are in development.

The robust assessment process described in the APR is based around twice-annual (each semester) assessments that were initiated in the Fall of 2018. The focus is on continued improvement, measured against program goals and NAAB criteria. The Chair articulates program goals to the administration through an annual report, followed by discussion and feedback from the Dean of Academic Affairs. Other program metrics included in the annual study include enrollment, diversity of faculty and student body, student job placement, alumni job success, and achievement of licensure. The process involves input

from external sources through its Board of Formation, and involvement of outside critics in final reviews and student presentations.

The Program Chair maintains the assessment files and shares them with the Dean of Academic Affairs upon request, as was done during the annual program review in Spring 2020. The Dean's office maintains enrollment data for each program. The Student Success division maintains demographic information on students that the Master of Architecture Program Chair accesses each year when preparing the NAAB statistical report. Employee demographic information is kept by Human Resources. The President's Office keeps alumni information on file, including their place of employment, and the faculty facilitate through the use of "Alumni Update Cards," distributed and collected at alumni-engaged events.

5.3 Curricular Development

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

- 5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

[X] Demonstrated

Team Assessment: The program's assessment structure evaluates the strengths and weaknesses of each course in terms of its contributions to the PCs and SCs. This evaluation takes place twice each year. There is an extensive chart of the program curriculum review and revision process in the APR with names of parties involved in the process and in each of the areas. The chart provided evidence for the planning and assessment process. Those involved in the process include the Program Chair, faculty, and external critics meeting twice annually (reviews student work at the end of the fall and spring semesters, assess the strength of the student work in terms of the NAAB PC/SC); students and alumni (provide written course evaluations and participate in formal and informal curriculum and program evaluation); Program faculty - full-time and adjunct - (review course evaluations); program chair (monitor curriculum and delivery and compiles potential curriculum changes and curriculum input); Academic Records Office (review and preliminary approval of curriculum changes); KCAD Senate Curriculum Committee (reviews proposed curriculum changes prior to Senate), KCAD Senate (review and approval of curriculum review); KCAD Dean (review and approval of curriculum changes); KCAD President (review and approval of curriculum and program; Ferris President and Trustees (final review and approval of major changes).

5.4 Human Resources and Human Resource Development

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

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

-
- 5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
 - 5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

[X] Not Demonstrated

Team Assessment: Questions remain about the workload burden of the Program Chair and the support for professional development of contracted professors. Although the program has only two full-time faculty, the course load is greatly shared among adjunct faculty and lecturers with a range of academic backgrounds—from engineering to historic preservation to architecture. These synergies, combined with the program's co-teaching approach to its core courses, enable the program to provide ample resources for students and allow for balanced workloads among faculty.

In reference to NCARB duties, these are being provided by Program Chair Mick McCulloch, an NCARB Architect Licensing Advisor, in addition to Ashley Dunneback, local architect and friend of the program. The program has also hosted multiple NCARB presentations for students during the previous semesters.

The APR also demonstrates that faculty development is supported for tenure and tenure-track faculty, but has yet to be seen in support of the latest full-time faculty member of the program as well as professional development for the large number of adjunct faculty who are integral to the program.

Lastly, the students of the program receive ample support from their faculty, including academic and personal advising (scheduled and non-scheduled) as well as career-related activities through AIAS and KCAD's Student Services division.

5.5 Social Equity, Diversity, and Inclusion

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

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.
- 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
- 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

[X] Not Demonstrated

Team Assessment: The program chair serves on the KCAD DEI Committee and is the co-chair for the 2021-2022 academic year. Students and faculty are active within the dialogues about diversity, equity, and inclusion in the Grand Rapids area, and content within the Critique of Architecture and Critical Travel address some of these topics. The pandemic has impacted the selection of destinations for the travel course, offering some rich local sites such as Detroit. Moving forward, it is unclear how some of the key issues addressed in the 2021 iteration of the course will be examined within the program's previously

Eurocentric context. In terms of access to resources and support, the program's main building provides student services and a resource food pantry on the seventh floor.

At the present moment, the faculty is 100% white although greater diversity is reflected in the student body. There are efforts in place to increase minority representation, in terms of both race and gender identity, through adjunct positions and the inclusion of guest critics and lecturers. Nonetheless, a clear plan with stated goals for consistently engaging diverse voices and bolstering numbers for female faculty and faculty of color was not presented. The program's plan for monitoring and augmenting the declining diversity within student numbers is not clear.

The team verified the program's institutional support for Equal Employment Opportunity/Affirmative Action and other inclusive initiatives presented on page 67 of the APR, as well as the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

5.6 Physical Resources

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

- 5.6.1 Space to support and encourage studio-based learning.
- 5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- 5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- 5.6.4 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, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

[X] Demonstrated

Team Assessment: Information related to the program's Physical Resources is adequately presented in both narrative and graphic form within the APR and augmented by the video provided for the team.

The urban setting of KCAD's campus provides rich opportunities for both programmatic engagement with the urban built environment and for outreach to the Grand Rapids communities. Since their last visit, the program has consolidated its facilities to the Kendall Building and now benefits from spaces which are completely housed within the 5th Floor of that building and only an elevator ride to the library and other collaborative resources.

The present spaces are adequate for the program in its current state and small size, but growth potential appears limited, considering that the 5th floor is shared with the Interior Design program. During our conversations with the Program Director and Administrators it became clear that the school is aware of these needs and is already developing strategies for addressing spatial concerns as the program achieves planned growth.

5.7 Financial Resources

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

[X] Demonstrated

Team Assessment: The program has a clearly defined financial plan, which entails a lean budget fashioned from strategic, conservative, and enrollment-based aid. With a budget based on enrollment, it is important to note that 100% of students receive institutional support, averaging one third the cost of the

program for all students. Although the college has experienced decline in enrollment, it recently graduated its largest cohort, and its ties with the AIA Grand Rapids have created beneficial ties with the community that strengthen the cultural wealth of the college.

The program receives funding from KCAD for supply and expense budgets annually, which fund initiatives to further enrich student experience. The program also recently appointed a new faculty member, after the previous director's retirement. This has added stability to the program and its financial positioning.

5.8 Information Resources

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

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

[X] Demonstrated

Team Assessment: The team verified the resources outlined in the APR on pages 75-81 and there have been substantial updates to the physical and digital resources since the 2018 visit. Although there is not a dedicated architecture library, the KCAD library is just three floors below the architecture program spaces, and it provides a wealth of subject-specific and interdisciplinary content. As verified in the staff meeting, this collection is managed by the KCAD Library Director and works collaboratively with the Ferris Library for Information Technology and Education; they also have membership within the Midwest Collaborative for Library Services, an interlibrary loan system for the state of Michigan. A 5-year, draft plan from Ferris State University, released March 2021, noted the potential of a new KCAD learning/student common and renovated library space. The KCAD library currently has a vacant position for a Reference and Instruction Librarian, and it is unclear if and when this position will be filled.

6—Public Information

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

6.1 Statement on NAAB-Accredited Degrees

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

[X] Met

Team Assessment: A link to the Statement on NAAB-Accredited Degrees is publicly available on the program's website: <https://kcad.ferris.edu/programs/graduate/master-of-architecture/public-information.html>

6.2 Access to NAAB Conditions and Procedures

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

- a) *Conditions for Accreditation, 2020 Edition*

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

[X] Met

Team Assessment: A link to the program's Public Information Page is provided on page 62 of the APR. The webpage contains links to the 2020 Conditions and Procedures documents as well as the 2014 and 2015 versions, respectively, all in downloadable form. The NAAB Letter of Accreditation from the prior visit is also available.

6.3 Access to Career Development Information

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

[X] Met

Team Assessment: Career advising is provided through KCAD, and the team verified the information provided on pages 82-83 of the APR, outlining the array of opportunities for students to access career development information, from the required 400-hour internship at an architecture office, or a related field, to the NCARB Licensing Advisors, and facilitated access to local firms. Much of the career advising falls on the shoulders of the faculty: conversations with the AIAS faculty advisor, review of portfolios and resumes, and feedback on student's short and longer-term career plans in addition to their path through the curriculum.

6.4 Public Access to Accreditation Reports and Related Documents

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

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

[X] Met

Team Assessment: Links for the required documents are all found on page 83 of the APR and are publicly available on the program's websites. This includes previous accreditation documentation as well as KCAD-wide DEI and culture policies, of which this program supports and adheres.

6.5 Admissions and Advising

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

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

[X] Met

Team Assessment: The team verified that all of the required information is available through the active links in the APR on page 84.

6.6 Student Financial Information

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

[X] Met

Team Assessment: The College makes the services of a Financial Aid Specialist available to provide assistance and advice to students in accessing necessary financial aid resources. Through the College's website, specific information related to Tuition & Expenses is available both online and in downloadable form. Beyond this general information, additional information related to M.Arch program specific costs and requirements is available directly from the program's main page. Links to Tuition & Expense, Cost of Attendance, and M.Arch technology requirement pages are contained within Section 6.6 of the APR.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

PC.1 Career Paths

As a professional program within a school of art and design, students at KCAD are encouraged to explore non-traditional modes of practice, with a particular emphasis on community engagement and interdisciplinary design. The broad trajectories for architectural practice are reinforced through the flexible internship requirement, regularly advertised opportunities for extra-curricular jobs and charrettes, and service-learning endeavors.

SC.5 Design Synthesis

As demonstrated in both the student work for SC.5 and in the team's observations of Studio IV, the program's integration of seminars with studios cultivates a robust approach to evidence and design-based decision making. Through co-teaching, the program is able to consistently weave environmental, regulatory, and contextual considerations into the design process. Through the assessment process and resulting adaptations, instructors were able to address and enhance opportunities for better connecting content delivery and timing.

Appendix 2. The Visiting Team

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V. Report Signatures

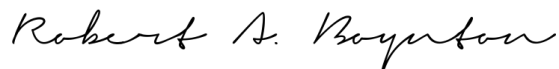
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