



**Kansas State University
Department of Architecture**

Visiting Team Report

Master of Architecture

(170 total credits, min. of 30 at graduate level, with 45 hours general education)

The National Architectural Accrediting Board
November 1, 2017

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 NAAB visiting team extends its appreciation to the faculty, students, staff and administration of the Kansas State University (KSU) Department of Architecture for their exceptional hospitality and attentiveness during our visit to the architecture program. The access, involvement, transparency, and commitment to the success of our stay by those within and outside of the program were outstanding. There was also tremendous support for the accreditation team during the months leading up to the visit; the team acknowledges Matt Knox and Todd Gabbard for their efforts in this regard.

One of the program's most important assets is the newly expanded and renovated Seaton-Regnier Complex, an impressive facility that recognizes the significant work of students, faculty, and administrators by providing spaces that support studio-based and interactive learning. Faculty members have space to support teaching, research, mentoring, and institutional citizenship. The new facilities manifest the significance of the College of Architecture, Planning, and Design to the university setting.

A remarkable success of the program is the increase in the college's foundation and endowment funds. These efforts have provided essential resources for faculty development and student learning. Since the previous team visit several professorships, chairs, and awards have been established to recognize faculty achievements.

The University of Missouri Kansas City (UMKC) and KSU maintain an innovative and successful articulation agreement allowing students to complete two years at UMKC and then transfer to KSU. The program provides a seamless transition, the result of cooperation and commitment between the two programs. UMKC and KSU also collaborate through the exciting work of the Kansas City Design Center (KCDC).

Challenges to track include recent budget reductions at the state level that will need to be monitored to determine if these decreases have a significant impact on the architecture program.

Student performance in integrating design and technical skills is robust throughout the curriculum. The team notes that the majority of work in the team room was produced at a high level while students were displaced in a remote temporary studio space during the building renovation and addition. With its inspired leadership, talented faculty, and dedicated student body, the KSU program appears poised for success now and in the future.

b. Conditions Not Achieved

I.1.6 Curricular Assessment and Development

II.1.1 SPC A7 History and Global Culture

II. Progress Since the Previous Site Visit

I.1.4 Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

2011 Team Assessment: This condition is not met. While there are tremendous efforts underway at the university level with the 2025 Plan, as well as at the college level (with the “CAP+D Future Vision”, 2009 version) in alignment with the 2025 Plan, the strategic planning efforts at the department level do not meet the standards as set by the NAAB in this condition. The department’s efforts with regard to strategic planning have improved since the last focused evaluation, including changes in administrative leadership at both the department and college level. However, as those are relatively new appointments, the team could not find sufficient evidence at this time that a plan exists or how long range planning is being tied to the five perspectives or how data is collected to inform the department’s strategic decision making.

2017 Visiting Team Assessment: *This condition is **Met**. The Department of Architecture’s strategic plan, revised 10/8/17, is evidence that the program has identified multiyear objectives to strive for continuous improvement. The 2025 Alignment Matrix illustrates the correlation of the department’s plan with the K-State 2025 Strategic Plan. The matrix indicates short-term, mid-term, and long-range goals. The alignment of the five perspectives—collaboration and leadership, design, professional opportunity, stewardship of the environment, and community and social responsibility—is found in the objectives, actions, and outcomes of the plan. The five areas of the Department of Architecture’s strategic plan include excellence in design-centered education, excellence in research, scholarship and creative activity, and discovery.*

2009 Criterion B.2., Accessibility: *Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.*

2011 Team Assessment: This criterion is not met at the level of ability. While most studio projects show an understanding level of accessibility, the team could not find sufficient evidence that they consistently demonstrate the students’ ability with regards to accessibility, particularly as it relates to accessible site design, bathroom design, and stair railings in their design work.

2017 Visiting Team Assessment: *This criterion is **Met** at the level of ability in SPC B.3 Codes and Regulations in student work prepared for studios ARCH 605 Architectural Design Studio V and ARCH 404 Architectural Design Studio IV as well as for course LAR 500 Site Planning and Design.*

II.2.2 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: 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 electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

2011 Team Assessment: This condition is not met. While the school has attempted to increase general studies to a count of 46 credit hours, the team found two issues that do not meet II.2.2. General Studies as called for in the 2009 Conditions and Procedures. So while the school has made efforts to increase to 49 total credit hours of general studies, the team could only find evidence of 37 credit hours that could be applied to satisfy this aspect of this condition:

- Professional Support Electives (total 6 credit hours in the fifth year) as presently defined may be taken both within the department and college as well as outside of. Although many students will achieve these hours outside of the college, these courses cannot be counted towards the 45 General Studies credit hour requirement as there could be students taking architectural, landscape and planning courses to count in the professional studies electives. The “II.2.2 General Studies” Condition specifically requires that the 45 hours of general studies must be in the “arts, humanities, and science” and must be taught “outside of architectural studies” with “other than architectural content.” Thus these 6 credit hours, as defined in the school’s 2010 edition of the M-Arch Handbook, cannot be considered in the 45 hour general studies count.
- The Planning elective (3 credit hours) contains architectural content and therefore cannot be counted towards the 45 credit hour general studies requirement.
- LAR 500 - Site Planning and Design course (3 credit hours) also contains architectural content, and is in the SPC matrix. Therefore it cannot be counted towards the 45 credit hour general studies requirement.

*2017 Visiting Team Assessment: This condition is **Met** as evidenced by curriculum changes since the previous visit cited on pages 24-25 of the APR. The Master of Architecture non-baccalaureate program requires 45 credits of general elective courses taken outside the college to ensure that architecture-related content is not included in these classes. The program also requires more than ten elective credits (24 elective credits). The Master of Architecture post-baccalaureate program does not need 45 credits of general elective courses because the students have a non-architectural undergraduate degree. The post-baccalaureate program also has an excess of 13 elective credits (23 credits). See pages 48-49 of the APR and the admissions website.*

III. Compliance with the 2014 Conditions for Accreditation

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

This part addresses the commitment of the institution 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.

[X] Described

2017 Analysis/Review: According to the APR, Kansas State University (KSU) was founded in 1853 as Bluemont College and became Kansas State University in 1959. In 1903, the university formally organized a four-year curriculum in architecture. In 1963, the College of Architecture and Design was formed, becoming one of the first schools to offer a full range of environmental design programs. In the mid-1980s, the college established a program at the University of Missouri-Kansas City (UMKC) that exactly parallels the first two years of the program. In 1995, the name of the college was changed to Architecture, Planning, and Design (APDesign).

The mission of KSU is to "foster excellent teaching, research, and service that develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community." The mission of the Department of Architecture is to "be a vibrant design community educating students to become leading design professionals affecting positive change in the world." In support of both the university's mission and the department's mission, the department promotes allied research and creativity as well as scholarly investigations.

The department's high retention rate, high graduation rate, and numerous awards are recognized by the university administration as elevating the university as a whole. The program also reflects the university's engagement mission through outreach activities like the Kansas City Design Center, Design Make, and the Small Town Studio, all of which combine teaching, research, and service initiatives.

From team meetings with the dean, it is clear that the architecture department is an essential unit within the college, accounting for the majority of its graduates each year.

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.

[X] Demonstrated

*2017 Analysis/Review: This condition is **Met** as evidenced in the APR. The Learning Culture and Social Equity document posted on the department's website proposes a coherent set of values that build on the guidelines set forth by NAAB and AIAS related to studio culture. Though many students did not seem to be aware of the existence of the document, students exhibited a clear understanding of and adherence to the values dictated by the policy through various conversations and observations. The students operate within a culture of optimism, respect, and dedication. These values are displayed through, as one student remarked, "a balance between competition and camaraderie."*

The new facilities promote the program's core values of communication, collaboration, and cultivation. Larger studio spaces house multiple design studios across disciplines, allowing students to work in a more integrated, collaborative environment.

Students understand that time management is critical to a vibrant studio culture, and many expressed a healthy work-school-life balance through communicating and prioritizing. The faculty of the architecture program works with students to clearly and adequately convey course-related information and deadlines far enough in advance for students to complete work on time. Faculty also communicate due dates for their respective courses among each other to avoid overlapping.

Students are also encouraged to explore learning opportunities beyond the classroom and studio. Study abroad and internship opportunities are embedded in the program. Students also have ample opportunities to engage with professionals in the field through firm-sponsored studios, professional development events, and various career development services offered by the school. Students feel free to express their views and share their thoughts with peers, as observed during meetings with students.

Students believe their voice is adequately heard through course evaluations and other forms of digital feedback. Some did express a desire for more face-to-face communication between administration and the student body. Conversations with student leaders revealed a vibrant culture of leadership and advocacy in the program.

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.

[X] Demonstrated

2017 Analysis/Review: The APR includes information about Kansas State's university-wide initiatives on diversity. The APR also states that "social equity aims are discussed in tandem with the Department's overall strategic planning, which is overseen by the Department's Strategic Planning and Assessment Committee. The Department's social equity strategy aligns closely with the college and University's efforts, and is tied to the University's 2025 goals." The APR also describes efforts to increase diversity in the student body, the faculty, and the curriculum. The specific reference to faculty recruiting in the Architecture Department's alignment document with KSU's 2025 goals for the 2016-2020 time frame is "Successful recruitment and retention of a talented and high performing, diverse workforce." The partnership with UMKC, the establishment of the post-baccalaureate Master of Architecture, and exchange programs are examples of their efforts.

As for faculty, the APR states that the department complies with affirmative action mandates and two of the four recent faculty hires are women. The department also references visiting professorships that have brought in architects from other countries. Study abroad programs are also referenced in this section. The architecture department has chapters of NOMAS, Women in Design, and Latinos in Architecture. The ongoing curricular relationship with the Kansas City Design Collaborative (KCDC), which is focused on urban and architectural design in low-income neighborhoods, is exemplary.

Although the department has an action plan on diversity and inclusion in the context of the KSU 2025 goals, faculty members were not aware of it. The KSU faculty is 77% white, 7% Hispanic, 6% nonresident alien, 4% black/African American, 3% two or more races, 1% Asian, and 1% race/ethnicity unknown. The gender balance for faculty members at KSU overall is 48% women, 52% men. Within the architecture tenured and tenure-track faculty, there is one Hispanic woman, one white woman, and nine white men at the rank of professor. At the associate professor rank, there are no women, six white men, and one Hispanic man. The assistant professor cohort includes two white women and two white men. The architecture department faculty is 90% white and 10% Hispanic. The faculty composition is 15% women and 85% men.

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

[X] Described

2017 Analysis/Review:

Collaboration and Leadership: *In addition to the partnership between faculty and students, students rely on one another in the studio for peer reviews, sharing precedent, and pursuing site-context research. Studio assignments put students in real-life settings, often working directly with users and other stakeholders. Students are encouraged to engage outside of course work via organizations, advisory boards, AIAS, and the Oz Journal (published annually). Also, students participate in teaching assistant positions, design competitions, and design-construct outreach activities.*

Design: *It is common for nearly all faculty to teach both studio and integrated courses. Design program and project locations vary from rural to regional and international. Advancement in design teaching throughout the multiyear progression of students is very defined and deliberate ranging from a holistic approach to environmental design through an exploration of the relationship between interior and exterior space, to yearlong issue-oriented investigation leading to a well-crafted architectural knowledge-based proposition.*

Professional Opportunity: *A high value is put on the opportunity for students to participate in an 8-month faculty-supervised internship. Studio projects expose students to locations in which architecture firms, staff, product manufacturers, and constructors are directly engaged. Annual events include field trips to cities across the U.S. and abroad, design expos, and career fairs. A majority of students stated that they plan to pursue licensure and understand the licensure process.*

Stewardship of the Environment: *All studios require students to consider exterior and site conditions holistically. Faculty members engage students with research for credit; two recent examples include building envelope energy transfer and daylight performance. A student chapter of Emerging Green*

Builders engages students in architecture, interiors, landscape, and construction science. The new Regnier Hall—designed to achieve LEED Gold status—will serve as a daily teaching laboratory.

Community and Social Responsibility: *Early in their studies, students take Environmental Design and Society. Studio projects involve working with rural communities, engaging citizens and local government, and learning about health and palliative care, design-build, and the challenges of working in urban settings. Students- have access to a variety of experience and locales throughout their studies, including the UMKC partnership, the Kansas City Design Center, the Small Town Studio, and Design-Make El Dorado Architects studio. Students have the opportunity to engage in on-campus activities such as serving on the Architecture Student Advisory Board, attending departmental committee meetings, and various community-service activities.*

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 so as 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.

[X] Demonstrated

2017 Analysis/Review: *The Department of Architecture's strategic plan, revised 10/8/17, is evidence that the program has identified multiyear objectives to strive for continuous improvement. The 2025 Alignment Matrix illustrates the correlation of the department's plan with the K-State 2025 strategic plan. The matrix indicates short-term, midterm, and long-range goals. Further, the department's strategic plan dated 10/8/17 shows its progress so far in meeting its objectives. The alignment of the five perspectives—collaboration and leadership, design, professional opportunity, stewardship of the environment, and community and social responsibility—is found in the objectives, actions, and outcomes of the plan. The Department of Architecture's strategic plan focuses on excellence in design-centered education, excellence in research, scholarship and creative activity, and discovery. The plan addressed student learning, curriculum, facilities, and relations to the profession. The strategic initiatives of the plan included undergraduate curriculum development.*

The architecture program's strategic plan defines the mission and vision of the program in relation to the university's mission and vision. The APR and student work in the team room indicate the progress that has been made since the previous visit in addressing deficiencies and causes of concern. Meetings with the faculty, staff, students, dean, department head, and associate department head/graduate program director clearly define the strength of the program through its emphasis on design-centered education and excellence in research, scholarship, and creative activity, and discovery.

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.

[X] Not Demonstrated

2017 Analysis/Review: 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.

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 Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2017 Team Assessment: Based on the team's meeting with the faculty and the department head, the workload of the architecture faculty supports both architectural instruction and faculty creative work and research. The Architect Licensing Advisor meets with the student body at least once a semester, and an NCARB staff member makes a presentation on campus approximately every other year. There are two student ALAs.

Nationally and internationally recognized design professionals annually lead graduate studios through the Regnier Visiting Professorship. Practitioners from several Kansas City–based firms teach design studios; and the Kansas City Design Center exposes students to area architecture firms, government agencies, and client groups. The Alumni Fellow, Alumni Honoree, and Distinguished Young Alumnus programs all recognize program graduates and allow for on-campus interactions and sharing of experiences—both professional and academic.

The faculty may be eligible to receive a start-up package of \$10,000, a substantial amount for an architecture faculty member at a public university. The start-up package allows faculty members to pursue their creative work and research agenda, as well as attend conferences and participate in competitions. There are also competitive grant opportunities at the department, college, and university levels; the architecture faculty seems to have success in getting that funding. Furthermore, faculty often have the opportunity to teach within their area of expertise, which can help support their creative work and research. Other examples of support for the work of the faculty include the Regnier Chair, a well-funded endowment that supports an associate professor and College funding of membership dues for professional organizations such as AIA. Also, the sabbatical policy is roughly similar to other public universities: <https://www.k-state.edu/provost/resources/dhmanual/sabbat/sabblv.html>

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] Described

2017 Team Assessment: According to the APR, the recently completed renovation and expansion of the College of Architecture, Planning, & Design's Seaton/Regnier Complex Hall is one part of a new facilities program being undertaken across the main campus. The department moved into the completed facility for the fall 2017 semester.

The team room was located in the new building. The dean led a tour of the new addition, renovations, and portions of the existing building that are not yet renovated.

The new building fulfills many long-standing needs and desires of the program. According to the APR, it includes all necessary instructional, administrative, and support spaces. These spaces include open-bay studio space (as many as 47 studios of varying size), department offices, faculty offices, technology-rich classrooms, critique/seminar rooms, large lecture hall, extensive display space, a large model shop, library, and a gallery. A new central entrance feature promotes pride and identity. The new facility is designed to hold about 10% more students than the current student population. For the first time, the college will offer reserved desks for every student in the college at all levels. Numerous casual sitting and meeting areas encourage interaction. The location of faculty offices across the hall from studio spaces will also lead to informal meetings and discussions between students and faculty. Student advising was recently centralized, and all advisors share office space in one location. With its exposed structure, sectional relationships, and environmental features, the new building itself will double as a teaching device.

The team observed that students, faculty, and administrators alike have quickly adapted to the new building and are ready to leverage its opportunities.

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

[X] Demonstrated

2017 Team Assessment: This condition is demonstrated as evidenced through the APR on pages 37-41, and meetings with the dean, and department head, and associate dean. The APR describes the expense and revenue categories—salaries, benefits, and operating expenditures—that the program has control over. The report states, "On the whole, operating expenditures have been on the rise, with a significant decrease (17%) in FY 2016, though funds in this sector rose every other year in the accreditation cycle." The decrease is linked to declines in state spending on higher education. Operating expenditure is a small portion of the program's overall budget, and current funding is still well above that at the beginning of the accreditation cycle. The APR notes a figure of 4.7% in overall budget decrease for FY 2017.

The APR describes the significant effort and progress in increasing the college's foundation and endowment funds, which support the architecture department's efforts. These efforts have provided resources to faculty and students (and confirmed through meetings with faculty, staff, and department leadership). Since the previous team visit several professorships, chairs, and awards have been established to recognize faculty achievements. The APR (page 39) notes that the number of student scholarships has increased by 400% and many scholarship funds by 600% since the previous accreditation visit.

The APR does raise concerns of recent budget reductions at the state level and a decrease in university enrollment that will need to be monitored to determine if these reductions have a significant impact on the architecture program. These concerns were also addressed in conversations with the dean, department head, and associate department heads, who also outlined plans to discuss changes and to grow the college and architecture 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] Demonstrated

***2017 Team Assessment:** This condition is met as evidenced by the team's observation of the newly completed Paul Weigel Library located at the lower level main entrance to Regnier Hall, providing students with access to print, media, online information, information-based services, and equipment. According to the APR, Weigel is a component of the K-State Libraries and allows users to access online databases, journals, and books from off campus and out of the country. The library comprises 43,000+ volumes and 15,658 titles covering design, engineering, and construction.*

The facility provides for both individual and group study with a wide variety of current technology. A full-time library assistant (who chairs the Weigel Library Advisory Committee) and nine student workers provide assistance in locating materials and using technology to access databases and electronically stored documents. Trained, experienced technicians provide help with computer and networking services, and a variety of industry-utilized software is available, many of which are connected to laser cutters and 3-D printers located in the complex.

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] Described

2017 Team Assessment: *The administrative structure is described in the APR (pages 43-45) with an organizational chart that includes a flow diagram for processes including teaching assignments, tenure decisions, and graduate issues. The table illustrates the role of faculty self-governance at the institutional, college and departmental levels. At the program level, faculty members are engaged in the following committees: Faculty Affairs, Student Affairs, Academic Affairs, Graduate Committee, Technology Committee, Strategic Planning and Assessment, and Events and Lectures. Further, the role of faculty, staff, and students in the program and institutional governance was confirmed in meetings with these groups.*

Students are engaged in self-governance through the department's Architecture Student Advisory Board and the college's Dean's Student Advisory Board Council. Department leadership is advised year-round by both the Professional Advisory Board as well as the Dean's Advisory Council. A student may participate in service groups such as the Student Ambassadors that mentor first-year students. There are opportunities at the university level to participate in associations and councils.

According to the APR, the unclassified staff has organized a University Support Staff Senate. At the university level, the Peer Review Committee hears concerns of unclassified personnel in the college.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

This part has four sections that address the following:

- **STUDENT PERFORMANCE.** This section includes the Student Performance Criteria (SPC). Programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this section. Compliance will be evaluated through the review of student work.
- **CURRICULAR FRAMEWORK.** This section addresses the program and institution relative to regional accreditation, degree nomenclature, credit hour requirements, general education, and access to optional studies.
- **EVALUATION OF PREPARATORY EDUCATION.** The NAAB recognizes that students entering an accredited program from a preprofessional program and those entering an accredited program from a non-preprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs will be required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in non-accredited programs have indeed been met.
- **PUBLIC INFORMATION.** The NAAB expects accredited degree programs to provide information to the public regarding accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information concerning the accredited and non-accredited architecture programs.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to “describe, document, or demonstrate.”
- A review of evidence and artifacts by the visiting team, as well as through interviews and observations conducted during the visit.
- A review of student work that demonstrates student achievement of the SPC at the required level of learning.
- A review of websites, links, and other materials.

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.

Instructions to the team:

- 1. When an SPC is MET, the team is required to identify the course or courses where evidence of student achievement at the prescribed level was found.*
- 2. If an SPC is NOT MET, the team must include a narrative that indicates the reasoning behind the team's assessment.*
- 3. After completing the VTR, the team must prepare an SPC matrix (using a blank matrix provided by the program) that identifies the courses in which the team found the evidence of student achievement. The team's matrix is to be appended to the VTR as Appendix 2.*

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] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in work prepared for ARCH 750 Writing Intensive Seminar and ARCH 808 Architectural Design Communication. The team also found evidence through student interviews, conversations, and observations.

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

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 302 Architectural Design Studio 1, ARCH 304 Architectural Design Studio 2, ARCH 401 Accelerated Arch Design Studio 1, and ARCH 402 Accelerated Arch Design Studio 2.

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

2017 Team Assessment: *Evidence of student achievement at the prescribed level was found in student work prepared for course LAR 500 Site Planning and Design.*

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

[X] Met

2017 Team Assessment: *Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 403 Architectural Design Studio 3 and ARCH 404 Architectural Design Studio 4.*

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

2017 Team Assessment: *Evidence of student achievement at the prescribed level was found in student work prepared for studios ARCH 302 Architectural Design Studio 1 (required for non-baccalaureate students) and ARCH 401 Architectural Design Studio 1 (required for post-baccalaureate students).*

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

2017 Team Assessment: *Evidence of student achievement at the prescribed level was found in student precedent studies prepared for ARCH 302, 304, 401, and 402 (required for post-baccalaureate students).*

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

[X] Not Met

2017 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.*

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

2017 Team Assessment: *Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 325, Environmental Design and Society as evidenced through tests, exams, and papers.*

Realm A. General Team Commentary: *The team recognizes design pedagogy and communication abilities as hallmarks of the architecture program as evidenced by the student projects and studio visits. Faculty, department head, associate head, and dean cite the design pedagogy as the program's foundation. The program emphasizes hand-drawing and model-making in the first and second years, and then transitions to digital in the third year. The use of precedents is evident through the student work beginning in the second year through the fifth year ARCH 806/807 Architectural Design Studio 7 and 8. A concern in this realm is the student's understanding of "divergent" cultural traditions and knowledge of diverse needs. While significant evidence was found to meet the standard for A.8 Cultural Diversity and Social Equity, such evidence was not found for A.7 History and Culture.*

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] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 805 Project Programming in program books and documentation, and in ARCH 806 Architectural Design Studio 7 in studio project boards.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for studios ARCH 605 Architectural Design Studio 5 and ARCH 404 Architectural Design Studio 4 as well as for course LAR 500 Site Planning and 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] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 605 Architectural Design Studio 5.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for class ARCH 434 Building Construction Systems in Architecture 2 and studio ARCH 605 Architectural Design Studio 5.

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] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 347 Structural Systems in Architecture 1, ARCH 448 Structural Systems in Architecture 2, and ARCH 434 Building Construction Systems in Architecture 2.

B.6 Environmental Systems: *Understanding of 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] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 413 Environmental Systems in Architecture 1 as evidenced in exams and laboratory assignments, and acoustics in ARCH 514 Environmental Systems in Architecture 2 through quizzes and assignments.

B.7 Building Envelope Systems and Assemblies: *Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.*

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 433 Building Construction Systems 1 and ARCH 434 Building Construction Systems in Architecture 2.

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] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 433 Building Construction Systems 1 and ARCH 434 Building Construction Systems in Architecture 2.

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] Met

2017 Team Assessment: *Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 413 Environmental Systems in Architecture 1 and ARCH 514 Environmental Systems in Architecture 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] Met

2017 Team Assessment: *Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 433, Building Construction Systems in Architecture 1; and ARCH 434, Building Construction Systems in Architecture 2. This criterion was addressed in multiple formats (lectures, reading assignments, reference materials, and quizzes), all of which were associated with building costs, financing methods, feasibility, estimating, scheduling/operational/life-cycle.*

Realm B. General Team Commentary: *2017 Team Assessment: All students are required to take multiple classes with an emphasis on environmental stewardship involving fundamentals of technology, environmental systems, site planning, the sustainability of urban design, and the science and design of building enclosures. The technical aspects of design including systems and materials are taught early in the curriculum, starting in the second year of the non-baccalaureate program and the first semester of the post-baccalaureate program. Emphasis on technical skills and knowledge, as well as an integration of all aspects of design, is continued through all upper-level design studio work.*

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] Met

2017 Team Assessment: *Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 807 Architectural Design Studio 8 in student projects.*

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] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 807 Architectural Design Studio 8 and ARCH 805 Project Programming in student projects.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in ARCH 605 Architectural Design Studio 5 in work prepared for student projects.

Realm C. General Team Commentary: *The integrated aspects of architectural designs including the ability to synthesize complex systems are taught in the later in the curriculum, as evidenced in student projects for ARCH 807 Architectural Design Studio 8 and Architectural Design Studio 605. Although each independent studio section pursued different architectural questions, processes, and solutions the team found evidence of an understanding of research methods and the ability to evaluate and make decisions within a complex architectural project through all upper-level design studio work.*

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] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 853 Professional Practice: Professional Responsibility.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 854 Office Practices in the Design Professions; and ARCH 855, Professional Practice: Discipline-Specific Topics. Assignments address process (clients, phases); engaging and working with consultants and contractors; and the sequence and delivery of construction activities.

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] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 854 Office Practices in the Design Professions; and ARCH 855, Professional Practice: Discipline-Specific Topics. Assignments address firm management and marketing practice; community leadership and social responsibility; and firm transition.

D.4 Legal Responsibilities: *Understanding of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.*

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 853, Professional Practice: Professional Responsibility. The importance of professional licensure requirements and the responsibility to protect the health, safety, and welfare of the public are demonstrated and addressed.

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] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 853, Professional Practice: Professional Responsibility. Ethics and professional conduct are addressed via assignments and guest lectures by architects and local building codes officials and faculty.

Realm D. General Team Commentary: *2017 Team Assessment: The three courses addressing the various aspects of professional practice cover the full range of project management, including engagement of project consultants, project responsibilities/work plans/fee/schedule as well as industry standard methods of delivery; and firm management-ownership, including ownership structure, marketing methods, and firm transitions. Students are exposed to both regulatory and legal considerations, as well as ethical issues and responsibilities associated with the profession. The professional practice courses (most applicable to D.2, D.3) are taught via a combination of faculty experience-expertise and guest speakers representing a variety of firm types located in multiple geographic areas (12 cities) throughout the U.S.*

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 Higher Learning Commission (formerly the North Central Association of Colleges and Schools); 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

2017 Team Assessment: The most recent letter from the Higher Learning Commission verifying accreditation is dated August 27, 2012. The university underwent a thorough self-study in 2011-2012 and mid-year review in 2015-2016. The next comprehensive reaffirmation is scheduled for 2021-2022.

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 nonaccredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these nonaccredited programs by June 30, 2018.

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

[X] Met

2017 Visiting Team Assessment: This condition is met as evidenced by curriculum changes since the previous visit cited on pages 24-25 of the APR. The Master of Architecture non-baccalaureate program requires 45 credits of general elective courses be taken outside the college to ensure that architecture-related classes are not included in these courses. That program also requires more than ten optional studies credits (24 elective credits). The Master of Architecture post-baccalaureate program does not

need 45 credits of general elective courses because the students have a non-architectural undergraduate degree. The post-baccalaureate program also has an excess of 13 optional studies credits (23 credits). See pages 48-49 of the APR and the admissions website.

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 pre-professional 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] Met

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 are informed of how to matriculate to the M. Arch. program. Further evidence is the clear and coordinated efforts with students who attend the UMKC program and then transfer to Kansas State.

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

2017 Team Assessment: *The required language was found on the department's website at <http://apdesign.k-state.edu/arch/about/naab/accreditation.html>.*

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

2017 Team Assessment: *The required documents were found on the department's website at <http://apdesign.k-state.edu/arch/about/naab/accreditation.html>*

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

2017 Team Assessment: *The team found evidence of career development information on the Kansas State University website at <https://www.k-state.edu/counseling/student/career.html>. Knowledge of this information was confirmed by students.*

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

2017 Team Assessment: *This condition is met as evidenced by the information in its entirety being provided on the Kansas State University website located at: <http://apdesign.k-state.edu/arch/about/naab/accreditation.html>*

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] Met

2017 Team Assessment: *A link can be found in the Kansas State APR to the NCARB website <https://www.ncarb.org/pass-are/are4/pass-rates/are4-pass-rates-school>*

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 pre-professional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2017 Team Assessment: *The department provides information about applications for admissions to the architecture program on its publicly available website. The admissions information includes applications for high school graduates, transfer students, international degree-seeking students, and college graduates (the post-baccalaureate track).*

<http://apdesign.k-state.edu/future-students/apply/index.html>

<http://apdesign.k-state.edu/future-students/apply/MARCH-PBtrack.html>

One of the college's advisors reviews the applications for transfer students and also evaluates transcripts. These students are ranked based on GPA and SAT or ACT scores, and if they are not admitted to the program, they can stay in the first year Environmental Design program to improve their GPA.

Students that apply to the post-baccalaureate track must submit syllabi of courses, official transcripts from their undergraduate degree, a statement of intent, and a portfolio. Letters of recommendation are also required. The Graduate Committee of the architecture department serves as the admissions committee for the post-baccalaureate track, making recommendations to the chair and associate chair. This link includes financial information, including tuition and fees for architecture students:

<http://apdesign.k-state.edu/future-students/tuition/>. This link contains information about scholarships and financial aid: <http://www.k-state.edu/admissions/finaid/scholarships.html>.

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

2017 Team Assessment: *The team found evidence of student financial information on the Kansas State University website/admissions page at <http://www.k-state.edu/sfa/>. The site includes information related to tuition, academic fees, additional miscellaneous costs, financial aid, scholarships, and deadlines. Knowledge of the existence of this information, as well as information related to expenses specific to an architecture or design education, was confirmed by students.*

This link includes a net price calculator for students:

[https://tcc.noellevitz.com/\(S\(vtwouzpyrkmacapja1pzkwam\)\)/Kansas State University/Net-Price-Calculator](https://tcc.noellevitz.com/(S(vtwouzpyrkmacapja1pzkwam))/Kansas State University/Net-Price-Calculator)

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

[X] Met

2017 Team Assessment: The required Annual Statistical Reports appear on the architecture department's website at <http://apdesign.k-state.edu/arch/about/naab/accreditation.html>

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

[X] Met (Not Applicable)

2017 Team Assessment: Interim Progress Reports were not required for programs receiving a 6-year term of accreditation.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

(List number and title; include comments that describe the basis for the team's assessment)

2017 Team Assessment: The team finds three areas met with distinction.

I.2.2 Physical Facilities

The newly renovated and expanded Seaton/Regnier Complex serves as a living laboratory that facilitates a studio culture of interdisciplinary collaboration. There are 47 design studios with dedicated studio desks for each student. The integration of studios from the various disciplines and informal critique spaces encourage collaboration and an understanding of the various scales of the built environment. Digital technology is available throughout the dedicated critique spaces. The Paul Weigel Library provides students with access to print, media, online information, and information-based services. The new dedicated space for archival collection will ensure the protection and use of this valuable resource. The new building for the first time brings all of the individual program workshops together in a 20,000 sq ft fabrication lab.

II.1.1 SPC A1 Professional Communication Skills

Written communication skills were thoroughly exhibited through work produced in ARCH 750 Writing Intensive Seminar and ARCH 808 Architectural Design Communication, as well as the many written project narratives on student boards. Through observations of students both in and out of the classroom, it is apparent that strong levels of verbal communication skills exist throughout the program. The team found evidence of this in video documents of student reviews as well as through many conversations with students. Superb graphical communication skills were also noticed throughout the student work, particularly in drawing clarity and project board composition.

II.1.1 SPC D3 Business Practices

This SPC is met with distinction. The exposure students receive from both faculty and industry guest speakers provides understanding of firm types (their legal ownership structure options and pathways to why and how one might start their own); business development and marketing, the what/how/types and strategies of providing; and firm transition including a valuation buyout example plan between selling principals and acquiring associates.

Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) in which student work was found that 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.

Appendix 3. The Visiting Team

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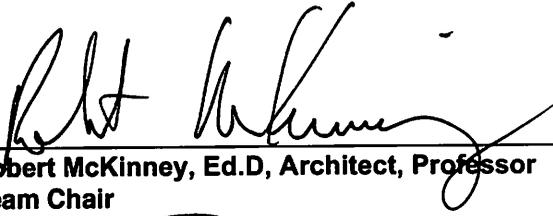
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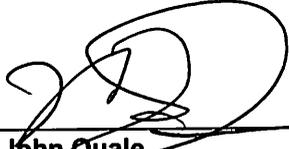
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mikechiappa@gmail.com

V. Report Signatures

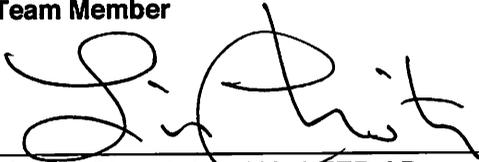
Respectfully Submitted,



Robert McKinney, Ed.D, Architect, Professor
Team Chair



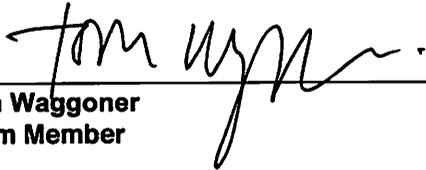
John Quale
Team Member



Lisa M. Chronister, AIA, LEED AP
Team Member



Mike Chiappa
Team Member



Tom Waggoner
Team Member
