Kansas State University

Interim Progress Report for Year Two

November 30, 2019

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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Name of individual(s) to whom questions should be directed: R. Todd Gabbard

Current term of accreditation: 8 year continuing term, next visit fall 2025.

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

I.1.6 Curricular Assessment and Development

2017 Visiting Team Assessment: The program has not demonstrated a well-reasoned process for curricular assessment to promote student success. Discussions with the faculty, department head, and associate head reveal that the program has several methods for providing feedback, ranging from conversations among faculty to surveys at various points in the curriculum. It cannot be confirmed how these are regularly used to advise and encourage changes and adjustments to promote success.

The process of collecting data from multiple sources to inform future planning involves both informal feedback and structured surveys. Discussions with the faculty, department head, and associate department head describe a process in which faculty note a curricular issue, either through faculty observations or student input; the whole faculty then discusses the issue, forwards it to the appropriate committee for recommendation, and finally sends it on for approval by the administration. Surveys of students are administered in years 1-3, 3-4, and an exit survey upon graduation. These surveys inform the charges of the Academic Affairs and Strategic Planning Committees. In addition, the graduate school requires that an assessment report on student learning objectives be completed every four years. The most recent report, submitted in 2015, was provided to the team. It is unclear how the data from these surveys are used to assess whether curricular changes—e.g., eliminating the Architectural Programming course and expanding the ARCH 805 Project Program—should be implemented.

Kansas State University, 2019 Response: The central criticism here is the lack of clarity regarding how the department uses data from assessments in the consideration of curriculum changes. Moving forward, three initiatives will address this. First, assessment within the Department, the College of APDesign, and the University as a whole is changing rapidly. Since accreditation, the University has ramped up its electronic assessment system, which uses Canvas, the same system the university uses for course administration. All of the programs within APDesign (Architecture, Landscape Architecture, Regional/Community Planning, and Interior Architecture) have started the process of using this Canvas-based program to capture direct assessment of student learning. The advantages over the old system - handwritten, paper-based assessments - are clear. The Canvas assessment system, once programmed, is automatically and instantaneously administered, and it has a robust compilation system, allowing us to compare and contrast data in a wide variety of ways. Beginning this year, the Department of Architecture will introduce Canvas-based assessment in pilot courses, and we will expand the use of this tool in the coming years. Instituting this new method of collecting and compiling data is only one part of our strategic and reflexive curricular assessment plan. Our second initiative is to formalize the use of assessment data in course review and curriculum change. Our Strategic Planning and Assessment committee has been tasked with developing an assessment utilization plan. We have begun researching best practices to help us formulate a model approach to address this deficiency. By the fifth year Interim Progress Report we will have a well-developed and faculty-approved method in place for the assessment of curriculum quality. Third, the University now requires that new and revised curricula proposals include an assessment plan. This ensures that substantial changes to a curriculum will continue to be monitored after implementation. Current curriculum changes that are being considered, which include a revision of upper level design studios as well as course revision related to the SPC deficiency discussed below, will need to adopt a process to analyze the efficacy of course material and methodology; an important part of this process is a timetable of evaluation by faculty. These embedded plans will provide further evidence towards a stronger assessment environment for our professional curriculum.

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.

2. 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, 2019 Response: Faculty succession has been a consideration since the accreditation visit. The Department has seen three tenured faculty retirements and three faculty placing themselves on phased retirement. One faculty member has announced his retirement at the end of this academic year. It is highly likely that additional senior faculty will retire within this accreditation cycle. To date, we have been able to replace faculty through searches - since 2017 we have hired five new faculty and we are searching for two new faculty this academic year. We have one new College-level administrator: Katie Kingery-Page, PLA, ASLA has taken on the role of Associate Dean of Academic and Student Services. For

information about this change, see here: https://apdesign.k-state.edu/about/faculty-staff/kingery-page/. At the University level we have a new Provost, Dr. Charles Taber. For information on our new provost see here: k.state.edu/provost/about/profile.html. Enrollment has held steady or increased slightly since accreditation, though cultivating new populations for our post-baccalaureate track is a high priority. We are reaching out to regional community colleges and four-year schools to become more active in recruiting. The university has adopted a new budget model called Responsibility-Centered Management; the core of the model separates units into two pools: revenue generating and service centers. Academic programs are revenue generating types, and the library, facilities, student services, and other support agencies fall under the second category. It remains to be seen if this model will positively or negatively affect our department's budget picture. Outside of this, the Department has seen callbacks each year since the accreditation visit. Faculty retirements have cushioned this impact a bit. On the positive side the Dean and his Development Officer continue to increase the College's endowment.

3. 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)

Kansas State University, 2019 update: Find attached the following exhibits: course information for ENVD 250, ENVD 251, and ARCH 325, all of which factor in to addressing our deficiency for SPC A.7 - History and Global Culture. Also attached are CVs for Katie Kingery-Page, our new College administrator, and one-page CVs for the five tenure track candidates who have started teaching in Fall 2017 or later.