Interim Progress Report

Kansas State University
Department of Architecture
Master of Architecture
(170 total credits, min. of 30 at graduate level, with 45 hours general education)
Year of the previous visit: 2017

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Current term of accreditation: 8 year continuing term, next visit AY 2025/26.

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I. **Progress in Addressing Not-Met Conditions and Student Performance Criteria**

    a. Progress in Addressing Not-Met Conditions

N/A

    b. Progress in Addressing Not-Met Student Performance Criteria

A.7 History and Global Culture

2017 Visiting Team Assessment: Evidence of student achievement at the prescribed level was not found in student work prepared for ARCH 325 Environmental Design and Society, and ARCH 350 History of the Designed Environment 3; and ENVD 252 History of the Designed Environment 3 (UMKC). Additional information was provided on-site, and conversations with faculty indicate that the contributions of female architects and designers have been added to lectures. However, this information is not evident in student tests. Further, while the course does address international Latin Modern architects such as Barragan, Niemeyer, Artigas, and Lina Bo Bardi, these efforts do not fully engage the "divergent" global histories of modernism nor do they address indigenous, vernacular, and regional architecture histories and contexts.

Kansas State University, 2019 Response: Our two major cohorts, the 5-year non-baccalaureate students at K-State and students that begin in the feeder program at UMKC comprise roughly 88% of our student body, take two additional history courses: ENVD 250 History of the Designed Environment 1 and ENVD 251 History of the Designed Environment 2. Both of these courses treat architectural history far more broadly, including prehistoric, pre-Western, and global civilizations. Find attached the syllabi for these two courses showing the range of topics addressed; these should show sufficient exposure to non-Western traditions. Students on the post-baccalaureate track, who comprise roughly 12% of the total population, do not take these two preliminary history courses. Two advanced courses in the curricula of all courses are related to history and culture. These are ARCH 350 History of the Designed Environment 3 and ARCH 325 Environment, Design and Society. In the 2017 visit, we had proposed the team review 350 for SPC A.7. The team found 350 to be insufficient in terms of their broadness in treating the theory and culture - whether historical or contemporary - of architecture, and when this was deemed insufficient we offered material from 325 to bolster our case. The team judged that there was not enough content in either course to satisfy SPC A.7. It is clear that we must ensure all students have holistic exposure to global architectural traditions. To facilitate this, we intend to substantively rework one of the two courses listed above: ARCH 325 Environmental Design and Society. Its future incarnation will deliver content that will be inclusive to world-wide perspectives on architecture. The re-envisioned ARCH 325, which will be taught by a new faculty member, will be offered beginning in the 2020-21 academic year. By the fifth year Interim Progress Report we anticipate the new course to have been administered two or three times, allowing us to provide ample evidence towards satisfaction of this deficiency – course syllabus and calendar, course materials, and other such evidence.

Kansas State University, 2022 Response: Click here to enter text.

    a.   **Meeting criterion by cohort type**. The main issue the visiting team had with K-State's curriculum was not the lack of history and global culture instruction but rather how each cohort meets SPC A.7: History and Global Culture. The Master of Architecture has two pathways towards the accredited professional degree. These two pathways have created three distinct cohorts of students. Each cohort will be discussed further below.

(1) **5-year non-baccalaureate students.** This pathway is the one with the vast majority of student subscription. Roughly 88 to 90% of all students matriculate through this curriculum. 5-year non-bacc students take three history course in their first two years of coursework. See the attached 5-year non-bacc curriculum guide (exhibit 1) with these courses highlighted. ENVD 250 History of the Designed Environment 1 (HDE 1) covers ancient architecture through the Renaissance. This course includes a wide range of non-Western architectures. ENVD 251 History of the Designed Environment 2 (HDE 2) covers the beginning of the Renaissance through modern architecture. This course is focused mainly on Western architectural history. A revised version of the third course, ARCH 350 History of the Designed Environment 3 (HDE 3), will primarily look at recent architectural history. It will include some non-Western content.

(2) **3-year post-baccalaureate students**. This curriculum was designed for students who hold Bachelor degrees from fields outside of architecture. These students take the seven semester Post-Bacc sequence in its entirety (see exhibit 2 attached). This has been the smallest cohort in the professional program, accounting for a median number of one or two students per academic year, or roughly 1 to 2% of the overall student body.

It was this cohort that prevented us from including all three history courses taught within the architecture program to meet SPC A.7 and thus led us to ultimately fail to meet this criterion. In 2017, ARCH 350 (HDE 3) was focused mainly on architecture from the Industrial Revolution through modernity. It did not have sufficient global content to address SPC A.7.

(3) **2-year post-baccalaureate students with advanced standing**. Since introducing the post-baccalaureate pathway, we have found it is more attractive to students who have garnered a four-year pre-professional degree in architecture. We admit between six and ten such students each year (roughly 8-10% of the student population).

This cohort comes to K-State with at least a four-year pre-professional architecture degree. They generally do not have to take any history courses at K-State as their prior institutions have sufficient coverage of this area, including material that meets A.7: History and Global Culture. In 2017 the visiting team deemed that the procedure by which we validate prior coursework was acceptable, including the evaluation of prior history courses.

To summarize, here are the three student groups within the Master of Architecture program as they existed in 2017.

2017 student cohorts	% of overall population	met SPC A.7?
5-year non-bacc	88% - 90%	yes
3-year post-bacc (non-arch degree)	1% - 2%	NO
2-year post-bacc (pre-prof arch degree)	8% - 10%	yes*

through prior coursework

The only cohort that was subject to the A.7 deficiency were the students entering the 3-year Post-Baccalaureate program with no prior architectural coursework. This is because the 3-year curriculum only had one history course assigned to it. As mentioned, this was the smallest demographic in our professional program, with as few as one or two students admitted per year.

b. **Program changes and coursework that address deficiency**. Find below the department's strategy to address A.7 associated with each cohort.

(1) **3-year post-baccalaureate students.** Again, this is the only cohort of students that did not have sufficient historical coursework to meet SPC A.7. The three-year post-bacc program was instituted in 2014 as a new pathway to the Master of Architecture degree. When we instituted this pathway we anticipated bringing in roughly 10-12 three-year post-bacc students per year. We have only been able to attract a fraction of this number. **Pressure on program resources has necessitated that we suspend admitting 3-year post-baccalaureate students.** With this cohort no longer within the program we are able to focus on compliance with SPC A.7 for the two other student types, as noted below.

current student cohorts	% of overall students	meets A.7?
5-year non-bacc	90% - 92%	yes
2-year post-bacc (pre-prof arch degree)	8% - 10%	yes*

*through prior coursework

(2) **5-year non-baccalaureate students**. As mentioned above, non-bacc students take three history courses, including ENVD 250 HDE 1. **This is the course we will be using to illustrate our response to SPC A.7.** ENVD 250 covers global historical architecture, including indigenous and vernacular exemplars from various cultures. Find attached the syllabus for this course, student work illustrating understanding of material that fulfills this criterion, and the CV of the faculty responsible for this course (exhibits 3-5).

(3) **2-year post-baccalaureate students with advanced standing**. To date we have made no change to how we account for compliance with SPC A.7 for this demographic. The 2017 visiting team ratified our process for evaluating prior coursework as noted below.

2017 Team Assessment: The program documents the process for evaluating a students' prior academic course work through information presented on the website and in the APR on page 50-51. Conversations with the college's professional advisors indicate that students (with prior coursework) are informed of how to matriculate to the M. Arch program.

c. **Personnel changes to strengthen our approach to SPC A.7.** Since 2017 a departmental priority has been to strengthen the history and theory sequence in the professional Master of Architecture program. **We now have four history/theory faculty on staff, two with doctorates in Architectural History**. All four are committed to broad and inclusive instruction in the global traditions of architecture. The CVs of these faculty members are included as attachments to this report (exhibits 5-8).

d. **Upcoming course changes to address deficiency**. In addition to ENVD 250's coverage of global architectural history, we are revising the syllabus for ARCH 350: History of the Designed Environment 3. ARCH 350 will offer a more global curriculum than it did in 2017, enhancing the material delivered in ENVD 250. See the proposed syllabus for this course attached (exhibit 9). Due to delays related to staff turnover and COVID, Spring 2023 will be the first time the revised ARCH 350 course will be taught. As such we do not have direct student evidence of compliance with A.7 from this course at this time, though we will in time for our next accreditation visit.

II. Changes or Planned Changes in the Program
Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

Kansas State University, 2022 Response: Click here to enter text.

a. Curriculum and course changes.

(1) **Non-baccalaureate program.** In 2021 the department instituted changes to the last two years of design studio in this curriculum. The curriculum guide applicable in 2017 and the new curriculum guide are attached, as is the rationale for these changes (exhibits 10-12). To summarize, the 2017 curriculum included three required studios and one option in the last two years of the program. The option could be a studio, study abroad, or an academic internship. The new curriculum includes four studios. Two of these studios, ARCH 605 and ARCH 818, are required studios. Two others, ARCH 606 and ARCH 817, are option studios. Architectural internship will continue to be offered as an elective experience but will not stand in for a studio offering.

The rationale for this change is to increase the quality of studio instruction, student design ability, and increase both student and faculty self-determination and flexibility. In terms of the latter, the new curriculum includes two option studios, which will allow students to pursue a wider variety of academic exploration while allowing faculty more agency to pursue their own design investigations.

In terms of increasing student design ability, the two required studios in the new sequence, ARCH 605 and ARCH 818, will rigorously challenge students to deep, comprehensive architectural designs. These two courses will become the basis for our approach to SC 5 and 6 of the 2020 Conditions for Accreditation.

(2) **Post-baccalaureate program**. The Department of Architecture's Academic Affairs committee is in the process of revising the post-baccalaureate pathway to the Master of Architecture program. In the future this pathway will be open to students with four-year pre-professional architectural degrees exclusively. The revised program will essentially mirror the last two years of the five-year non-baccalaureate program, including the two required studios and two option studios noted above. We anticipate that this revision will be more attractive to potential applicants than the current advanced standing system. See the proposed curriculum guide attached (exhibit 13).

b. Personnel changes. Since 2017 the Department has seen generational turnover in its faculty. Thirteen tenured and tenure-track faculty have left the department (ten of them retirements) and ten tenure-track faculty have been hired to replace them (two of these left). New hires have significantly increased the diversity of the faculty. CVs of new faculty are attached (exhibits 5-7 and 14-18). We are implementing a search for one new tenure-track faculty this academic year. Beyond the department, our current Dean, Tim deNoble, announced earlier this year that he would be stepping down. A search for a new Dean of the College of Architecture, Planning and Design is underway. In addition, K-State welcomed a new president in 2022 – Dr. Richard H. Linton.

(1) **Tenured faculty retirements.** Professors Peter Magyar, David Sachs, PhD, Richard Hoag, David Seamon, PhD, Susanne Siepl-Coates, Gary Coates, and Wendy Ornelas (FAIA). Associate professors Dragoslav Simic, Wayne "Mick" Charney, PhD, and Ray Streeter.

(2) **Current new tenure-track faculty**. Grant Alford, Adulsak "Otto" Chanyakorn, Chris Fein, Jongwan Kwon, ElDante Winston, PhD, Kory Beighle, PhD, Zhan Chen, and Brian Lee. Two additional faculty were hired but left K-State prior to this report.

c. **Enrollment changes**. Since 2017 enrollment within the Department has increased by about 10% per year level. The College of Architecture, Planning, and Design is one of only two colleges at Kansas State University that have maintained or increased enrollment within the current accreditation cycle. Total enrollment at KSU this semester is 19,722, down from the university's peak enrollment of 24,766 in the fall of 2014.

d. **Physical plant/infrastructure/financial and other resources**. No significant changes.

III. **Summary of Preparations for Adapting to 2020 NAAB Conditions**
Please provide a brief description of actions taken or plans for adapting your curriculum/ classes to engage the 2020 Conditions.

Kansas State University, 2022 Response: Click here to enter text.
Purview of preparing for the next accreditation cycle is given to the department's Strategic Planning and Assessment (SP&A) committee, in cooperation with the Academic Affairs committee. The 2020 Conditions are a major departure from previous accreditation approaches, moving from prescriptive requirements to performative metrics that leave room for self-direction. Several initiatives are under way to develop a comprehensive approach to address the 2020 Conditions.

a. **Program Criteria**. The first step the SP&A group undertook was to determine which program criteria are directly tied to curriculum, which are not, and which necessitate both curricular and extra-curricular (i.e. holistic) approaches.

(1) **PCs not specifically tied to curriculum**. These include PC.1 Career Paths and PC.7 Learning and Teaching Culture. These criteria will be met mainly through narrative means, policy documents, and documentation of events and available resources within the department, college, university, and external agencies.

(2) **PCs specifically tied to curriculum**. These include PC.3 Ecological Knowledge and Responsibility, PC.4 History and Theory, and PC.5 Research and Innovation. These PCs will be assigned to specific courses in an effort to show that all students within the accredited program are exposed to the necessary perspectives, knowledge bases, and skills. Faculty assigned to those courses will supply primary and supplemental evidence to show compliance.

(3) **PCs with both curricular and extracurricular components**. PC.2 Design, PC.6 Leadership and Collaboration, and PC.8 Social Equity and Inclusion potentially involve in-class activities, policy, and extra-curricular resources and opportunities. Each one will have a unique narrative and set of evidentiary documents to show how these themes permeate both coursework and overall departmental culture.

b. **Student Criteria.** These criteria are directly tied to coursework.

(1) **Understanding level (SC 1 through 4).** The basic approach to ensuring our program satisfies all of the curricular requirements noted here to the level of understanding is relatively straightforward. The program's technical coursework will be the main source of evidence for meeting these criteria.

(2) **Ability level (SC 5 and 6).** As mentioned in #2 above, a series of curricular changes have been enacted to revise the upper-level design studio sequence. While increasing design ability, student options, and faculty flexibility were the primary reasons for these changes, part of the impetus was to lay the groundwork to evaluate design studio for accreditation. The two required studios in upper-level design, ARCH 605 and ARCH 818, will directly address these SCs. ARCH 605 will focus primarily on SC 5, while ARCH 818, the Capstone Design Studio, will synthesize both SC 5 and SC 6. It is anticipated that lower-level design coursework will supplement the inculcation of these two SCs. Our approach towards evaluating the efficacy of our strategies towards design studio is detailed further in the assessment section below.

c. **Assessment.** A major thrust of our preparations for the next accreditation visit is a comprehensive assessment initiative. This initiative is mainly focused on design studio courses and has several elements.

(1) **Development of learning objectives.** The Academic Affairs committee is reviewing the learning objectives of each studio year level and codifying a common language to describe them. This will make it easy for faculty (and eventually the NAAB visiting team) to understand the relationships between the studios, how a studio builds on the previous semester, how the sequence leads to comprehensive design ability, etc. This system of objectives will be ratified by the faculty as a whole and will then be used to develop assessment tools.

(2) **Application of assessment metrics.** The second part of this initiative is the development of common rubrics for faculty to assess student success towards learning objectives in each studio. These rubrics will be administered electronically through Canvas, which automates data collection and analysis. A pilot program for assessing learning objectives in two lower-level studio year levels is under way.

(3) **Evaluation of assessment data.** Once enough data has been collected the Academic Affairs committee, in cooperation with year-level studio coordinators, will be able to track the effectiveness of studio projects, approaches, and deliverables in service to learning objectives. We will then be able to modify studio courses and their associated objectives as necessary. This process, incidentally, addresses the unmet program condition from the 2017 visit: Curricular Assessment and Development.

IV. *Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses. Provide three examples of minimum-pass student work for each SPC 'not met' in the most recent VTR.)*

Kansas State University, 2022 Response: see attached supplemental documentation.

a. List of exhibits. **Direct evidence of SPC A.7 compliance in bold.**

01: Current 5-year non-baccalaureate curriculum guide. History course sequence highlighted.

02: 2017 3-year post-baccalaureate curriculum guide, history course highlighted.

03: ENVD 250 History of the Designed Environment 1 syllabus

04: Folder of student evidence of SPC A.7 material delivered (3 examples)

05: ElDante Winston, PhD CV (ENVD 250 HDE 1 course faculty)

06: Chris Fein CV (ENVD 251 HDE 2 course faculty)

07: Kory Beighle, PhD CV (ARCH 350 HDE 3 course faculty)

08: Michael Grogan CV (ARCH 325 Architectural theory course faculty)

09: ARCH 350 (HDE 3) course syllabus draft – to be taught in Spring 2023

10: 2017 Non-baccalaureate curriculum guide

11: 2021 Non-baccalaureate curriculum guide with studio changes highlighted

12: Upper level studio reorganization rationale

13: Proposed 2-year Post-Bacc curriculum for pre-professional degree holders

14: Grant Alford CV

15: Otto Chanyakorn CV

16: Zhan Chen CV

17: Jongwan Kwon CV

18: Brian Lee CV