



**Wenzhou-Kean University
Michael Graves College of architecture and Design**

Initial Candidacy Visiting Team Report

Master of architecture [prerequisite + 55 credit hours]

The National Architectural Accrediting Board
November 16-19, 2019

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

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

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I. Summary of Visit

a. Acknowledgments and Observations

The team would like to give its deepest thanks and gratitude to the college’s administration, staff, and faculty. The enthusiasm for this program is contagious, and we were particularly impressed with the strong sense of collegiality and what appeared to be a thriving studio/program culture.

Although we were not able to be joined by Dean David Mohney who has been so instrumental in getting the program up and running, we were impressed with the level of preparation and commitment provided by Program Chair Craig Konyk and Program Director Vincent Peu Duvallon. We also would like to thank Samantha Wang and all the others for their hospitality and hard work in helping to make the visit a success. It is clear that a talented core team has been assembled that will help guide the program on its journey.

As a rapidly evolving program, they have also done a good job bringing in talented faculty and the impact of this was observed in the evolution of the student work. The improvement in both quality and rigor is to be commended. The program's curricular approach, initiates the studio sequence with urban and landscape scale projects and plans to address the building and more detailed scale in the final 2 years. This does mean that more of the traditional SPC have not yet been met by the program. The courses that will address these SPC will be taught for the first time prior to the next team visit.

The team has every confidence that the faculty, staff, administration and students are on a good trajectory. We were further impressed by how informed all were of the NAAB process, and what this means for them and the regional community.

While it wasn't an official part of our review, the multi-disciplinary exhibition “Designing Public Space Along the Wenruitang” was particularly noteworthy as a volunteer research and design project that brings both WKU and KU together for a common project. This sort of dual campus conversation and collaboration is to be commended and we look forward to seeing these initiatives continuing as the program develops.

It is worth noting that the team had a difficult time navigating the online sites for public information on the program as they often were cross linked between WKU, and Michael Graves College, which mostly was Kean US focused. This is not easily understood by the public and can create confusion when content provided ends up being more about Kean USA than WKU. As an example, course catalogues were not found via the WKU website, they simply referenced back to Michael Graves college to the US website.

b. Conditions Not Achieved (list number and title)

Not Met	Not Yet Met	In Progress	Not Applicable
B.2 Site Design B.5 Structural Systems	A.1 Professional Communication Skills A.4 Architectural Design B.1 Pre-Design B.3 Codes and Regulations	I.2.1 Human Resources and Human Resource Development I.2.4 Information Resources	II.4.5 ARE Pass Rates III.1 Annual Statistical Reports III.2 Interim Progress Reports

<p>D.1 Stakeholder Roles</p>	<p>B.4 Technical Documentation B.6 Environmental Systems B.7 Building Envelope Systems B.8 Building Materials and Assemblies B.9 Building Service Systems B.10 Financial Considerations C.1 Research C.2 Integrated Evaluations C.3 Integrative Design D.2 Project Management D.3 Business Practices D.4 Legal Responsibilities D.5 Professional Conduct</p>	<p>II.3 Evaluation of Preparatory Education II.4.6 Admissions and Advising</p>	
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II. Progress on the Plan for Achieving Initial Accreditation

The team feels that the program is making appropriate progress on the plan for achieving Initial Accreditation. The university has the resources in place to both bring new courses online as planned, along with the appropriate faculty, staff, and facilities.

III. Progress Since the Previous Site Visit

This category is not applicable.

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

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

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

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

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

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

2019 Analysis/Review: While Kean University was founded in 1855 and has a long history, Wenzhou Kean University was established in 2008. Because it is new, this very much shapes the start-up nature of the program and is reflected as such in the APR on page 6. It is further nuanced in that WKU is a separate entity, formed via a 50-year agreement between Wenzhou University and Kean USA. In many respects it is in the midst of establishing its mission as it seeks to make history as the first fully NAAB-accredited school of architecture in China. Students benefit from a western education conducted in English and graduate with two degrees: one is a US accredited degree conferred by Kean USA which oversees the educational content and pedagogy of WKU academics, and one by Wenzhou University, a Chinese accredited degree.

The program's role in the larger academic context and university community is nuanced. WKU both benefits from a sister relationship with Kean University, where the two programs are strategically modeled off of each other, as well as from overlapping and potentially synergistic relationships with Wenzhou University. It is too early to see how students and faculty are integrating across these larger contexts, beyond the boundaries of the architectural programs. We have noted that the faculty and students are participating in exchange programs between the two, which will lead to a stronger sense of community.

The team further notes that while it sees mostly strong benefits to the close relationship between WKU and KU within the Michael Graves College, there is the potential for much confusion for students and the public as the websites don't clearly articulate distinctions between campuses, which really do have different identities and procedures.

Given the early nature of the WKU program, the team could not find yet much evidence of multi-disciplinary relationships, nor leveraged opportunities within the university and the surrounding community. This is to be expected for a new program on some level. Currently the emphasis in collaboration seems to be mostly on relationships between its two architectural programs over that of other programs in the university.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above,

the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.

- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2019 Analysis/Review: The program appears to be setting itself up with a healthy learning culture. Through observations and conversations, it is clear there is a positive and respectful learning culture. The program has adopted a studio culture policy that was referenced in the APR and provided in hardcopy in the team room. This policy addresses the values called for in this condition, however it is less clear at this time the plan for regular review and update as the program further establishes itself. The policy appears to be executed by faculty and students for adoption.

The program has already established some ways for students and faculty to learn in and outside the classroom and has established a few societies, including a chapter of AIAS. Overall there seems to be good university support for this interaction. As the program continues to expand its enrollment, we would envision this to only strengthen.

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

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

2019 Analysis/Review: The faculty hiring process is administered by Kean USA. This includes the approval of positions, advertising, formation of an applicant pool, faculty search committees (with WKU representation), review by the provost, contract negotiations by HR, and final recommendation by the Kean president to the Board of Trustees for approval. The process is monitored by an EEO/AA office at Kean University that assures conformity with all applicable standards. The college has indicated that some of the hiring responsibilities have transferred to the administrative offices of WKU. These include advertising for approved positions, formation of a faculty search committee (with Kean USA representation). The Vice Chancellor for Academic Affairs confirmed that approval for all academic positions remains with Kean USA and meets EEO/AA standards.

Admission to the undergraduate programs at the college is based on the nationwide Gaokao examination. This is a merit-based system and does not include diversity and inclusion metrics in admissions decisions. In all other policies the college has indicated that it seeks to mirror those at the US campus and create an equitable learning environment.

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

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.

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

2019 Analysis/Review: WKU has done a good job at crafting a new program that seeks to embody these defining perspectives, as they have outlined in their amended APR on page 11. However, the team does feel there is still much to be done as the rest of the curriculum and program roll out. Not enough of the work appears to emphasize yet collaboration and leadership. Design, as articulated in this perspective is elusive in the program, which may be symptomatic of a partially delivered curriculum. It is worth noting there are some excellent projects, such as the abandoned structure project, that tilt in the right direction. However, these also don't go as far as one would expect to more fully satisfy this perspective.

The program does appear to be educating the students on professional opportunities as outlined through comments in the APR. However the coursework and documents that we reviewed did not demonstrate that the students were made aware of non-traditional careers paths. With regards to Stewardship of the Environment, this appears to be in progress. There are some signs of this both in some of the student work as well as in some of the exhibits observed in the building. The campus itself tries to embody some sustainable practices. It is expected that this would be more robustly covered in courses as they are more fully developed.

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

2019 Analysis/Review: The Kean University Strategic Plan for 2013-2020 set out the goal of implementation of a new professional program in architecture on both campuses. The School of Public Architecture was formed based on the counsel of an external Board of Advisors, brought together in 2014 and chaired by the late Michael Graves. That group outlined a curricular structure and pedagogy that has been shaped by both university and college leadership and faculty. With the arrival of students, they are now integral to these planning efforts as well.

A comprehensive plan for the creation of the new professional program, both on the Kean USA campus as well as the Wenzhou Kean campus, was developed in 2015 by then-Acting Dean David Mohny, and adopted by the Kean Board of Trustees. Based on criteria set forth by the New Jersey Presidents' Council, the state agency charged with approval of new programs, this plan addressed how the program

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

The Kean President and Provost are both fully engaged in providing counsel for this plan and its implementation through regular meetings, as is the leadership of WKU. Board chair Frank Wang and Vice Chancellor Dr. Zheng Xiaodong have provided regular direction, and the addition of a new Chancellor, Dr. Wang Li, in March 2019 has provided additional academic leadership.

In November 2019 the Chinese Ministry of Education approved 10 new master's degree programs at WKU including the M. Arch. This success of WKU is a priority for the ministry due to President Xi Jinping's early involvement in the founding of the WKU.

I.1.6 Assessment:

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

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

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

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

2019 Analysis/Review: Since all academic administration is managed by Kean USA administrators, program assessment at WKU will be overseen by the dean of the Michael Graves College, with input from faculty and staff on both campuses.

Kean University has defined standards for Student Learning Outcomes (SLO's), how they are measured, and in particular, "closing the loop" to respond to issues and opportunities raised by assessment procedures.

A. Program Self-Assessment Procedures

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

Faculty Resources and Student Enrollment

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

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

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

B. Curricular Assessment and Development:

The APR outlines the Kean assessment processes that are noted below but we were not able to confirm these in conversations with the dean.

There is an annual assessment process directed by the VPAA's Office of Assessment and Accreditation. Student outcomes and opinions are calibrated in relation to stated Student Learning Outcomes (SLO's); the program is then encouraged to "close the loop" to address any deficiencies by requesting new resources, equipment, etc.

Kean utilizes the SIR II evaluations from ETS campus-wide to evaluate student positions on both courses and faculty. In addition, a college Curriculum Committee reviews all changes and additions to courses and academic programs. The faculty meet weekly and must approve any alterations to existing academic programs.

Major program changes require review by the University Curriculum Committee (UCC) as well as the Kean University Faculty Senate. The Master of Architecture program also is reviewed by the dean of the graduate school. These changes are coordinated by the provost's office after the college faculty has its completed internal review.

The curricular assessment processes within the faculty appear to be informal yet robust. The program benefits from the regular dialogue on the varied approaches to the shared curriculum at Kean USA and WKU. Since the program director and the faculty are on year to year contracts, curricular dialogue and enhancement is extremely important.

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PART ONE (I): SECTION 2 – RESOURCES**I.2.1 Human Resources and Human Resource Development:**

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

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

[X] In Progress

2019 Team Assessment: As evidenced in the APR and in conversations with the program, this is in progress and on track to being demonstrated. WKU Professor Spencer Steenblik has accepted responsibility to be ALA and is working on training. Faculty do have opportunities to pursue professional development, both with organized professional development days as well as with funds for conferences to present scholarly work. The program also supports services related to advising and guidance, which was provided as supplemental information while on visit. This includes the university career fair.

The workloads for faculty appear to be well beyond normal loads with faculty reporting an obligation of up to 39 credit hours in a 12-month appointment, before research and other committees are considered. This is well beyond what is implied in the APR on page 18. This does not appear to be sustainable and was observed not only by the team but was expressed as well by the students as a concern.

Some challenges were observed with the dean splitting time between campuses and not always being available to help resolve conflicts as they arise. As the program grows, this lack of full-time local leadership empowered to resolve issues may become a larger challenge.

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

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

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

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

[X] Demonstrated

2019 Team Assessment: The Michael Graves College of architecture and Design is currently located in the General Education Hall (GEH) at WKU. This is the first campus academic building, built in 2015, and was modified to contain the studios, classrooms, offices, maker space and exhibition space for the School of Public Architecture. With a student body of 80, the space is adequate for the moment.

For the fall semester of 2020, the entire School of Public Architecture will move to the new Ge He Kai Hall which is currently under construction. Designed by the architectural firm of Moore Ruble Yudell, the new facility will house the School of Public Architecture, the design program, and computer sciences. It is sited to be a focal point of the university and is located at the center of campus overlooking a pond and green open space. The building is a total of 150,000 square feet over five stories. The architecture school will utilize about 25% of the floor area for studios, classrooms, offices, library, exhibition space, pin up space, fabrication shop and printing facility. The primary design feature is a public atrium suitable for university wide assemblies of 1200 people and presentations. Pin up rooms will open onto one of eight rooftop gardens with bridges connecting them and creating circulation between the classrooms and faculty offices. In the past, the college has been hampered by lack of a library. A substantial private collection has been made and now a library will be available for the collection. The college officials are hopeful that this building will create a collaborative studio environment and be an effective recruiting tool to grow the college rapidly. This should provide a remarkable teaching and learning environment of which the university is already proud.

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

[X] Demonstrated

2019 Team Assessment: As evidenced on page 23 of the APR and from conversations and observations, it appears the school has adequate funding to support student learning and achievement. The program is 50% financially supported from student tuition, with the remaining 50% coming from Wenzhou Province and from the Foundation. As the program grows and ramps up it is anticipated that student tuition would become a majority of the funding. The program has a higher cost than other public colleges in China, but is a good value compared to the six other Chinese universities with international partners. Students at WKU receive and have access to both merit and need based financial aid, as well as numerous other financial awards and scholarships. The team felt that the resources the university has lined up are on par with what would be expected for a new university and program.

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

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

[X] In Progress

2019 Team Assessment: This was found to be on the right track, both with agreements for access between WKU and WU, as well as with the recent grant for a sizable library collection. The school is in process of ramping up its resources at the level required or to exceed this condition.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.

- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Demonstrated

2019 Team Assessment: The college described its administrative structure, and this was confirmed during the site visit. The program is supported by a dean, associate dean, managing director for the college, and program assistants for the two schools. The dean serves as director for the program in architecture, and the associate dean serves as director for the four design programs. Prof. Craig Konyk acts as chair of the program in architecture, and there are faculty coordinators for each of the course sequence areas (studio, history, theory, technology, representation, and professional practice).

The dean reports to the provost/vice president for academic affairs and is a full member of the Kean University Deans Council (convened by the provost), with the deans of seven other colleges. Discussion with the faculty suggested that the faculty role governance structure was not formalized in a faculty handbook or other governance document.

COFF EDITION

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 individual criteria.

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

Student learning aspirations for this realm include:

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

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

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not yet demonstrated or found in student work as the courses targeting this SPC have not yet been offered. It is anticipated to be covered in ARCH 4208: History 8, ARCH 5110: Studio 10, and ARCH 6112 Studio 12: 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

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared in ARCH 2103: Landscape and ARCH 3105: Complex Program 1.

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

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in ARCH 2104: Urban Building and ARCH 3105: Complex Program 1.

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

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not yet demonstrated or found in student work as the primary course targeting this SPC has not yet been offered. It is anticipated to be covered in ARCH 5109: Studio 9: Complex Program II. ARCH 3105: Studio 5: Complex Program I did not provide consistent evidence of achievement and did not demonstrate this SPC was being taught at the ability level.

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

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 1102: Studio 2 Construction and Architecture, as well as in ARCH 3105: Studio 5: Complex Program I.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 1602: Elements and Principles 2, as well as in ARCH 2104: Studio 4: Urban Planning.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 2603: Elements and Principles 3, as well as in ARCH 1201: Architectural History 1 and ARCH 2204: History 4: 18th and 19th Century.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in ARCH 2603: Elements and Principles 3.

Realm A. General Team Commentary: This program, although new, is starting to demonstrate in student work the requisite design skill sets for the students to start to understand more fully the complexity of the design process. The program's focus on starting at the urban scale and progressing towards the building and detail scale informs the timing and sequence of when these SPC are covered.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be

able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

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

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

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not evident, as the primary source for this evidence has not yet been offered as of the team's visit. It is anticipated this will be offered in ARCH 5109: Studio 9: Complex Program II. The team did not find consistent evidence at the ability level in ARCH 3105: Complex Program I to satisfy this SPC, particularly as it relates to site selection, and sustainability requirements.

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

[X] Not Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found for urban context and developmental patterning, historical fabric, topography, ecology and climate in student work prepared for ARCH 2103: Landscape. Evidence was not found to support student achievement relative to soils and building orientation in the development of a project design.

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

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not yet demonstrated or found in student work as the courses targeting this SPC have not yet been offered.

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

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not yet demonstrated or found in student work as the courses targeting this SPC have not yet been offered.

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

[X] Not Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work. Although the program has taught one structural class (ARCH 3401: Structures 1), this class does not go far enough to show ability level work in the classes offered thus far.

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

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not yet demonstrated or found in student work as the courses targeting this SPC have not yet been offered. It is anticipated this will be covered in ARCH 6111: Studio 11: Comprehensive Design, as well as in ARCH 5209: History 9, and ARCH 5404: Building Systems 2.

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] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not yet demonstrated or found in student work as the courses targeting this SPC have not yet been offered. It is anticipated this will be covered in ARCH 6111: Studio 11: Comprehensive Design, as well as in ARCH 5209: History 9, and ARCH 4403: Building Systems 1.

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

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not yet demonstrated or found in student work as the courses targeting this SPC have not yet been offered. It is anticipated this will be covered in ARCH 4403: Building Systems 1 and ARCH 6405: Building Systems Integration.

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

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not yet demonstrated or found in student work as the courses targeting this SPC have not yet been offered. It is anticipated this will be covered in ARCH 6405: Building Systems Integration, as well as in ARCH 6111: Studio 11: Comprehensive Design, and ARCH 5404: Building Systems 2.

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

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not yet demonstrated or found in student work as the courses targeting this SPC have not yet been offered. It is anticipated this will be covered in ARCH 5501: Professional Practice 1 and ARCH 5502: Professional Practice 2.

Realm B. General Team Commentary: The team found that all of the SPC for Realm B are not yet being met based upon the student evidence for coursework provided to date. Student work, both in the studio projects and in related coursework, did not demonstrate understanding and ability, as required in the respective SPC, related to gathering and assessing information for analysis, design, and documentation phases of a project. It is worth noting that for Realm B, several of the primary sources of student evidence are in courses that have not yet been taught. It is anticipated that much of this is planned to be covered as the program moves its curriculum towards more detailed design later in the program.

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

Student learning aspirations in this realm include:

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

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

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not yet demonstrated or found in student work as the courses targeting this SPC have not yet been offered. It is anticipated this will be covered in ARCH 6111: Studio 11: Comprehensive Design, as well as in ARCH 6112: Studio 12: Thesis and ARCH 4208: History 8.

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

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not yet demonstrated or found in student work as the courses targeting this SPC have not yet been offered. It is anticipated this will be covered in ARCH 6111: Studio 11: Comprehensive Design, as well as in ARCH 6112: Studio 12: Thesis.

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

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not yet demonstrated or found in student work as the courses targeting this SPC have not yet been offered. It is anticipated this will be covered in ARCH 6111: Studio 11: Comprehensive Design.

Realm C. General Team Commentary: With all the SPC in this realm 'not yet met' due primarily to courses having not yet been taught, the team does not have enough evidence to provide any commentary on this realm.

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

Student learning aspirations for this realm include:

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

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

[X] Not Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work provided for ARCH 3105: Studio 5: Complex Program, or any other reviewed studio. While there were projects, such as the abandoned studio project, that could have afforded this opportunity, there was not evidence of understanding of the stakeholder roles and relationships as outlined in this SPC.

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

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not yet demonstrated or found in student work as the courses targeting this SPC have not yet been offered. It is anticipated this will be covered in ARCH 5501: Professional Practice 1, and ARCH 5502: Professional Practice 2.

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

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not yet demonstrated or found in student work as the courses targeting this SPC have not yet been offered. It is anticipated this will be covered in ARCH 5501: Professional Practice 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] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not yet demonstrated or found in student work as the courses targeting this SPC have not yet been offered. It is anticipated this will be covered in ARCH 5501: Professional Practice 1, and ARCH 5502: Professional Practice 2.

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

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not yet demonstrated or found in student work as the courses targeting this SPC have not yet been offered. It is anticipated this will be covered in ARCH 5501: Professional Practice 1, and ARCH 5502: Professional Practice 2.

Realm D. General Team Commentary: With a majority of the SPC in this realm 'not yet met' due primarily to courses having not yet been taught, the team does not have enough evidence to provide any commentary on this realm.

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PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

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

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

[X] Met

2019 Team Assessment: This condition is met as evidenced on page 34 of the APR with documentation showing institutional accreditation coming from the Middle States Commission on Higher Education.

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

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

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

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

[X] Met

2019 Team Assessment: The school's curricula for the 4-year undergraduate program and the 2-year graduate program met the designation of preprofessional-plus. The NAAB 2014 Conditions indicate that candidates for this degree have completed at least 168 semester credit hours, or the quarter-hour equivalent, of which at least 30 credit hours are taken at the graduate level, and hold a preprofessional degree in architecture or a related field before admission to the graduate degree program. The undergraduate curriculum includes 43 credit hours of general education and the graduate-level academic course work includes 12 credit hours of optional studies. When the school starts accepting applicants into the graduate program from other institutions, they will need to establish an admissions standard for undergraduate general education in baccalaureate degrees.

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

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

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

[X] In Progress

2019 Team Assessment: Discussion with the program director indicated that admissions to the BA in architectural Studies program are primarily handled by WKU's central admissions office. Admissions are based on the program's required score on the China's National College Entrance Examination. Applicants also submit a portfolio of creative work. Students who request to transfer from other programs, either within WKU or from external universities, are required to bring their transcript and portfolio to a degree audit with Executive Director Vincent Peu Duvallon. Prof. Duvallon evaluates each course the student has completed for grades and performs an independent review of the course material. These audits should be documented and placed in the student files. To date, only general education credit has been granted. In the future the college will be required to establish a process that documents the assessment process and results for each course that satisfies NAAB SPC. The college has not yet admitted students into the M. Arch. program, but prior to doing so will need to 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 are understood by a candidate prior to accepting the offer of admission.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2019 Team Assessment: The team found evidence of the NAAB statement being provided on the school's website. As the university ramps up its promotional media it will be important this appear in those places as well, as it currently does not.

II.4.2 Access to NAAB Conditions and Procedures:

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

The 2014 NAAB Conditions for Accreditation

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

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2019 Team Assessment: The team found evidence this information was directly provided via the program's website.

II.4.3 Access to Career Development Information:

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

[X] Met

2019 Team Assessment: This is a bit hard to measure since the program is new, but the team did find that the university has a Career Development Center, which organizes job fairs on campus and establishes partnerships with firms in Wenzhou and around China. The university also has an Office of Research and Sponsored Partnership, which established a partnership with an architecture practice in Wenzhou last year (FAX architecture) as early evidence of this program.

In addition to formal university programs, the school also sends students for internships in summer (from one to three-month programs) with companies in Wenzhou, Shanghai and Hangzhou (three interns the first year, six the second year). From conversations and interviews it appears these opportunities are expected to continue to grow.

II.4.4 Public Access to APRs and VTRs:

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

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

- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.¹
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2019 Team Assessment: Evidence of the applicable elements of this were found via the website, with placeholders for future documents as they become required.

II.4.5 ARE Pass Rates:

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

[X] Not Applicable

2019 Team Assessment: As this is a program pursuing Initial Candidacy, they have not yet had anyone take the ARE, so there is no data to report.

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] Not Yet Met

2019 Team Assessment: The APR document lists the policies and procedures that are included in the WKU catalog, the Kean University website and the WKU website. The text in the APR, however, cites the process at Kean USA and does not fully describe the specifics of admissions in China. These policies are quite different and are found on a separate website in Chinese. The APR is inaccurate regarding admissions to the M. Arch. program: although it states that they are accepting applications in fall of 2019, the team was told that this will be happening in the fall of 2020.

In conversations with the university leadership, the team learned about both merit-based and need-based financial aid availability. It is not clear that this information is publicly available.

¹ This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

Forms and process for the evaluation of preprofessional degree content should be developed and made public prior to accepting applications to the M. Arch. program.

II.4.7 Student Financial Information:

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

[X] Met

2019 Team Assessment: The APR referenced this information as being made available online (www.wku.edu.cn/en/org/fs/policy-tuition-fees/). The team did find it confusing and potentially misleading for the public that the WKU program website also has a link for financial information, different than that listed in the APR, which redirects to Kean University's main financial website which does not appear to have financial information relevant to WKU.

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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] Not Applicable

2019 Team Assessment: This is only applicable to schools in continuing candidacy or continuing accreditation.

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

[X] Not Applicable

2019 Team Assessment: This is not applicable for this program currently.

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V. Appendices:

Appendix 1. Conditions Met with Distinction

Not applicable at this time.

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Appendix 2. Team SPC Matrix

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

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

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Appendix 3. The Visiting Team

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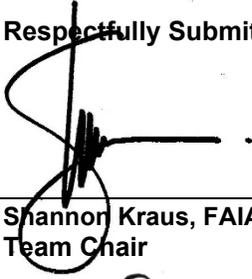
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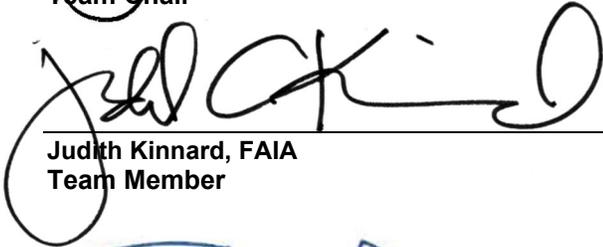
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VI. Report Signatures

Respectfully Submitted,



Shannon Kraus, FAIA
Team Chair



Judith Kinnard, FAIA
Team Member



Stephen L. Sharp, FAIA
Team Member