


History

Questionnaire Detail

Kent State University

Annual Statistical Report and Interim Progress Report submission for 2012 
 Report has been submitted 0 times.
 PART I - ANNUAL STATISTICAL REPORT

Section A

SECTION A. INSTITUTIONAL CHARACTERISTICS

This section captures aggregated information about the home institution for each architecture program. Wherever possible, this information should be the same as that reported by the institution to IPEDS in its most recent Institutional Characteristics report or Completion report.

1. Program Contact Information

Institution Name:	Kent State University	
Academic Unit:	College of Architecture & Environmental Design	In order to modify your organization information please contact NAAB via E-mail at forum@naab.org.
Address:	304 Taylor Hall Kent, OH 44242	
Architecture Program Tel. No:	330.672.2789	2. Institution Type: Using the definitions below, please select the appropriate Institution Type that matches that of your institution.
Architecture Program School Fax No:	330.672.3809	
Architecture Program School URL:	http://www2.kent.edu/caed/	
NAAB Region:	East Central	Public: An educational institution whose <u>programs</u> and activities are operated by publicly elected or

appointed school officials and which is supported primarily by public funds.



Private not-for-profit: A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent not-for-profit schools and those affiliated with a religious organization.

Private for-profit: A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

Public 

3. Carnegie Classification


a. Basic Classification

Undergraduate Instructional Program	RU/H: Research Universities (high research activity)	4. Which regional accreditation agency accredits your institution?
Prof+A&S/HGC: Professions plus arts & sciences, high graduate coexistence		
Graduate Instructional Program:	North Central Association of Colleges and Schools (NCACS) 	
	CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)	5. In which ACSA region is the institution located?
Size and Setting	L4/R: Large four-year, primarily residential	
East Central 		

Questions 6, 7, and 8 regarding Contact Information.

6. Who has direct administrative responsibility for the architecture program?

Name Jonathan Fleming, RA

Title	Assoc. Dean and Architecture Program Director	7. To whom should inquiries regarding this questionnaire be addressed?
Office Phone Number 330-672-0934		
Fax Number	330-672-3809	8. Who is the administrator responsible for verifying data (and completing IPEDS reports) at your institution?
Email Address	jpfleml1@kent.edu	
Name	Douglas L Steidl, FAIA	
Title	Dean	
Office Phone Number 330-672-0943		
Fax Number	330-672-3809	SECTION B. NAAB-ACCREDITED ARCHITECTURE PROGRAMS This section captures information about the specific NAAB-accredited degree programs offered by the institution, unless otherwise noted in the instructions.
Email Address	dsteidl@kent.edu	
Name	Wayne Schneider	
Title	Director, PRIE	
Office Phone Number 330-672-8225	1. Degree Programs	
Fax Number	330-672-3828	a. Which NAAB-accredited / candidate degree programs were offered during the last fiscal year?
Email Address	wgschni@kent.edu	Note: Choices made in this question

will adjust the ARS accordingly.
Accredited

B. Architecture



M. Architecture



X

D. Architecture



Candidate

B. Architecture



M. Architecture



D. Architecture



b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year?

For pre-professional degrees, if you do not offer any of the ones listed below, please be sure to select "no" or else the system will consider this question left blank and an error message will occur upon submission.

Pre-professional architecture degrees - The term refers to architecturally-focused four-year degrees that are not accredited by NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, or Bachelor of Architectural Studies. The amount of work in architecture in the program may vary from institution to institution and will determine the length of time required to complete the professional program.

Yes 

If YES, please indicate Yes or No for each listed select degree from menu and provide full degree title in comments field. If the degree offered is not listed, please provide full degree title in comments field.

Degree Type	Available?	Full Degree Title
Bachelor of Architectural Studies	No	

Bachelor of Arts	No	
Bachelor of Design	No	
Bachelor of Environmental Design	No	
Bachelor of Fine Arts	No	
Bachelor of Science	Yes	Bachelor of Science in Architecture-First four years of accredited program
Other	Yes	Bachelor of Arts-Not intended as part of NAAB accreditation



c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?

Post-professional architecture degrees - These are graduate degrees offered to students who already have a professional degree in architecture. These degree programs are not accredited by NAAB. The degrees may be in highly specialized areas of study such as design theory, health care facilities, preservation, interior design or solar design. This type of degree can be either a Master’s degree, or, in a few cases, a Ph. D. or Doctorate.

Yes

If YES, please provide full degree title.

Full Degree Title
Master of Architecture (Post Professional)



2. Does your institution have plans to initiate any new NAAB-accredited degree programs?

Note: If yes, a report is required for PART II – Please contact the NAAB.

No

3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?

Note: If yes, a report is required for PART II – Please contact the NAAB.

No

4. What academic year calendar type does your institution have?

2 Semesters or Trimester
If other, please indicate:



5. Articulation Agreements

Does the architecture program have articulation agreements with local community colleges?



If yes, how many articulation agreements does the program have?

Does the articulation agreement include the B. Arch. degree program?

Is the articulation agreement for a four-year preprofessional degree?

6. Credit hours for completion of each program:

The degree programs listed in this section are dependent on your selection in Section B, Question 1a.


a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree offered by your institution.

B. Architecture:

M. Architecture undergraduate (five years, no baccalaureate degree awarded prior): 0

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 0



M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture): 0 

D. Architecture: 

b. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?

B. Architecture

General Education:



Professional:



Electives:



M. Architecture undergraduate (five years, no baccalaureate degree awarded prior)

General Education:

0 

Professional:

0 

Electives:

0 

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture)

General Education:

38 

Professional:

107 

Electives:

26 

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture)

General Education:

0 

Professional:

0 

Electives:

0 

D. Architecture

General Education:



Professional:



Electives:



7. Online classes offered for each program:


a. Indicate whether online classes are offered. 

B. Architecture

8. Average credit hours per student per term by degree program:

B. Architecture:



M. Architecture undergraduate (five years, no baccalaureate degree awarded prior): 0 

Percentage of Classes Offered

Online Classes List

M. Architecture

Percentage of Classes Offered

Online Classes List

D. Architecture

Percentage of Classes Offered

Average credit hours per term for D. Architecture

Online Classes List

Exclude those locations where only 1 course is offered (e.g., an urban design center) and include any location where students can complete at least 45% of the curriculum.

Yes

If YES, please provide location and credit hours offered.

City and State	Country	Credit Hours
Cleveland, OH	UNITED STATES	44
Florence	ITALY	16



Section C

SECTION C. TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

1. Tuition is defined as “the amount of money charged to students for instructional services. Tuition may be charged per credit, per term, or per academic year.”

For part-time tuition rates, include the cost per credit or course.

a. What were the tuition and fees for the NAAB-accredited degree program(s) for the last fiscal year?

M. Architecture

If this section is not applicable, please enter all zeros (0).

	Tuition	Fees
Full-Time Student		
In-State	9942	0
Out-of-State	17458	0
Part-Time Student		
In-State	452	0
Out-of-State	794	0



b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program? No

c. Is a summer session required for any portion of your accredited degree program(s)? Yes

If yes, indicate the additional tuition and fees for the summer program

	Tuition	Fees
Full-Time Student		
In-State	452	0
Out-of-State	794	0
Part-Time Student		
In-State	452	0
Out-of-State	794	0

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional

degree in architecture): 16

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than

architecture):0

9. Is your degree program(s) offered in whole, or in part, at more than one campus or location?



d. Does the institution offer discounted or differential tuition for summer courses for a NAAB-accredited degree program?

No

Additional Comments

Please provide any comments on Question 1 Tuition and Fees to explain any special circumstances that impact tuition and fees.



2. Financial Aid

What percentage of students received financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses)?

This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.

Percentages of students receiving aid Average amount by types of aid

a. Institution

Federal Grants	57	\$4,262.00
State/Local Grants	20	\$865.00
Institutional Grants	25	\$4,808.00
Student Loans	86	\$9,327.00

b. Architecture Program

Federal Grants	39	\$4,174.00
State/Local Grants	28	\$644.00
Institutional Grants	54	\$5,999.00
Student Loans	84	\$11,394.00



3. Graduate Assistantships

What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year (July 1 – June 30) within the NAAB-accredited programs offered by your institution?

Include the number of graduate-level students employed for the full fiscal year.

Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation.

a. How many graduate assistantships were awarded during the last fiscal year? 18



b. What do graduate assistants receive?

Stipend? Yes

Amount:

\$2,000.00

Tuition Remission?

Yes

If tuition, how much?

9942

If credit hours, how many?

0

Section D

SECTION D. STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED AND PREPROFESSIONAL PROGRAMS

1. First year students/entering students:

Indicate the number of individuals who enrolled during the last fiscal year. Exclude readmitted students who were counted as enrolled in a prior year). Information about ethnicity must be based on self-identification information provided by the individual.

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '\$' or ',' A person can only be counted in one group.

M. Architecture Total Entering Students:



	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	1	0	0	0	1	0	1
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
White	23	0	14	0	37	0	37
Two or more races	0	0	1	0	1	0	1
Nonresident alien	0	0	2	0	2	0	2
Race and ethnicity unknown	0	0	0	0	0	0	0
TOTAL	24	0	17	0	41	0	41



Pre-Professional Total Entering Students:



Pre-Professional Entering Students

	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	2	1	3	0	5	1	6
Hispanic/Latino	1	0	0	0	1	0	1
White	47	1	30	1	77	2	79
Two or more races	0	0	3	0	3	0	3
Nonresident alien	5	0	3	0	8	0	8
Race and ethnicity unknown	0	0	3	0	3	0	3
TOTAL	55	2	42	1	97	3	100



2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity:

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '\$' or ',' A person can only be counted in one group.

M. Architecture Total Enrollment:



	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	1	0	0	0	1	0	1
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	1	0	0	0	1	0	1
Hispanic/Latino	0	0	0	0	0	0	0

White	27	0	17	3	44	3	47
Two or more races	0	1	1	0	1	1	2
Nonresident alien	0	0	2	0	2	0	2
Race and ethnicity unknown	0	0	0	0	0	0	0
TOTAL	29	1	20	3	49	4	53



Pre-Professional Total Enrollment:



Pre-Professional Students in Programs

	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	3	0	2	0	5	0	5
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	7	0	6	0	13	0	13
Hispanic/Latino	8	0	6	0	14	0	14
White	187	9	113	3	300	12	312
Two or more races	3	0	3	0	6	0	6
Nonresident alien	10	0	7	0	17	0	17
Race and ethnicity unknown	3	1	7	0	10	1	11
TOTAL	221	10	144	3	365	13	378



Section E

SECTION E. DEGREES AWARDED

The information requested in this section should be provided by the unit within the institution responsible for submitting the annual Completion Report to the National Center for Education Statistics and IPEDS.

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?

M. Architecture

	Male	Female	Total	Grand Total
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0
Black or African American	1	0	1	1
Hispanic/Latino	0	0	0	0
White	28	13	41	41
Two or more races	1	0	1	1
Nonresident alien	0	2	2	2
Race and ethnicity unknown	0	0	0	0
TOTAL	30	15	45	45



Pre-Professional Degrees Awarded

	Male	Female	Total	Grand Total
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0
Black or African American	1	0	1	1
Hispanic/Latino	1	1	2	2
White	36	31	67	67

Two or more races	0	0	0	0
Nonresident alien	1	1	2	2
Race and ethnicity unknown	0	0	0	0
TOTAL	39	33	72	72



2. Time to Completion:

The amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog.

M. Architecture undergraduate (five years, no baccalaureate degree awarded prior)

a. Time to completion equals the total number of semesters/quarters to complete the degree.



b. Percentage of students who graduate.



M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture)

a. Time to completion equals the total number of semesters/quarters to complete the degree



b. Percentage of students who graduate.

75

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture)

a. Time to completion equals the total number of semesters/quarters to complete the degree



b. Percentage of students who graduate.



Section F

SECTION F. RESOURCES FOR NAAB-ACCREDITED PROGRAMS

This section captures information on the resources of NAAB-accredited degree programs.

1. Total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios:

Main campus

720

Other Locations

94

2. Are your students required to have a laptop computer?

Yes

3. Any portion of program offered online? (NAAB accredited program only)

Credit Hours

4. Please indicate which of the following learning resources are available to all students enrolled in NAAB-accredited degree program(s):

Resource Type	Available?
Shop	No
Computer Facilities (Lab)	Yes
Computer Output Facilities (Plotters, Specialized plotting)	Yes
Digital Fabrication Facilities	Yes
Wireless Network	Yes
Image Collection (Slide Library)	Yes
Photo Studio/Darkroom	No
Lecture Series	Yes
Gallery/Exhibits	Yes
Other	Yes



If other resources are available, please describe: Architectural Library
 Pallazo Cherci, Florence, Italy
 Cleveland Urban Design Center
 Ohio Library and Information Network, Ohio LINK

Three Dimensional Printer
 5. Financial Resources

a. Total revenue from all sources (if you have more than one degree program, please include the financial resources for both programs combined) 4813381

b. Expenditures

i. Instruction

2176189

ii. Capital

13000

iii. Overhead

2032932

c. Per Student Expenditure: What is the average per student expenditure for students enrolled in a NAAB-accredited degree program?

This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.

i. Instruction + Overhead / FTE Enrollment

9632

Section G

SECTION G. HUMAN RESOURCE SUMMARY (Architecture Program)

1. Credit Hours Taught

(Please include the actual number of credit hours taught as a whole, broken down by faculty type, in the accredited program.)

Please enter the total for the full academic year 2015-2016

i. Total credit hours taught by full-time instructional faculty:

6747

ii. Total credit hours taught by part-time instructional faculty:

0

iii. Total credit hours taught by adjunct faculty:

6509

2. Instructional Faculty

a. Full-time Instructional Faculty

Those members of the instructional/research staff who are employed full time and whose major assignment is instruction, including those with release time for research. Includes full-time faculty for whom it is not possible to differentiate between teaching, research, and public service because each of these functions is an integral component of his/her regular assignment.

Professor

	Tenured		Tenure-Track Non-Tenure Track				TOTAL		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	1	0	0	0	0	0	1	0	1
Hispanic/Latino	0	0	0	0	0	0	0	0	0

White	3	0	0	0	0	0	3	0	3
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	4	0	0	0	0	0	4	0	4



Associate Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	5	1	0	0	0	0	5	1	6
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	5	1	0	0	0	0	5	1	6



Assistant Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	1	0	0	0	0	0	1	1
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	1	0	0	0	3	1	4	1	5
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	1	0	1	1
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	1	1	0	0	3	2	4	3	7

b. Part-Time Instructional Faculty
Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0



Associate Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0



Assistant Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0



c. Adjunct Faculty

Non-tenure track faculty service in a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. Includes both faculty who are hired to teach an academic degree-credit course and those hired to teach a remedial, developmental or ESL course; whether the later three categories earn college credit is immaterial. Excludes regular part-time faculty, graduate assistants, full-time professional staff who may teach individual courses (such as the dean or academic advisor) and appointees who teach non-credit courses exclusively).

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include dollar signs (\$) or commas. A person can only be counted in one group.

	TOTAL		
	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	1	0	1
White	21	2	23
Two or more races	0	0	0
Nonresident alien	0	1	1
Race and ethnicity unknown	0	0	0
TOTAL	22	3	25



3. Faculty Credentials:

Include adjuncts only if the adjuncts are considered Professor, Associate Professor or Assistant Professor.

Faculty Credentials

	Professor		Associate Professor		Assistant Professor		Instructor		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
D. Arch. (accredited)	0	0	0	0	0	0	0	0	0
M. Arch. (accredited)	1	0	3	1	2	2	0	0	0
B. Arch. (accredited)	0	0	0	0	0	0	0	0	0
Ph.D. in architecture	1	0	2	0	0	0	0	0	0
Ph.D. in other discipline	1	0	0	0	0	0	0	0	0
Post-professional graduate degree in architecture	1	0	0	0	1	1	0	0	0
Other degrees	0	0	0	0	1	0	0	0	0
Registered in U.S. Jurisdiction	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0



4. Average annual salaries

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers, and do not include dollar signs (\$) or commas. A person can only be counted in one group.


	Number	Minimum	Average	Maximum	Univ. Average
Professor	87853	99084	116728	106087	
Associate Professor	61307	76217	93042	76332	
Assistant Professor	48853	60348	83500	67341	
Instructor	0	0	0	53636	



History

Questionnaire Detail

Kent State University

Annual Statistical Report and Interim Progress Report submission for 2013 
 Report has been submitted 0 times.
 PART I - ANNUAL STATISTICAL REPORT

Section A

SECTION A. INSTITUTIONAL CHARACTERISTICS

This section captures aggregated information about the home institution for each architecture program. Wherever possible, this information should be the same as that reported by the institution to IPEDS in its most recent Institutional Characteristics report or Completion report.

1. Program Contact Information

Institution Name: Kent State University

Academic Unit: College of Architecture & Environmental Design

Address: 304 Taylor Hall

Kent, OH 44242

Architecture Program Tel. No: 330.672.2789

Architecture Program School Fax No: 330.672.3809

Architecture Program School URL: <http://www2.kent.edu/caed/>

NAAB Region: East Central

In order to modify your organization information please contact NAAB via

E-mail at forum@naab.org.

2. Institution Type: Using the definitions below, please select the appropriate Institution Type that matches that of your institution.

Public: An educational institution whose programs and activities are operated by publicly elected or

appointed school officials and which is supported primarily by public funds.

Private not-for-profit: A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent not-for-profit schools and those affiliated with a religious organization.

Private for-profit: A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

Public 

RU/H: Research Universities (high research activity)

3. Carnegie Classification

accreditation agency accredits your institution?

4. Which regional

a. Basic Classification

Undergraduate Instructional Program

North Central Association of Colleges and Schools (NCACS) 

Prof+A&S/HGC: Professions plus arts & sciences, high graduate coexistence

Graduate Instructional Program:

CompDoc/MedVet: Comprehensive doctoral with medical/veterinary 5. In which

Size and Setting

L4/R: Large four-year, primarily residential ACSA region is the institution located?

East Central 

Questions 6, 7, and 8 regarding Contact Information.

6. Who has direct administrative responsibility for the architecture program?

Name Jonathan Fleming, RA

Title	Architecture Program Director	7. To whom should inquiries regarding this questionnaire be addressed?
Office Phone Number	330 672 0934	
Fax Number	330 672 2916	8. Who is the administrator responsible for verifying data (and completing IPEDS reports) at your institution?

Email Address	jpfleml1@kent.edu
Name	Jonathan Fleming, RA
Title	Architecture Program Director

Section B

SECTION B. NAAB-ACCREDITED ARCHITECTURE PROGRAMS

This section captures information about the specific NAAB-accredited degree programs offered by the institution, unless otherwise noted in the instructions.

Office Phone Number	330 672 0934
Fax Number	330 672 2916
Email Address	jpfleml1@kent.edu
Name	Wayne Schneider
Title	Director, RPIE

1. Degree Programs

a. Which NAAB-accredited / candidate degree programs were offered during the last fiscal year?

Office Phone Number	330 672 8225
Fax Number	330 672 3828
Email Address	wgschnei@kent.edu

Note: Choices made in this question will adjust the ARS accordingly.
Accredited

B. Architecture

M. Architecture

X

D. Architecture

Candidate

B. Architecture

M. Architecture

D. Architecture

b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year?

For pre-professional degrees, if you do not offer any of the ones listed below, please be sure to select "no" or else the system will consider this question left blank and an error message will occur upon submission.

Pre-professional architecture degrees - The term refers to architecturally-focused four-year degrees that are not accredited by NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, or Bachelor of Architectural Studies. The amount of work in architecture in the program may vary from institution to institution and will determine the length of time required to complete the professional program.

Yes

If YES, please indicate Yes or No for each listed select degree from menu and provide full degree title in comments field. If the degree offered is not listed, please provide full degree title in comments field.

Degree Type	Available?	Full Degree Title
Bachelor of Architectural Studies	No	
Bachelor of Arts	No	
Bachelor of Design	No	
Bachelor of Environmental Design	No	
Bachelor of Fine Arts	No	
Bachelor of Science	Yes	Bachelor of Science in Architecture
Other	No	



c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?

Post-professional architecture degrees - These are graduate degrees offered to students who already have a professional degree in architecture. These degree programs are not accredited by NAAB. The degrees may be in highly specialized areas of study such as design theory, health care facilities, preservation, interior design or solar design. This type of degree can be either a Master's degree, or, in a few cases, a Ph. D. or Doctorate.

Yes

If YES, please provide full degree title.

Full Degree Title

Master of Architecture 32 Post-professional (phasing out)



2. Does your institution have plans to initiate any new NAAB-accredited degree programs?

Note: If yes, a report is required for PART II – Please contact the NAAB.

No

3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?

Note: If yes, a report is required for PART II – Please contact the NAAB.

No

4. What academic year calendar type does your institution have?

2 Semesters or Trimester

If other, please indicate:



5. Articulation Agreements

Does the architecture program have articulation agreements with local community colleges?



If yes, how many articulation agreements does the program have?

Does the articulation agreement include the B. Arch. degree program?

Is the articulation agreement for a four-year preprofessional degree?

6. Credit hours for completion of each program:

The degree programs listed in this section are dependent on your selection in Section B, Question 1a.

a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree offered by your institution.

B. Architecture:

M. Architecture undergraduate (five years, no baccalaureate degree awarded prior): 0

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 44

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture): 0

D. Architecture:

b. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?

B. Architecture

General Education:



Professional:



Electives:



M. Architecture undergraduate (five years, no baccalaureate degree awarded prior)

General Education:

0

Professional:

0

Electives:

0

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture)

General Education:

38

Professional:

107

Electives:

26

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture)

General Education:

0

Professional:

0

Electives:

0

D. Architecture

General Education:



Professional:



Electives:



7. Online classes offered for each program:

a. Indicate whether online classes are offered.

B. Architecture

Percentage of Classes Offered

Online Classes List

M. Architecture

Percentage of Classes Offered

8. Average credit hours per student per term by degree program:

B. Architecture:



M. Architecture undergraduate (five years, no baccalaureate

degree awarded prior): 0

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional

degree in architecture): 16

M. Architecture Non-Pre-Professional (degree designed for

Online Classes List

candidates who have an undergraduate degree in a discipline other than

architecture):0

Average credit hours per term for

D. Architecture

9. Is your degree program(s) offered in whole, or in part, at more than one campus or location?

Exclude those locations where only 1 course is offered (e.g., an

Online Classes List

urban design center) and include any location where students can complete at least 45% of the curriculum.

Yes

If YES, please provide location and credit hours offered.

City and State	Country	Credit Hours
Cleveland	UNITED STATES	44
Florence	ITALY	16



Section C

SECTION C. TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

1. Tuition is defined as “the amount of money charged to students for instructional services. Tuition may be charged per credit, per term, or per academic year.”

For part-time tuition rates, include the cost per credit or course.

a. What were the tuition and fees for the NAAB-accredited degree program(s) for the last fiscal year?

M. Architecture

If this section is not applicable, please enter all zeros (0).

Tuition Fees		
Full-Time Student		
In-State	10290	794
Out-of-State	17806	794
Part-Time Student		
In-State	468	72
Out-of-State	810	72



b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program?No

c. Is a summer session required for any portion of your accredited degree program(s)?Yes

If yes, indicate the additional tuition and fees for the summer program

Tuition Fees		
Full-Time Student		
In-State	468	0
Out-of-State	810	0
Part-Time Student		
In-State	468	0
Out-of-State	810	0




d. Does the institution offer discounted or differential tuition for summer courses for a NAAB-accredited degree program?

No

Additional Comments

Please provide any comments on Question 1 Tuition and Fees to explain any special circumstances that impact tuition and fees.

fee is per credit for part-time students summer tuition noted is per credit 
 2. Financial Aid

What percentage of students received financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses)?

This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.

Percentages of students receiving aid		Average amount by types of aid
a. Institution		
Federal Grants	37	\$4,096.00
State/Local Grants	14	\$1,029.00
Institutional Grants	23	\$3,718.00
Student Loans	62	\$9,934.00
b. Architecture Program		
Federal Grants	23	\$4,348.00
State/Local Grants	20	\$818.00
Institutional Grants	61	\$4,973.00
Student Loans	69	\$13,561.00



3. Graduate Assistantships

What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year (July 1 – June 30) within the NAAB-accredited programs offered by your institution?

Include the number of graduate-level students employed for the full fiscal year.
 Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation.

a. How many graduate assistantships were awarded during the last fiscal year?20



b. What do graduate assistants receive?

Stipend? Yes 

Amount:

\$2,000.00 

Tuition Remission?

Yes 

If tuition, how much?

10290 

If credit hours, how many?

0 

Section D

SECTION D. STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED AND PREPROFESSIONAL PROGRAMS

1. First year students/entering students:

Indicate the number of individuals who enrolled during the last fiscal year. Exclude readmitted students who were counted as enrolled in a prior year). Information about ethnicity must be based on self-identification information provided by the individual.

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '\$' or ',' A person can only be counted in one group.

M. Architecture Total Entering Students:



	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Hispanic/Latino	1	0	0	0	1	0	1
White	20	1	15	0	35	1	36
Two or more races	0	0	0	0	0	0	0
Nonresident alien	0	0	1	0	1	0	1
Race and ethnicity unknown	1	0	1	0	2	0	2
TOTAL	22	1	17	0	39	1	40



Pre-Professional Total Entering Students:



Pre-Professional Entering Students

	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	3	0	3	0	3
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	1	2	0	2	1	3
Hispanic/Latino	1	0	3	0	4	0	4
White	44	1	31	1	75	2	77
Two or more races	0	0	1	0	1	0	1
Nonresident alien	3	0	2	0	5	0	5
Race and ethnicity unknown	2	0	0	0	2	0	2
TOTAL	50	2	42	1	92	3	95



2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity:

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '\$' or ',' A person can only be counted in one group.

M. Architecture Total Enrollment:



	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Hispanic/Latino	1	0	0	0	1	0	1
White	26	8	20	2	46	10	56
Two or more races	0	0	0	0	0	0	0
Nonresident alien	0	0	2	0	2	0	2
Race and ethnicity unknown	1	0	0	0	1	0	1
TOTAL	28	8	22	2	50	10	60



Pre-Professional Total Enrollment:



Pre-Professional Students in Programs

	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	4	0	5	0	9	0	9
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	5	0	5	0	10	0	10
Hispanic/Latino	6	0	8	0	14	0	14
White	188	7	100	4	288	11	299
Two or more races	3	0	3	0	6	0	6
Nonresident alien	15	0	6	0	21	0	21
Race and ethnicity unknown	5	0	6	0	11	0	11
TOTAL	226	7	133	4	359	11	370



Section E

SECTION E. DEGREES AWARDED

The information requested in this section should be provided by the unit within the institution responsible for submitting the annual Completion Report to the National Center for Education Statistics and IPEDS.

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?

M. Architecture

	Male	Female	Total	Grand Total
American Indian or Alaska Native	0	0	0	0
Asian	1	0	1	1
Native Hawaiian or other Pacific Islander	0	0	0	0
Black or African American	0	0	0	0
Hispanic/Latino	0	0	0	0
White	23	12	35	35
Two or more races	0	1	1	1
Nonresident alien	0	1	1	1
Race and ethnicity unknown	0	0	0	0
TOTAL	24	14	38	38



Pre-Professional Degrees Awarded

	Male	Female	Total	Grand Total
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0
Black or African American	1	2	3	3
Hispanic/Latino	2	3	5	5
White	35	17	52	52
Two or more races	1	0	1	1
Nonresident alien	0	0	0	0
Race and ethnicity unknown	1	0	1	1
TOTAL	40	22	62	62



2. Time to Completion:

The amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog.

M. Architecture undergraduate (five years, no baccalaureate degree awarded prior)

a. Time to completion equals the total number of semesters/quarters to complete the degree.



b. Percentage of students who graduate.



M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture)

a. Time to completion equals the total number of semesters/quarters to complete the degree



b. Percentage of students who graduate.

86

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture)

a. Time to completion equals the total number of semesters/quarters to complete the degree



b. Percentage of students who graduate.



Section F

SECTION F. RESOURCES FOR NAAB-ACCREDITED PROGRAMS

This section captures information on the resources of NAAB-accredited degree programs.

1. Total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios:

Main campus

720

Other Locations

94

2. Are your students required to have a laptop computer?

Yes

3. Any portion of program offered online? (NAAB accredited program only)

Credit Hours

4. Please indicate which of the following learning resources are available to all students enrolled in NAAB-accredited degree program(s):

Resource Type	Available?
Shop	No
Computer Facilities (Lab)	Yes
Computer Output Facilities (Plotters, Specialized plotting)	Yes
Digital Fabrication Facilities	Yes
Wireless Network	Yes
Image Collection (Slide Library)	Yes
Photo Studio/Darkroom	No
Lecture Series	Yes
Gallery/Exhibits	Yes
Other	Yes



If other resources are available, please describe: international facility in Florence, Italy Palazzo Cerchi Cleveland Urban Design Collaborative Architectural Library Ohio Library and Information Network, OhioLINK multiple 3d printers, laser cutters, robot arm

5. Financial Resources

a. Total revenue from all sources (if you have more than one degree program, please include the financial resources for both programs combined) 5067309

b. Expenditures

i. Instruction

2548265

ii. Capital

42565

iii. Overhead

2302406

c. Per Student Expenditure: What is the average per student expenditure for students enrolled in a NAAB-accredited degree program?

This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.

i. Instruction + Overhead / FTE Enrollment

8787

Section G

SECTION G. HUMAN RESOURCE SUMMARY (Architecture Program)

1. Credit Hours Taught

(Please include the actual number of credit hours taught as a whole, broken down by faculty type, in the accredited program.)

Please enter the total for the full academic year 2015-2016

i. Total credit hours taught by full-time instructional faculty:

5994

ii. Total credit hours taught by part-time instructional faculty:

0

iii. Total credit hours taught by adjunct faculty:

5955

2. Instructional Faculty

a. Full-time Instructional Faculty

Those members of the instructional/research staff who are employed full time and whose major assignment is instruction, including those with release time for research. Includes full-time faculty for whom it is not possible to differentiate between teaching, research, and public service because each of these functions is an integral component of his/her regular assignment.

Professor

	Tenured		Tenure-Track Non-Tenure Track				TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	1	0	0	0	0	0	1	0	1
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	3	0	0	0	0	0	3	0	3
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	4	0	0	0	0	0	4	0	4



Associate Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	1	0	0	0	0	0	1	1
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	4	1	0	0	0	0	4	1	5
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	1	0	0	0	1	0	1
TOTAL	4	2	1	0	0	0	5	2	7



Assistant Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	1	0	0	0	4	2	5	2	7
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	1	0	0	0	4	2	5	2	7

b. Part-Time Instructional Faculty
Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0



Associate Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0

Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0



Assistant Professor

	Tenured		Tenure-Track Non-Tenure Track				TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0



c. Adjunct Faculty

Non-tenure track faculty service in a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. Includes both faculty who are hired to teach an academic degree-credit course and those hired to teach a remedial, developmental or ESL course; whether the later three categories earn college credit is immaterial. Excludes regular part-time faculty, graduate assistants, full-time professional staff who may teach individual courses (such as the dean or academic advisor) and appointees who teach non-credit courses exclusively).

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include dollar signs (\$) or commas. A person can only be counted in one group.

	TOTAL		
	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	1	0	1
White	18	4	22
Two or more races	0	0	0
Nonresident alien	0	1	1
Race and ethnicity unknown	0	0	0
TOTAL	19	5	24



3. Faculty Credentials:

Include adjuncts only if the adjuncts are considered Professor, Associate Professor or Assistant Professor.

Faculty Credentials

	Professor		Associate Professor		Assistant Professor		Instructor		
	Male	Female	Male	Female	Male	Female	Male	Female	Grand

									Total
D. Arch. (accredited)	0	0	0	0	0	0	0	0	0
M. Arch. (accredited)	2	0	3	1	2	1	0	0	0
B. Arch. (accredited)	0	0	0	0	0	0	0	0	0
Ph.D. in architecture	2	1	0	0	1	1	0	0	0
Ph.D. in other discipline	0	0	1	0	0	0	0	0	0
Post-professional graduate degree in architecture	0	0	0	1	1	0	0	0	0
Other degrees	0	0	0	0	1	0	0	0	0
Registered in U.S. Jurisdiction	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0



4. Average annual salaries

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers, and do not include dollar signs (\$) or commas. A person can only be counted in one group.

	Number	Minimum	Average	Maximum	Univ. Average
Professor	91404	103089	121445	108505	
Associate Professor	63785	78569	96802	80004	
Assistant Professor	48853	60211	87070	69239	
Instructor	58000	58000	58000	54383	



Questionnaire Detail

Kent State University

Annual Statistical Report and Interim Progress Report submission for 2014.

Report has been submitted 0 times.

PART I - ANNUAL STATISTICAL REPORT

Section A

SECTION A. INSTITUTIONAL CHARACTERISTICS

This section captures aggregated information about the home institution for each architecture program. Wherever possible, this information should be the same as that reported by the institution to IPEDS in its most recent Institutional Characteristics report or Completion report.

1. Program Contact Information

Institution Name: Kent State University

Academic Unit: College of Architecture & Environmental Design In order to modify your organization information please contact NAAB via

Address: 304 Taylor Hall

E-mail at forum@naab.org.

Kent, OH 44242

Architecture Program Tel. No: 330.672.2789

2. Institution Type: Using the definitions below, please select the appropriate Institution Type that matches that of your institution.

Architecture Program School Fax No: 330.672.3809

Architecture Program School URL: <http://www2.kent.edu/caed/>

NAAB Region: East Central

Public: An educational institution whose programs and activities are operated by publicly elected or

appointed school officials and which is supported primarily by public funds.

Private not-for-profit: A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent not-for-profit schools and those affiliated with a religious organization.

Private for-profit: A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

Public

RU/H: Research Universities (high research activity)

3. Carnegie Classification

accreditation agency accredits your institution?

4. Which regional

a. Basic Classification

North Central Association of Colleges and Schools (NCACS)

Undergraduate Instructional Program

Prof+A&S/HGC: Professions plus arts & sciences, high graduate coexistence

Graduate Instructional Program: CompDoc/NMedVet: Comprehensive doctoral (no medical/veterinary)

Size and Setting

L4/R: Large four-year, primarily residential which ACSA region is the institution located?

East Central

Questions 6, 7, and 8 regarding Contact Information.

6. Who has direct administrative responsibility for the architecture program?

Name Jonathan Paul Fleming

Title Architecture Program Director

7. To whom should inquiries regarding this questionnaire be addressed?

Office Phone Number

3306720934

Fax Number	3306722916	8. Who is the administrator responsible for verifying data (and completing IPEDS reports) at your institution?
Email Address	jpfleml1@kent.edu	
Name	Jonathan Paul Fleming	
Title	Architecture Program Director	9. Institutional Test Scores
Office Phone Number 3306720934	Please only include average scores for the tests your institution collects. For test scores your institution does not collect, leave the corresponding boxes blank	
Fax Number	3306722916	a. SAT
Email Address	jpfleml1@kent.edu	Using IPEDS data from your institution please enter the test scores.
Name	Wayne Schnieder	NOTE: Programs with only graduate programs in architecture may skip this item.
Title	Director, RPIE	
Office Phone Number 330 672 8225	<i>Critical Reading</i>	
Fax Number	330 672 3828	<i>25th Percentile SAT Score: 470</i>
Email Address	wgschnei@kent.edu	<i>75th Percentile SAT Score: 580</i>
		<i>Mathematics</i>
		<i>25th Percentile SAT Score: 480</i>
		<i>75th Percentile SAT Score: 580</i>
		<i>Writing</i>
		<i>25th percentile SAT score: 450</i>
		<i>75th percentile SAT score: 560</i>
		b. ACT

Using IPEDS data from your institution please enter the test scores.
NOTE: Programs with only graduate programs in architecture may skip this item.
25th percentile ACT Score: 20
75th percentile ACT score: 25
c. GRE

Using data from your institution please enter the average GRE test score for the institution.
NOTE: Programs with only undergraduate programs in architecture may skip this item.
Verbal:
(130-170)150
Quantitative:
(131-166)150
Analytical:
(0.0 – 6.0)3.7

Section B

SECTION B. NAAB-ACCREDITED ARCHITECTURE PROGRAMS

This section captures information about the specific NAAB-accredited degree programs offered by the institution, unless otherwise noted in the instructions.

1. Degree Programs

a. Which NAAB-accredited / candidate degree programs were offered during the last fiscal year?

Note: Choices made in this question will adjust the ARS accordingly.

Accredited

B. Architecture

M. Architecture

X

D. Architecture

Candidate

B. Architecture

M. Architecture

D. Architecture

b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year?

For pre-professional degrees, if you do not offer any of the ones listed below, please be sure to select "no" or else the system will consider this question left blank and an error message will occur upon submission.

Pre-professional architecture degrees - The term refers to architecturally-focused four-year degrees that are not accredited by NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, or Bachelor of Architectural Studies. The amount of work in architecture in the program may vary from institution to institution and will determine the length of time required to complete the professional program.

Yes

If YES, please indicate Yes or No for each listed select degree from menu and provide full degree title in comments field. If the degree offered is not listed, please provide full degree title in comments field.

Degree Type	Available?	Full Degree Title
Bachelor of Architectural Studies	No	
Bachelor of Arts	No	
Bachelor of Design	No	
Bachelor of Environmental Design	No	
Bachelor of Fine Arts	No	
Bachelor of Science	Yes	Bachelor of Science in Architecture
Other	No	

c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?

Post-professional architecture degrees - These are graduate degrees offered to students who already have a professional degree in architecture. These degree programs are not accredited by NAAB. The degrees may be in highly specialized areas of study such as design theory, health care facilities, preservation, interior design or solar design. This type of degree can be either a Master's degree, or, in a few cases, a Ph. D. or Doctorate.

Yes

If YES, please provide full degree title.

Full Degree Title
Master of Architecture Post professional (phasing out final two students will graduate this year)

2. Does your institution have plans to initiate any new NAAB-accredited degree programs?

Note: If yes, a report is required for PART II – Narrative Report that outlines the plans and planning for the new program.
No

3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?

Note: If yes, a report is required for PART II – Narrative Report that outlines the plans and planning for the new program.
No

4. What academic year calendar type does your institution have?

2 Semesters or Trimester

If other, please indicate:

5. Articulation Agreements

Does the architecture program have articulation agreements with local community colleges?

No

If yes, how many articulation agreements does the program have?

Does the articulation agreement include the B. Arch. degree program? No

Is the articulation agreement for a four-year preprofessional degree?

6. Credit hours for completion of each program:

The degree programs listed in this section are dependent on your selection in Section B, Question 1a.

a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree offered by your institution.

B. Architecture:

M. Architecture undergraduate (five years, no baccalaureate degree awarded prior):

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 44

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture):

D. Architecture:

b. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?

B. Architecture

General Education:

Professional:

Electives:

M. Architecture undergraduate (five years, no baccalaureate degree awarded prior)

General Education:

Professional:

Electives:

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture)

General Education:

38

Professional:

107

Electives:

26

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture)

General Education:

Professional:

Electives:

D. Architecture

General Education:

Professional:

Electives:

7. Average credit hours per student per term by degree program:

B. Architecture:

M. Architecture undergraduate (five years, no baccalaureate degree awarded prior):

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 16

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture):

Average credit hours per term for D. Architecture

8. Is your degree program(s) offered in whole, or in part, at more than one campus or location?

Exclude those locations where only 1 course is offered (e.g., an urban design center) and include any location where students can complete at least 45% of the curriculum.

Yes

If YES, please provide location and credit hours offered.

City and State	Country	Credit Hours
Cleveland, Ohio	UNITED STATES	44

Section C

SECTION C. TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

1. Tuition is defined as "the amount of money charged to students for instructional services. Tuition may be charged per credit, per term, or per academic year."

For part-time tuition rates, include the cost per credit or course.

a. What were the tuition and fees for the NAAB-accredited degree program(s) for the last fiscal year?

M. Architecture

If this section is not applicable, please enter all zeros (0).

	Tuition	Fees
Full-Time Student		
In-State	10444	809
Out-of-State	17960	809
Part-Time Student		
In-State	475	73
Out-of-State	817	73

b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program? No

c. Is a summer session required for any portion of your accredited degree program(s)? Yes

If yes, indicate the additional tuition and fees for the summer program

	Tuition	Fees
Full-Time Student		
In-State	475	73
Out-of-State	817	73
Part-Time Student		
In-State	475	73
Out-of-State	817	73

d. Does the institution offer discounted or differential tuition for summer courses for a NAAB-accredited degree program?

No

Additional Comments

Please provide any comments on Question 1 Tuition and Fees to explain any special circumstances that impact tuition and fees.

2. Financial Aid

What percentage of students received financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses)?

This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.

	Percentages of students receiving aid	Average amount by types of aid
a. Institution		
Federal Grants	35	\$3,992.00
State/Local Grants	13	\$1,146.00
Institutional Grants	28	\$4,001.00
Student Loans	60	\$8,293.00
b. Architecture Program		
Federal Grants	23	\$4,054.00
State/Local Grants	17	\$872.00
Institutional Grants	62	\$6,188.00
Student Loans	63	\$8,088.00

3. Graduate Assistantships

What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year (July 1 – June 30) within the NAAB-accredited programs offered by your institution?

Include the number of graduate-level students employed for the full fiscal year.

Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation.

a. How many graduate assistantships were awarded during the last fiscal year?22

b. What do graduate assistants receive?

Stipend? Yes

Amount:

\$2,000.00

Tuition Remission?

Yes

If tuition, how much?

5222

If credit hours, how many?

18

Section D

SECTION D. STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED AND PREPROFESSIONAL PROGRAMS

1. First year students/entering students:

Indicate the number of individuals who enrolled during the last fiscal year. Exclude readmitted students who were counted as enrolled in a prior year). Information about ethnicity must be based on self-identification information provided by the individual.

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '\$' or ',' A person can only be counted in one group.

M. Architecture Total Entering Students:

	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	1	0	0	0	1	0	1
Hispanic/Latino	0	0	1	0	1	0	1
White	21	0	14	0	35	0	35
Two or more races	1	0	0	0	1	0	1
Nonresident alien	0	0	0	0	0	0	0
Race and ethnicity unknown	1	0	0	0	1	0	1
TOTAL	24	0	15	0	39	0	39

Pre-Professional Total Entering Students:

Pre-Professional Entering Students

	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	4	0	2	0	6	0	6
Hispanic/Latino	1	0	1	0	2	0	2
White	48	2	30	1	78	3	81
Two or more races	1	0	1	0	2	0	2
Nonresident alien	2	0	0	0	2	0	2
Race and ethnicity unknown	1	0	1	0	2	0	2
TOTAL	57	2	35	1	92	3	95

2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity:

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '\$' or ',' A person can only be counted in one group.

M. Architecture Total Enrollment:

	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	1	0	1	0	2	0	2
Hispanic/Latino	1	0	1	0	2	0	2
White	27	1	20	0	47	1	48
Two or more races	1	0	0	0	1	0	1
Nonresident alien	0	0	2	0	2	0	2
Race and ethnicity unknown	2	0	1	0	3	0	3
TOTAL	32	1	25	0	57	1	58

Pre-Professional Total Enrollment:

Pre-Professional Students in Programs

	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	2	1	6	0	8	1	9
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	6	0	5	1	11	1	12
Hispanic/Latino	4	0	5	1	9	1	10
White	175	9	101	6	276	15	291
Two or more races	4	0	4	0	8	0	8
Nonresident alien	19	1	12	0	31	1	32
Race and ethnicity unknown	4	0	5	0	9	0	9
TOTAL	214	11	138	8	352	19	371

Section E

SECTION E. DEGREES AWARDED

The information requested in this section should be provided by the unit within the institution responsible for submitting the annual Completion Report to the National Center for Education Statistics and IPEDS.

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?

M. Architecture

	Male	Female	Total	Grand Total
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0
Black or African American	0	0	0	0
Hispanic/Latino	1	0	1	1
White	22	15	37	37
Two or more races	0	0	0	0
Nonresident alien	0	1	1	1
Race and ethnicity unknown	0	0	0	0
TOTAL	23	16	39	39

Pre-Professional Degrees Awarded

	Male	Female	Total	Grand Total
American Indian or Alaska Native	0	0	0	0
Asian	2	1	3	3
Native Hawaiian or other Pacific Islander	0	0	0	0
Black or African American	1	1	2	2
Hispanic/Latino	3	3	6	6
White	41	19	60	60
Two or more races	1	0	1	1
Nonresident alien	2	0	2	2
Race and ethnicity unknown	1	2	3	3
TOTAL	51	26	77	77

2. Time to Completion:

The amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog.

M. Architecture undergraduate (five years, no baccalaureate degree awarded prior)

a. Time to completion equals the total number of semesters/quarters to complete the degree

b. Percentage of students that graduate in "normal time to completion"

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture)

a. Time to completion equals the total number of semesters/quarters to complete the degree

Percentage of students who graduate in "normal time to completion"

86
M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture)

a. Time to completion equals the total number of semesters/quarters to complete the degree

b. Percentage of students that graduate in "normal time to completion"

Section F

SECTION F. RESOURCES FOR NAAB-ACCREDITED PROGRAMS

This section captures information on the resources of NAAB-accredited degree programs.

1. Total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios:

Main campus

720

Other Locations

64

2. Are your students required to have a laptop computer?

No

3. Any portion of program offered online? (NAAB accredited program only)

No

Credit Hours

4. Please indicate which of the following learning resources are

available to all students enrolled in NAAB-accredited degree program(s):

Resource Type	Available?
Shop	No
Computer Facilities (Lab)	Yes
Computer Output Facilities (Plotters, Specialized plotting)	Yes
Digital Fabrication Facilities	Yes
Wireless Network	Yes
Image Collection (Slide Library)	No
Photo Studio/Darkroom	No
Lecture Series	Yes
Gallery/Exhibits	Yes
Other	No

If other resources are available, please describe:

5. Financial Resources

a. Total revenue from all sources (if you have more than one degree program, please include the financial resources for both programs combined) 8030482

b. Expenditures

i. Instruction

3008630

ii. Capital

33783

iii. Overhead

1983109

c. Per Student Expenditure: What is the average per student expenditure for students enrolled in a NAAB-accredited degree program?

This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.

i. Instruction + Overhead / FTE Enrollment

6552

Section G

SECTION G. HUMAN RESOURCE SUMMARY (Architecture Program)

1. Credit Hours Taught

(Please include the actual number of credit hours taught as a whole, broken down by faculty type, in the accredited program.)

Please enter the total for the full academic year 2015-2016

i. Total credit hours taught by full-time instructional faculty:

6360

ii. Total credit hours taught by part-time instructional faculty:

0

iii. Total credit hours taught by adjunct faculty:

4774

2. Instructional Faculty

a. Full-time Instructional Faculty

Those members of the instructional/research staff who are employed full time and whose major assignment is instruction, including those with release time for research. Includes full-time faculty for whom it is not possible to differentiate between teaching, research, and public service because each of these functions is an integral component of his/her regular assignment.

Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	1	0	0	0	0	0	1	0	1
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	3	0	0	0	0	0	3	0	3
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	4	0	0	0	0	0	4	0	4

Associate Professor

	Tenured	Tenure-Track	Non-Tenure Track	TOTAL

	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	1	0	0	0	0	0	1	1
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	3	1	1	0	0	0	4	1	5
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	1	0	0	0	1	0	1
TOTAL	3	2	2	0	0	0	5	2	7

Assistant Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	1	0	1	0	5	2	7	2	9
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	2	1	0	0	2	1	3
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	1	0	3	1	5	2	9	3	12

b. Part-Time Instructional Faculty Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

Associate Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

Assistant Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

c. Adjunct Faculty

Non-tenure track faculty service in a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. Includes both faculty who are hired to teach an academic degree-credit course and those hired to teach a remedial, developmental or ESL course; whether the later three categories earn college credit is immaterial. Excludes regular part-time faculty, graduate assistants, full-time professional staff who may teach individual courses (such as the dean or academic advisor) and appointees who teach non-credit courses exclusively).

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include dollar signs (\$) or commas. A person can only be counted in one group.

	TOTAL		
	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	1	0	1
White	17	4	21
Two or more races	0	0	0
Nonresident alien	0	2	2
Race and ethnicity unknown	2	0	2
TOTAL	20	6	26

3. Faculty Credentials:

Include adjuncts only if the adjuncts are considered Professor, Associate Professor or Assistant Professor.

Faculty Credentials

	Professor		Associate Professor		Assistant Professor		Instructor		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
D. Arch. (accredited)							0	0	0
M. Arch. (accredited)							0	0	0
B. Arch. (accredited)							0	0	0
Ph.D. in architecture							0	0	0
Ph.D. in other discipline							0	0	0
Post-professional graduate degree in architecture							0	0	0
Other degrees							0	0	0
Registered in U.S. Jurisdiction							0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

4. Average annual salaries

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers, and do not include dollar signs (\$) or commas. A person can only be counted in one group.

	Number	Minimum	Average	Maximum	Univ. Average
Professor	93233	105910	124859	109198	
Associate Professor	65061	77946	100757	79587	
Assistant Professor	51125	62965	97750	64391	
Instructor	0	0	0	0	

Questionnaire Detail

Kent State University

Annual Statistical Report and Interim Progress Report submission for 2015.

Report has been submitted 0 times.

PART I - ANNUAL STATISTICAL REPORT

Section A

SECTION A. INSTITUTIONAL CHARACTERISTICS

This section captures aggregated information about the home institution for each architecture program. Wherever possible, this information should be the same as that reported by the institution to IPEDS in its most recent Institutional Characteristics report or Completion report.

1. Program Contact Information

Institution Name: Kent State University

Academic Unit: College of Architecture & Environmental Design

Address: 304 Taylor Hall

Kent, OH 44242

Architecture Program Tel. No: 330.672.2789

Architecture Program School Fax No: 330.672.3809

Architecture Program School URL: <http://www2.kent.edu/caed/>

NAAB Region: East Central

In order to modify your organization information please contact NAAB via

E-mail at forum@naab.org.

2. Institution Type: Using the definitions below, please select the appropriate Institution Type that matches that of your institution.

Public: An educational institution whose programs and activities are operated by publicly elected or

appointed school officials and which is supported primarily by public funds.

Private not-for-profit: A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent not-for-profit schools and those affiliated with a religious organization.

Private for-profit: A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

Public

RU/H: Research Universities (high research activity)

3. Carnegie Classification

a. Basic Classification

accreditation agency accredits your institution?

North Central Association of Colleges and Schools (NCACS)

Undergraduate Instructional Program

A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence

Graduate Instructional Program: CompDoc/MedVet: Comprehensive doctoral with medical/veterinary

Size and Setting L4/R: Large four-year, primarily residential

East Central

5. In which ACSA region is the institution located?

Questions 6, 7, and 8 regarding Contact Information.

6. Who has direct administrative responsibility for the architecture program?

Name Jonathan Fleming, RA

Title Architecture Program Director

7. To whom should inquiries regarding this questionnaire be addressed?

Office Phone Number

330 672 0934

8. Who is the administrator responsible for verifying data (and completing IPEDS reports) at your institution?

Fax Number	330 672 2916	9. Institutional Test Scores
Email Address	jpfleml1@kent.edu	
Name	Jonathan Fleming	Please only include average scores for the tests your institution collects. For test scores your institution does not collect, leave the corresponding boxes
Title	Architecture Program Director	
Office Phone Number 330 672 0934	blank	
Fax Number	330 672 2916	a. SAT
Email Address	jpfleml1@kent.edu	Using IPEDS data from your institution please enter the test scores.
Name	Wayne Schneider	NOTE: Programs with only graduate programs in architecture may skip this
Title	Director, Research, Planning and Institutional Eff	item.
Office Phone Number 330 672 8225	<i>Critical Reading</i> 25th Percentile SAT Score: 470	75th Percentile SAT Score: 580
Fax Number	330 672 3828	<i>Mathematics</i>
Email Address	wgschnei@kent.edu	25th Percentile SAT Score: 470
<i>Writing</i> 25th percentile SAT score: 460 75th percentile SAT score: 560		75th Percentile SAT Score: 580
b. ACT		

Using IPEDS data from your institution please enter the test scores.
NOTE: Programs with only graduate programs in architecture may skip this item.
25th percentile ACT Score: 20
75th percentile ACT score: 25
c. GRE

Using data from your institution please enter the average GRE test score for the institution.
NOTE: Programs with only undergraduate programs in architecture may skip this item.
Verbal:
(130-170)150
Quantitative:
(131-166)150
Analytical:
(0.0 – 6.0)3.6

Section B

SECTION B. NAAB-ACCREDITED ARCHITECTURE PROGRAMS

This section captures information about the specific NAAB-accredited degree programs offered by the institution, unless otherwise noted in the instructions.

1. Degree Programs

a. Which NAAB-accredited / candidate degree programs were offered during the last fiscal year?

Note: Choices made in this question will adjust the ARS accordingly.

Accredited

B. Architecture

M. Architecture

X

D. Architecture

Candidate

B. Architecture

M. Architecture

D. Architecture

b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year?

For pre-professional degrees, if you do not offer any of the ones listed below, please be sure to select "no" or else the system will consider this question left blank and an error message will occur upon submission.

Pre-professional architecture degrees - The term refers to architecturally-focused four-year degrees that are not accredited by NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, or Bachelor of Architectural Studies. The amount of work in architecture in the program may vary from institution to institution and will determine the length of time required to complete the professional program.

Yes

If YES, please indicate Yes or No for each listed select degree from menu and provide full degree title in comments field. If the degree offered is not listed, please provide full degree title in comments field.

Degree Type	Available?	Full Degree Title
Bachelor of Architectural Studies	No	
Bachelor of Arts	No	
Bachelor of Design	No	
Bachelor of Environmental Design	No	
Bachelor of Fine Arts	No	
Bachelor of Science	Yes	Bachelor of Science in Architecture
Other	No	

c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?

Post-professional architecture degrees - These are graduate degrees offered to students who already have a professional degree in architecture. These degree programs are not accredited by NAAB. The degrees may be in highly specialized areas of study such as design theory, health care facilities, preservation, interior design or solar design. This type of degree can be either a Master's degree, or, in a few cases, a Ph. D. or Doctorate.

Yes

If YES, please provide full degree title.

Full Degree Title
Master of Science in Architecture and Environmental Design
Master of Health Care Design

2. Does your institution have plans to initiate any new NAAB-accredited degree programs?

Note: If yes, a report is required for PART II – Narrative Report that outlines the plans and planning for the new program.
No

3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?

Note: If yes, a report is required for PART II – Narrative Report that outlines the plans and planning for the new program.
No

4. What academic year calendar type does your institution have?

2 Semesters or Trimester

If other, please indicate:

5. Articulation Agreements

Does the architecture program have articulation agreements with local community colleges?

No

If yes, how many articulation agreements does the program have?

Does the articulation agreement include the B. Arch. degree program?

Is the articulation agreement for a four-year preprofessional degree?

6. Credit hours for completion of each program:

The degree programs listed in this section are dependent on your selection in Section B, Question 1a.

a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree offered by your institution.

B. Architecture:

M. Architecture undergraduate (five years, no baccalaureate degree awarded prior):

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 44

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture):

D. Architecture:

b. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?

B. Architecture

General Education:

Professional:

Electives:

M. Architecture undergraduate (five years, no baccalaureate degree awarded prior)

General Education:

Professional:

Electives:

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture)

General Education:

38

Professional:

107

Electives:

26

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture)

General Education:

Professional:

Electives:

D. Architecture

General Education:

Professional:

Electives:

7. Average credit hours per student per term by degree program:

B. Architecture:

M. Architecture undergraduate (five years, no baccalaureate degree awarded prior):

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 16

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture):

Average credit hours per term for D. Architecture

8. Is your degree program(s) offered in whole, or in part, at more than one campus or location?

Exclude those locations where only 1 course is offered (e.g., an urban design center) and include any location where students can complete at least 45% of the curriculum.

Yes

If YES, please provide location and credit hours offered.

City and State	Country	Credit Hours
Cleveland Ohio	UNITED STATES	44

Section C

SECTION C. TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

1. Tuition is defined as "the amount of money charged to students for instructional services. Tuition may be charged per credit, per term, or per academic year."

For part-time tuition rates, include the cost per credit or course.

a. What were the tuition and fees for the NAAB-accredited degree program(s) for the last fiscal year?

M. Architecture

If this section is not applicable, please enter all zeros (0).

Tuition Fees		
Full-Time Student		
In-State	10652	915
Out-of-State	18168	915
Part-Time Student		
In-State	485	345
Out-of-State	827	345

b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program?No

c. Is a summer session required for any portion of your accredited degree program(s)?Yes

If yes, indicate the additional tuition and fees for the summer program

Tuition Fees		
Full-Time Student		
In-State	485	480
Out-of-State	827	480
Part-Time Student		
In-State	485	345
Out-of-State	827	345

d. Does the institution offer discounted or differential tuition for summer courses for a NAAB-accredited degree program?

No

Additional Comments

Please provide any comments on Question 1 Tuition and Fees to explain any special circumstances that impact tuition and fees.

2. Financial Aid

What percentage of students received financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses)?

This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.

Percentages of students receiving aid		Average amount by types of aid
a. Institution		
Federal Grants	34	\$4,058.00
State/Local Grants	13	\$1,301.00
Institutional Grants	30	\$4,360.00
Student Loans	58	\$7,932.00
b. Architecture Program		
Federal Grants	23	\$3,979.00
State/Local Grants	16	\$842.00
Institutional Grants	64	\$6,601.00
Student Loans	64	\$8,370.00

3. Graduate Assistantships

What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year (July 1 – June 30) within the NAAB-accredited programs offered by your institution?

Include the number of graduate-level students employed for the full fiscal year.

Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation.

a. How many graduate assistantships were awarded during the last fiscal year?17

b. What do graduate assistants receive?

Stipend? Yes

Amount:

\$2,000.00

Tuition Remission?

Yes

If tuition, how much?

5326

If credit hours, how many?

16

Section D

SECTION D. STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED AND PREPROFESSIONAL PROGRAMS

1. First year students/entering students:

Indicate the number of individuals who enrolled during the last fiscal year. Exclude readmitted students who were counted as enrolled in a prior year). Information about ethnicity must be based on self-identification information provided by the individual.

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '\$' or ',' A person can only be counted in one group.

M. Architecture Total Entering Students:

	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	1	0	1	0	1
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	1	0	0	0	1	0	1
Hispanic/Latino	0	0	0	0	0	0	0
White	21	0	11	0	32	0	32
Two or more races	0	0	0	0	0	0	0
Nonresident alien	1	0	0	0	1	0	1
Race and ethnicity unknown	0	0	1	0	1	0	1
TOTAL	23	0	13	0	36	0	36

Pre-Professional Total Entering Students:

Pre-Professional Entering Students

	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	7	0	3	0	10	0	10
Hispanic/Latino	2	0	0	0	2	0	2
White	36	1	26	0	62	1	63
Two or more races	0	0	1	0	1	0	1
Nonresident alien	2	0	1	0	3	0	3
Race and ethnicity unknown	0	0	0	0	0	0	0
TOTAL	47	1	31	0	78	1	79

2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity:

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '\$' or ',' A person can only be counted in one group.

M. Architecture Total Enrollment:

	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	1	0	1	0	1
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	2	0	1	0	3	0	3
Hispanic/Latino	0	0	0	0	0	0	0
White	28	5	18	1	46	6	52
Two or more races	0	0	0	0	0	0	0
Nonresident alien	1	0	0	1	1	1	2
Race and ethnicity unknown	0	0	1	0	1	0	1
TOTAL	31	5	21	2	52	7	59

Pre-Professional Total Enrollment:

Pre-Professional Students in Programs

	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	1	0	3	0	4	0	4
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	9	1	8	0	17	1	18
Hispanic/Latino	6	0	3	0	9	0	9
White	157	4	93	3	250	7	257
Two or more races	1	0	4	0	5	0	5
Nonresident alien	24	0	14	0	38	0	38
Race and ethnicity unknown	2	2	1	0	3	2	5
TOTAL	200	7	126	3	326	10	336

Section E

SECTION E. DEGREES AWARDED

The information requested in this section should be provided by the unit within the institution responsible for submitting the annual Completion Report to the National Center for Education Statistics and IPEDS.

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?

M. Architecture

	Male	Female	Total	Grand Total
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0
Black or African American	1	1	2	2
Hispanic/Latino	1	1	2	2
White	22	16	38	38
Two or more races	0	0	0	0
Nonresident alien	0	1	1	1
Race and ethnicity unknown	2	1	3	3
TOTAL	26	20	46	46

Pre-Professional Degrees Awarded

	Male	Female	Total	Grand Total
American Indian or Alaska Native	0	0	0	0
Asian	1	1	2	2
Native Hawaiian or other Pacific Islander	0	0	0	0
Black or African American	2	0	2	2
Hispanic/Latino	0	0	0	0
White	32	21	53	53
Two or more races	0	3	3	3
Nonresident alien	5	2	7	7
Race and ethnicity unknown	1	0	1	1
TOTAL	41	27	68	68

2. Time to Completion:

The amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog.

M. Architecture undergraduate (five years, no baccalaureate degree awarded prior)

a. Time to completion equals the total number of semesters/quarters to complete the degree

b. Percentage of students that graduate in "normal time to completion"

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture)

a. Time to completion equals the total number of semesters/quarters to complete the degree

3

Percentage of students who graduate in "normal time to completion"

100

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture)

a. Time to completion equals the total number of semesters/quarters to complete the degree

b. Percentage of students that graduate in "normal time to completion"

Section F

SECTION F. RESOURCES FOR NAAB-ACCREDITED PROGRAMS

This section captures information on the resources of NAAB-accredited degree programs.

1. Total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios:

Main campus

720

Other Locations

64

2. Are your students required to have a laptop computer?

No

3. Any portion of program offered online? (NAAB accredited program only)

No

Credit Hours

available to all students enrolled in NAAB-accredited degree program(s):

Resource Type	Available?
Shop	No
Computer Facilities (Lab)	Yes
Computer Output Facilities (Plotters, Specialized plotting)	Yes
Digital Fabrication Facilities	Yes
Wireless Network	Yes
Image Collection (Slide Library)	No
Photo Studio/Darkroom	No
Lecture Series	Yes
Gallery/Exhibits	Yes

4. Please indicate which of the following learning resources are

'Other _____ Yes _____'

If other resources are available, please describe: Architecture Library

5. Financial Resources

a. Total revenue from all sources (if you have more than one degree program, please include the financial resources for both programs combined) 5451468

b. Expenditures

i. Instruction

4386138

ii. Capital

0

iii. Overhead

1965330

c. Per Student Expenditure: What is the average per student expenditure for students enrolled in a NAAB-accredited degree program?

This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.

i. Instruction + Overhead / FTE Enrollment

8017

Section G

SECTION G. HUMAN RESOURCE SUMMARY (Architecture Program)

1. Credit Hours Taught

(Please include the actual number of credit hours taught as a whole, broken down by faculty type, in the accredited program.)

Please enter the total for the full academic year 2015-2016

i. Total credit hours taught by full-time instructional faculty:

7486

ii. Total credit hours taught by part-time instructional faculty:

0

iii. Total credit hours taught by adjunct faculty:

5535

2. Instructional Faculty

a. Full-time Instructional Faculty

Those members of the instructional/research staff who are employed full time and whose major assignment is instruction, including those with release time for research. Includes full-time faculty for whom it is not possible to differentiate between teaching, research, and public service because each of these functions is an integral component of his/her regular assignment.

Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	1	0	0	0	0	0	1	0	1
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	3	0	0	0	0	0	3	0	3
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	4	0	0	0	0	0	4	0	4

Associate Professor

	Tenured	Tenure-Track	Non-Tenure Track	TOTAL
--	---------	--------------	------------------	-------

	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	1	0	0	0	0	0	1	1
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	4	1	1	1	0	0	5	2	7
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	4	2	1	1	0	0	5	3	8

Assistant Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	1	0	1	0	6	1	8	1	9
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	2	1	0	0	2	1	3
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	1	0	3	1	6	1	10	2	12

b. Part-Time Instructional Faculty Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

Associate Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

Assistant Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

c. Adjunct Faculty

Non-tenure track faculty service in a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. Includes both faculty who are hired to teach an academic degree-credit course and those hired to teach a remedial, developmental or ESL course; whether the later three categories earn college credit is immaterial. Excludes regular part-time faculty, graduate assistants, full-time professional staff who may teach individual courses (such as the dean or academic advisor) and appointees who teach non-credit courses exclusively).

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include dollar signs (\$) or commas. A person can only be counted in one group.

	TOTAL		
	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	1	0	1
White	17	3	20
Two or more races	0	0	0
Nonresident alien	0	0	0
Race and ethnicity unknown	0	0	0
TOTAL	18	3	21

3. Faculty Credentials:

Include adjuncts only if the adjuncts are considered Professor, Associate Professor or Assistant Professor.

Faculty Credentials

	Professor		Associate Professor		Assistant Professor		Instructor		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
D. Arch. (accredited)	0	0	0	0	0	0	0	0	0
M. Arch. (accredited)	1	0	2	1	4	0	0	0	0
B. Arch. (accredited)	0	0	0	0	1	0	0	0	0
Ph.D. in architecture	2	0	2	1	2	2	0	0	0
Ph.D. in other discipline	0	0	1	0	1	0	0	0	0
Post-professional graduate degree in architecture	1	0	0	1	1	0	0	0	0
Other degrees	0	0	0	0	1	0	0	0	0
Registered in U.S. Jurisdiction	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0

4. Average annual salaries

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers, and do not include dollar signs (\$) or commas. A person can only be counted in one group.

	Number	Minimum	Average	Maximum	Univ. Average
Professor	95098	108786	127357	110432	
Associate Professor	69360	81384	104108	81617	
Assistant Professor	51125	65315	99705	67310	
Instructor	0	0	0	0	

Submitted

X

History

Questionnaire Detail

Kent State University

Annual Statistical Report and Interim Progress Report submission for 2016 
 Report has been submitted 1 times. Report was last submitted on 11/30/2016 11:47:05 AM.
 PART I - ANNUAL STATISTICAL REPORT

Section A

SECTION A. INSTITUTIONAL CHARACTERISTICS

This section captures aggregated information about the home institution for each architecture program. Wherever possible, this information should be the same as that reported by the institution to IPEDS in its most recent Institutional Characteristics report or Completion report.

1. Program Contact Information

Institution Name:	Kent State University	
Academic Unit:	College of Architecture & Environmental Design	<u>In order to modify your organization information please contact NAAB via E-mail at forum@naab.org.</u>
Address:	304 Taylor Hall Kent, OH 44242	
Architecture Program Tel. No:	330.672.2789	2. Institution Type: Using the definitions below, please select the appropriate Institution Type that matches that of your institution.
Architecture Program School Fax No:	330.672.3809	
Architecture Program School URL:	http://www2.kent.edu/caed/	
NAAB Region:	East Central	Public: An educational institution whose <u>programs</u> and activities are operated by publicly elected or

appointed school officials and which is supported primarily by public funds.

Private not-for-profit: A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent not-for-profit schools and those affiliated with a religious organization.

Private for-profit: A private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

Public 

3. Carnegie Classification

a. Basic Classification

Undergraduate Instructional Program

A&S+Prof/HGC: Arts & sciences plus professions, high graduate coexistence

Graduate Instructional Program:

Size and Setting

East Central 

RU/H: Research Universities (high research activity)

accreditation agency accredits your institution?

North Central Association of Colleges and Schools (NCACS) 

CompDoc/MedVet: Comprehensive doctoral with medical/veterinary 5. In which ACSA region is the institution located?
 L4/R: Large four-year, primarily residential

Questions 6, 7, and 8 regarding Contact Information.

6. Who has direct administrative responsibility for the architecture program?

Name Jonathan Fleming, RA

Title Architecture Program Director 7. To whom should inquiries regarding this questionnaire be addressed?
Office Phone Number 330 672 0934
Fax Number 330 672 2916 8. Who is the administrator responsible for verifying data (and completing IPEDS reports) at your institution?

Email Address jpflemi1@kent.edu
Name Jonathan Fleming
Title Architecture Program Director



Section B

Office Phone Number 330 672 0934
Fax Number 330 672 2916
Email Address jpflemi1@kent.edu
Name Wayne Schneider
Title Director, Institutional Research

SECTION B. NAAB-ACCREDITED ARCHITECTURE PROGRAMS

This section captures information about the specific NAAB-accredited degree programs offered by the institution, unless otherwise noted in the instructions.

1. Degree Programs

a. Which NAAB-accredited / candidate degree programs were offered during the last fiscal year?

Office Phone Number 330 672 8225
Fax Number 330 672 3828
Email Address wgschnei@kent.edu

Note: Choices made in this question will adjust the ARS accordingly.
 Accredited

B. Architecture



M. Architecture

X

D. Architecture



Candidate

B. Architecture



M. Architecture



D. Architecture



b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year?

For pre-professional degrees, if you do not offer any of the ones listed below, please be sure to select "no" or else the system will consider this question left blank and an error message will occur upon submission.

Pre-professional architecture degrees - The term refers to architecturally-focused four-year degrees that are not accredited by NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, or Bachelor of Architectural Studies. The amount of work in architecture in the program may vary from institution to institution and will determine the length of time required to complete the professional program.

Yes

If YES, please indicate Yes or No for each listed select degree from menu and provide full degree title in comments field. If the degree offered is not listed, please provide full degree title in comments field.

Degree Type	Available?	Full Degree Title
Bachelor of Architectural Studies	No	
Bachelor of Arts	No	
Bachelor of Design	No	
Bachelor of Environmental Design	No	
Bachelor of Fine Arts	No	
Bachelor of Science	Yes	Bachelor of Science in Architecture
Other	No	



c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?

Post-professional architecture degrees - These are graduate degrees offered to students who already have a professional degree in architecture. These degree programs are not accredited by NAAB. The degrees may be in highly specialized areas of study such as design theory, health care facilities, preservation, interior design or solar design. This type of degree can be either a Master's degree, or, in a few cases, a Ph. D. or Doctorate.

Yes

If YES, please provide full degree title.

Full Degree Title

Master of Science in Architecture and Environmental Design
Master of Health Care Design



2. Does your institution have plans to initiate any new NAAB-accredited degree programs?

Note: If yes, a report is required for PART II – Please contact the NAAB.

No

3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?

Note: If yes, a report is required for PART II – Please contact the NAAB.

No

4. What academic year calendar type does your institution have?

2 Semesters or Trimester
If other, please indicate:



5. Articulation Agreements

Does the architecture program have articulation agreements with local community colleges?

No

If yes, how many articulation agreements does the program have?

Does the articulation agreement include the B. Arch. degree program?

Is the articulation agreement for a four-year preprofessional degree?

6. Credit hours for completion of each program:

The degree programs listed in this section are dependent on your selection in Section B, Question 1a.

a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree offered by your institution.

B. Architecture:

M. Architecture undergraduate (five years, no baccalaureate degree awarded prior):

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 44



M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture):

D. Architecture:

b. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?

B. Architecture

General Education:



Professional:



Electives:



M. Architecture undergraduate (five years, no baccalaureate degree awarded prior)

General Education:



Professional:



Electives:



M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture)

General Education:

38

Professional:

107

Electives:

26

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture)

General Education:



Professional:



Electives:



D. Architecture

General Education:



Professional:



Electives:



7. Online classes offered for each program:

a. Indicate whether online classes are offered.

B. Architecture

8. Average credit hours per student per term by degree program:

Percentage of Classes Offered

Online Classes List

M. Architecture

Percentage of Classes Offered

B. Architecture:



M. Architecture undergraduate (five years, no baccalaureate degree awarded prior):

M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 16

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture):



Average credit hours per term for

D. Architecture

9. Is your degree program(s) offered in whole, or in part, at more than one campus or location?

Online Classes List

D. Architecture

Percentage of Classes Offered

Online Classes List

Exclude those locations where only 1 course is offered (e.g., an urban design center) and include any location where students can complete at least 45% of the curriculum.

Yes

If YES, please provide location and credit hours offered.

City and State	Country	Credit Hours
Cleveland Ohio	UNITED STATES	44



Section C

SECTION C. TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

1. Tuition is defined as “the amount of money charged to students for instructional services. Tuition may be charged per credit, per term, or per academic year.”

For part-time tuition rates, include the cost per credit or course.

a. What were the tuition and fees for the NAAB-accredited degree program(s) for the last fiscal year?

M. Architecture

If this section is not applicable, please enter all zeros (0).

Tuition Fees		
Full-Time Student		
In-State	11090	75
Out-of-State	19362	75
Part-Time Student		
In-State	431	149
Out-of-State	431	525



b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program?No

c. Is a summer session required for any portion of your accredited degree program(s)?Yes

If yes, indicate the additional tuition and fees for the summer program

Tuition Fees		
Full-Time Student		
In-State	4735	884
Out-of-State	4735	5020
Part-Time Student		
In-State	431	148
Out-of-State	431	525



d. Does the institution offer discounted or differential tuition for summer courses for a NAAB-accredited degree program?

No 

Additional Comments

Please provide any comments on Question 1 Tuition and Fees to explain any special circumstances that impact tuition and fees.



2. Financial Aid

What percentage of students received financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses)?

This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.

Percentages of students receiving aid		Average amount by types of aid
a. Institution		
Federal Grants	31	\$4,062.00
State/Local Grants	14	\$1,484.00
Institutional Grants	32	\$4,551.00
Student Loans	56	\$7,935.00
b. Architecture Program		
Federal Grants	23	\$4,484.00
State/Local Grants	17	\$1,067.00
Institutional Grants	65	\$6,375.00
Student Loans	62	\$8,492.00



3. Graduate Assistantships

What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year (July 1 – June 30) within the NAAB-accredited programs offered by your institution?

Include the number of graduate-level students employed for the full fiscal year.

Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation.

a. How many graduate assistantships were awarded during the last fiscal year?8



b. What do graduate assistants receive?

Stipend? Yes 

Amount:

\$2,000.00 

Tuition Remission?

Yes 

If tuition, how much?

0 

If credit hours, how many?

16 

Section D

SECTION D. STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED AND PREPROFESSIONAL PROGRAMS

1. First year students/entering students:

Indicate the number of individuals who enrolled during the last fiscal year. Exclude readmitted students who were counted

as enrolled in a prior year). Information about ethnicity must be based on self-identification information provided by the individual.

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '\$' or ',' A person can only be counted in one group.

M. Architecture Total Entering Students:



	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Hispanic/Latino	2	0	0	0	2	0	2
White	22	1	19	0	41	1	42
Two or more races	0	0	1	0	1	0	1
Nonresident alien	2	0	0	0	2	0	2
Race and ethnicity unknown	0	0	0	0	0	0	0
TOTAL	26	1	20	0	46	1	47



Pre-Professional Total Entering Students:



Pre-Professional Entering Students

	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	2	0	1	0	3	0	3
Hispanic/Latino	1	0	1	0	2	0	2
White	47	0	21	0	68	0	68
Two or more races	2	0	0	0	2	0	2
Nonresident alien	1	0	0	0	1	0	1
Race and ethnicity unknown	2	0	1	0	3	0	3
TOTAL	55	0	24	0	79	0	79



2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity:

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '\$' or ',' A person can only be counted in one group.

M. Architecture Total Enrollment:



	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	1	0	0	0	1	0	1
Hispanic/Latino	2	0	0	0	2	0	2
White	25	3	23	0	48	3	51
Two or more races	0	0	1	0	1	0	1
Nonresident alien	2	0	1	0	3	0	3
Race and ethnicity unknown	0	0	1	0	1	0	1

TOTAL	30	3	26	0	56	3	59
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Pre-Professional Total Enrollment:



Pre-Professional Students in Programs

	Male		Female		Total		Grand Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	1	0	3	0	4	0	4
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	11	1	8	0	19	1	20
Hispanic/Latino	7	0	3	1	10	1	11
White	161	4	81	0	242	4	246
Two or more races	2	0	2	0	4	0	4
Nonresident alien	18	1	15	2	33	3	36
Race and ethnicity unknown	3	1	2	0	5	1	6
TOTAL	203	7	114	3	317	10	327



Section E

SECTION E. DEGREES AWARDED

The information requested in this section should be provided by the unit within the institution responsible for submitting the annual Completion Report to the National Center for Education Statistics and IPEDS.

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?

M. Architecture

	Male	Female	Total	Grand Total
American Indian or Alaska Native	0	0	0	0
Asian	0	1	1	1
Native Hawaiian or other Pacific Islander	0	0	0	0
Black or African American	1	0	1	1
Hispanic/Latino	0	0	0	0
White	27	15	42	42
Two or more races	0	0	0	0
Nonresident alien	1	0	1	1
Race and ethnicity unknown	0	0	0	0
TOTAL	29	16	45	45



Pre-Professional Degrees Awarded

	Male	Female	Total	Grand Total
American Indian or Alaska Native	0	0	0	0
Asian	0	2	2	2
Native Hawaiian or other Pacific Islander	0	0	0	0
Black or African American	0	1	1	1
Hispanic/Latino	0	1	1	1
White	40	16	56	56
Two or more races	0	1	1	1
Nonresident alien	4	5	9	9
Race and ethnicity unknown	1	0	1	1
TOTAL	45	26	71	71



2. Time to Completion:

The amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog.

M. Architecture undergraduate (five years, no baccalaureate degree awarded prior)

a. Time to completion equals the total number of semesters/quarters to complete the degree.



b. Percentage of students who graduate.



M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture)

a. Time to completion equals the total number of semesters/quarters to complete the degree



b. Percentage of students who graduate.

82

M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture)

a. Time to completion equals the total number of semesters/quarters to complete the degree



b. Percentage of students who graduate.



Section F

SECTION F. RESOURCES FOR NAAB-ACCREDITED PROGRAMS

This section captures information on the resources of NAAB-accredited degree programs.

1. Total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios:

Main campus

640

Other Locations

125

2. Are your students required to have a laptop computer?

No

3. Any portion of program offered online? (NAAB accredited program only)

No

Credit Hours


4. Please indicate which of the following learning resources are available to all students enrolled in NAAB-accredited degree program(s):

Resource Type	Available?
Shop	Yes
Computer Facilities (Lab)	Yes
Computer Output Facilities (Plotters, Specialized plotting)	Yes
Digital Fabrication Facilities	Yes
Wireless Network	Yes
Image Collection (Slide Library)	Yes
Photo Studio/Darkroom	No
Lecture Series	Yes
Gallery/Exhibits	Yes
Other	No



If other resources are available, please describe: 

5. Financial Resources

a. Total revenue from all sources (if you have more than one degree program, please include the financial resources for both programs combined) 8143496 

b. Expenditures


i. Instruction

3273389 

ii. Capital

0 

iii. Overhead

1892803 

c. Per Student Expenditure: What is the average per student expenditure for students enrolled in a NAAB-accredited degree program?

This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.

i. Instruction + Overhead / FTE Enrollment

7936 

Section G

SECTION G. HUMAN RESOURCE SUMMARY (Architecture Program)

1. Credit Hours Taught

(Please include the actual number of credit hours taught as a whole, broken down by faculty type, in the accredited program.)

Please enter the total for the full academic year 2015-2016

i. Total credit hours taught by full-time instructional faculty:

6049 

ii. Total credit hours taught by part-time instructional faculty:

0 

iii. Total credit hours taught by adjunct faculty:

6769 

2. Instructional Faculty

a. Full-time Instructional Faculty

Those members of the instructional/research staff who are employed full time and whose major assignment is instruction, including those with release time for research. Includes full-time faculty for whom it is not possible to differentiate between teaching, research, and public service because each of these functions is an integral component of his/her regular assignment.

Professor

	Tenured		Tenure-Track Non-Tenure Track				TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	1	0	0	0	0	0	1	0	1
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	2	0	0	0	0	0	2	0	2
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	3	0	0	0	0	0	3	0	3



Associate Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	1	0	0	0	0	0	1	1
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	4	1	1	1	1	0	6	2	8
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	4	2	1	1	1	0	6	3	9



Assistant Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	1	0	1	0	5	1	7	1	8
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	1	1	0	0	1	1	2
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	1	0	2	1	5	1	8	2	10



b. Part-Time Instructional Faculty Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0



Associate Professor

	Tenured		Tenure-Track		Non-Tenure Track		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0

Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0



Assistant Professor

	Tenured		Tenure-Track Non-Tenure Track				TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0



c. Adjunct Faculty

Non-tenure track faculty service in a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. Includes both faculty who are hired to teach an academic degree-credit course and those hired to teach a remedial, developmental or ESL course; whether the later three categories earn college credit is immaterial. Excludes regular part-time faculty, graduate assistants, full-time professional staff who may teach individual courses (such as the dean or academic advisor) and appointees who teach non-credit courses exclusively).

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include dollar signs (\$) or commas. A person can only be counted in one group.

	TOTAL		
	Male	Female	Grand Total
American Indian or Alaska Native	0	0	0
Asian	1	0	1
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	0	0	0
White	18	3	21
Two or more races	0	0	0
Nonresident alien	0	0	0
Race and ethnicity unknown	0	1	1
TOTAL	19	4	23



3. Faculty Credentials:

Include adjuncts only if the adjuncts are considered Professor, Associate Professor or Assistant Professor.

Faculty Credentials

	Professor		Associate Professor		Assistant Professor		Instructor		Grand Total
	Male	Female	Male	Female	Male	Female	Male	Female	
D. Arch. (accredited)	0	0	0	0	0	0	0	0	0

M. Arch. (accredited)	1	0	2	1	4	0	0	0	8
B. Arch. (accredited)	0	0	0	0	1	0	0	0	1
Ph.D. in architecture	1	0	2	1	1	2	0	0	7
Ph.D. in other discipline	0	0	1	0	1	0	0	0	2
Post-professional graduate degree in architecture	1	0	0	1	1	0	0	0	3
Other degrees	0	0	1	0	0	0	0	0	1
Registered in U.S. Jurisdiction	0	0	0	0	0	0	0	0	0
TOTAL	3	0	6	3	8	2	0	0	22



4. Average annual salaries

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers, and do not include dollar signs (\$) or commas. A person can only be counted in one group.

	Number	Minimum	Average	Maximum	Univ. Average
Professor	95098	113022	127357	107356	
Associate Professor	57272	79422	104108	82596	
Assistant Professor	53191	68648	101699	67033	
Instructor	0	0	0	0	



Name of Institution: Kent State University

Name of Academic Unit: College of Architecture and Environmental Design

Interim Progress Report

M. Arch (pre-professional degree + 44 graduate credit hours)

Please provide contact information for the following individuals:

Program Administrator:

Jonathan Paul Fleming, Architect, LEED A.P.

Chief administrator for the academic unit in which the program is located (e.g., dean or department chair):

Douglas L Steidl, FAIA, Dean College of Architecture and Environmental Design

Provost:

Todd Diacon, Ph.D.

President of the Institution:

Beverly Warren, Ph.D.

Individual submitting the Interim Program Report:

Jonathan Paul Fleming

Name of individual to whom questions should be directed:

Jonathan Paul Fleming

Year of the Previous Visit: 2012

Current Term of Accreditation:

“award a six-year term of accreditation with a focused evaluation in three years for the M. Arch. offered by Kent State University. The scope of the focused evaluation was:

Faculty Development (see VTR, Causes of Concern)

Faculty Assessment (see VTR, Causes of Concern)”

Submitted to: The National Architectural Accrediting Board

Date: November 30, 2014

Table of Contents

1. Plans for/Progress in Addressing Conditions Not Met
 - a. Conditions I.1-I.5 or II.2-II.3
 - b. Conditions II.1 (Student Performance Criteria)
2. Plans/Progress in Addressing Causes of Concern
3. Changes or Planned Changes in the Program
4. Identify & Self Assessment
 - a. History Mission
 - b. Responses to the Five Perspectives
 - c. Long Range Planning
 - d. Program Self Assessment
5. Summary of Responses to Changes in the NAAB Conditions (NOTE: Only required if Conditions have changed since the previous visit)

Supplementary Materials:

Supplementary Materials may be found at:

<https://www.dropbox.com/sh/9hzs8a1mxq6afym/AAAbDqd9HmiXbevjiw1T3-rGa?dl=0>

Instructions to install Dropbox are found here:

<https://www.dropbox.com/help/243>

Appendix A

- ARCH 40402_50402 Methods and Materials II
 - Syllabus
 - Assignment
 - Student Work
- ARCH 40502_50502 Environmental Technologies II
 - Syllabus
 - Lecture Notes
 - Assignment
 - Student Work
- ARCH 65001 Real Estate and Development
 - Syllabus
 - Student Work

Appendix B

- Facilities

Appendix C

- New Faculty CVs

1. Plans for/Progress in Addressing Conditions Not Met from the 2012 Visiting Team Report
a. Conditions I.1-I.5 or II.2-II.3

b. Conditions II.1 (Student Performance Criteria)

B. 7. Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

2012 Team Assessment: While there are elements of financial considerations included in curriculum, there is no evidence of discussion on how building assembly/system choices are related to the overall cost/budget of a project. This is an important element of “understanding of the fundamentals of building costs,” particularly based on current economic conditions and an increased focus on early decision making related to building systems associated with integrated project delivery and/or sustainable design.

2014 Program Response:

The team comment regarding B.7 Financial Considerations “there is no evidence of discussion on how building assembly/system choices are related to overall cost/budget of a project”. Please note the team applied a fine-grained reading of the criterion and that “fundamentals of building costs” is the sole element of the criterion that the team identified as reason for the “not met” SPC. Students in precious few other programs, nationally, are afforded as much instruction in financial considerations as students at Kent State. Additionally, please note this criterion was met according to the 2006 visiting team report. The program’s reading of this is that while our students have always done extensive cost work, the team was unable to find evidence that costs were placed in the context of an overall building/project budget. An understanding in which decision making, with sensitivity to impacts on budgets, can be inculcated in the student, that emphasis on the relationship between design choices and project budget was integral to the “fundamentals of building costs”.

Our response has been to revisit the idea of the fundamentals of building costs and to look at the issue noted by the Visiting Team relating to early decision making and integrated project delivery concepts. These changes have been implemented in the affected courses. Please find syllabi for each course involved in the Appendix A folder. <https://www.dropbox.com/sh/9hzs8a1mxq6afym/AAAbDqd9HmiXbev1w1T3-rGa?dl=0>

The SPC elements of acquisition costs, project financing and funding, financial feasibility are fulfilled by a graduate level course, ARCH 65001 Real Estate and Development, other elements of the criterion such as construction estimating with an emphasis on life-cycle cost accounting, fundamentals of building costs and operational costs are handled in the context of ARCH 40402 Methods and Materials II and ARCH 40502 Environmental Technologies II courses.

As was the case when the team visited, students have a graduate level course in real estate and development which delves into the development of pro-forma for development which develops project costs on a square foot basis using traditional means, including cost estimating resources, and in extensive building economics/real estate issues as they relate to developing building projects. See Appendix A for examples of the real estate project.

Additionally, in place at the time of the visit were lectures and exercises in the course ARCH 50502/40502 Environmental Technology II. Notes for the lectures on Design Economics, Carbon Economics and Value Analysis are included in this submittal in

Appendix A. These notes represent the faculty's lectures and discussion of the relationships of different forms of building economic factors from capital costs to sustainability considerations, to human comfort as they related to building systems selections. The exercise found in Appendix A involves economic issues including the Benefit-to-Cost Analysis of glazing options as they relate to building performance, systems, building cost and life-cycle cost.

Finally, the program has re-introduced unit costing in a comparative framework in ARCH 40402/50402 Methods and Materials II. The exercise involves a building envelope systems selection process in which we have engaged United Glass and Panel a curtain wall supplier in North Canton, Ohio in the development of tools by which the students are able to implement in the context of their Building Information Modeling for their Methods and Materials II project. A total project cost is given along with general percentages for similar projects dedicated to the various elements, systems and work processes of building projects. In this way the student is able to determine the impact of their choices on the overall building budget, not only the cost of the system itself. The project provides a context for decision making as well as the tools for doing so. Our newest efforts are already implemented in the course as discussed above. We will continue to refine this course assignment as students complete the associated work and we see outcomes develop.

2. Plans for/Progress in Addressing Causes of Concern from the Most Recent Visiting Team Report

Studio Culture Policy

- A. Studio Culture Policy** – There is a strong studio culture as evidenced by discussions with the students and faculty, but the written policy was not developed by both the students and faculty.

2014 Program Response:

CAED and Architecture began in Spring of 2014 by announcing to students and faculty the need to rework Kent State's Studio Culture Policy and announcing a competition to be held in the Fall of 2014 where student submittals proposing a Learning Culture Policy would be reviewed by a five member faculty panel. The student whose learning culture statement is deemed most appropriate will receive \$100.00 in free printing. Student's submissions are due November 30, 2014 and will be redistributed for comment to all of the College. Please see the poster which notifies the students of the current step in the process at <http://form.jotform.us/form/40415950193149>.

Two observations:

1. We chose to change the name of the Policy to "Learning Culture" since it should apply to all courses, events and CAED functions.
2. Although the establishment of the Policy is vital, involving everyone, not only a student committee, or representatives. Thus the opportunity for all students and all constituents to participate in the process with addition multiple review opportunities.

The document will be announced and incorporated into the physical environs of the College in the spring of 2015. Beyond the learning culture policy, work on a student handbook has begun.

- B. Range of studio and elective offerings** – The rigor and structure of the curriculum while instrumental in producing high quality work, needs to be evaluated to determine where there

could be more opportunities for electives or self-directed student work. Currently the first four years of design studios are all directed with only the last 1.5 years of the graduate program allowing minimal student direction of site selection and programmatic ideas. The students repeatedly inquired about additional studio and elective options.

2014 Program Response:

The curriculum is in the process of a thorough and comprehensive review and this concern is an area of significant attention in the context of that review. At the time of the visit, the first, second and fourth year of the Bachelor of Science in Architecture were highly coordinated meaning multiple studio sections do common projects. This is a means of making sure that full-time and adjunct faculty collaborate, ensuring quality is understood and practiced throughout the program. The structure also permits the well met criteria such as Integrated (Comprehensive) Design to continue to be among strengths of the program at Kent State. That collaboration forms opportunities for more open (less directed) studios to be pursued at other times. Student's selection of faculty in the third year permits a wide variety of project types and scales as they relate to the coordinated objectives dealing with sites and urban design. Varied emphases exist even in our most coordinated studios as our faculty is not without passion or research agendas of their own. Every studio has substantial opportunity for independent development and self-directed study within the ideas or theoretical frames of reference that a student pursues including choices of case studies or precedents and choices of emphasis internal to a project. We contend that ideas represent a more critical element of choice within a studio, perhaps more important than choice of the vehicles of building type or site selection or the meeting of general coordinated objectives. We believe the studio sequence is serving the students well and to offer alternative studios, as separate courses, is not a direction in which we desire to move. However, through diversity of faculty project selections consistent with the studio data sheets, we are providing more variety so that students can tailor their interests.

In the fall of 2014, the Architecture Program passed changes to the curriculum in architectural history that will provide for options at an advanced level within the subject. This awaits final University approval. This change will include an alteration from four required survey type courses in history to a more typical two course, comprehensive survey sequence followed by a required upper division architectural history elective. This change increases the total architecture elective requirement of the Bachelor of Science in Architecture from 9 to 12 credits. Another 3 credits opened by this change may permit students opportunity for electives inside or outside the program's offerings. We continue the review of curriculum to find opportunities to provide more elective experiences to our students.

A review of this Concern has resulted in increasing the number of electives each term as listed. Electives with enrollments as few as 1 or 2 students run regardless of size. This ensures students have opportunities they want and faculty have the support of their electives for their research. In addition to the listing below, students may opt to work with faculty of their choosing in the form of ARCH 46996/66996 Individual Investigation or 46997/66997 Field Study, each term several students take advantage of the option. These courses represent the opportunity for faculty to involve undergraduate or graduate students in their research endeavors beyond assistantships. The enrollment in these types of courses has increased each year since the 2012 visit.

This year, a greater number of architecture undergraduate Honors College students will complete an Honors Thesis/Project as they graduate from the Bachelor of Science in Architecture program. The Honors Thesis/Project is work on topics of the student's choosing working with an advisor, appropriate to their research, and a thesis committee.

This opportunity has been further emphasized to our Honors students each year since our 2012 visit.

Graduate students have a several optional programs of study including Dual degree programs Master of Architecture/Master of Business Administration, Master of Architecture/Master of Urban Design.

The electives offered since the last visit includes:

Fall 2013

- ARCH 45210/55210 – Renaissance Architecture
- ARCH 45240/55240 – The Skyscraper
- ARCH 45620/55620 – Introduction to Preservation
- ARCH 45625/55625 – Exploring Historic Structures
- ARCH 45630/55630 – Intro: Landscape Architecture
- ARCH 45703 – Urban Design: Theories and Principles I
- ARCH 46995 – Architecture and Media (Taught in Florence)
- ARCH 46995/56995 – Building Simulation
- ARCH 46995/56995 – Flex Mold Digital Fabrication
- ARCH 46995/56995 – Geometric Algorithms
- ARCH 46995 – Reading Cities (Taught in Florence)
- ARCH 46995/56995 – Twelve Treatises
- ARCH 63002 – Health Care Facilities I
- ARCH 67510 – Sustainable Building Construction I
- AED 63001 – Evidence Based Design
- UD 55705 – Forces that Shape Cities
- UD 65101 – Urban Systems
- UD 65102 – Community Development Process
- UD 66995 – Urban Design Charrette

Spring 2014

- ARCH 45220/55220 – American Architecture Colonial to 1900
- ARCH 45291/55291 – Southern California Modernism
- ARCH 45291/55291 – Architecture of World's Fairs
- ARCH 45601/55601 – Advanced Computer Applications
- ARCH 45625/55625 – Exploring Historic Structures
- ARCH 45627/55627 – Preservation Technology
- ARCH 45631/55631 – Site Analysis and Design
- ARCH 45704 – Urban Design Theories and Principles II
- ARCH 46995/56995 – Building Theory
- ARCH 46995/56995 – Data Tracking/Translation/Visualization
- ARCH 46995/56995 – Designers in Service
- ARCH 46995/56995 – Digital Crafting: Robotically Carved Ceramics
- ARCH 46955 – Reading Cities (Taught in Florence)
- ARCH 46995 – Sketching and Drawing (Taught in Florence)
- ARCH 46955 – Video Media and Architecture (Taught in Florence)
- ARCH 63003 – Health Care Facilities II
- ARCH 67511 – Sustainable Building Construction II
- UD 65632 – Urban Ecology

Fall 2014

- ARCH 45210/55210 – Renaissance Architecture
- ARCH 45240/55240 – The Skyscraper
- ARCH 45620/55620 – Introduction to Preservation

ARCH 45625/45625 – Exploring Historic Structures
ARCH 45630/55630 – Intro: Landscape Architecture
ARCH 46995 – Architecture and Media (Taught in Florence)
ARCH 46995/56995 – Digital Crafting
ARCH 46955/56995 – Geometric Algorithms
ARCH 46955 – Reading Cities (Taught in Florence)
ARCH 46955/56995 – Built Ecology
ARCH 63002 – Health Care Facilities I
ARCH 67510 – Sustainable Building Construction I
AED 63001 – Evidence Based Design
LARC 60111– History and Theory of Landscape Architecture
UD 55705 – Forces that Shape Cities
UD 65101 – Urban Systems
UD 65102 – Community Development Process
UD 66995 – Urban Design Charrette

Spring 2014

ARCH 45220/55220 – American Architecture Colonial to 1900
ARCH 45291/55291 – Southern California Modernism
ARCH 45291/55291 – Architecture of World's Fairs
ARCH 45601/55601 – Advanced Computer Applications
ARCH 45625/55625 – Exploring Historic Structures
ARCH 45627/55627 – Preservation Technology
ARCH 45631/55631 – Site Analysis and Design
ARCH 45704 – Urban Design Theories and Principles II
ARCH 46995/56995 – Building Theory
ARCH 46995 – The Disruptive Programming Construct
ARCH 46995/56995 – Digital Crafting
ARCH 46955 – Reading Cities (Taught in Florence)
ARCH 46995 – Sketching and Drawing (Taught in Florence)
ARCH 46955 – Video Media and Architecture (Taught in Florence)
ARCH 46995/56995 – Human Considerations in Sustainable Design
ARCH 63003 – Health Care Facilities II
ARCH 66995 – Designing for Patient Populations Across the Life Span
ARCH 66995 – Biomimicry and Building Facades
ARCH 66995 – Urban Form and Thermal Stress
ARCH 67511 – Sustainable Building Construction II
UD 65632 – Urban Ecology

- C. Facilities** – While the facilities on the Kent campus are functioning for meeting the SPC as evidenced by the student work and renovations that have occurred since the last NAAB visit, they are not ideal. Current facilities limit the growth of the college in the future. We heard from all stakeholders that a new building would enhance the pedagogical mission, recruitment ability, mentoring among students, and the social interaction between all members of the college. In 2011 the college was first on the list for a new building; however, due to the economy and state politics the building program has been put on hold. The program's dedication to high performance design would be enhanced in a high performance building.

2014 Program Response:

The new building discussed by the 2012 visiting team in the VTR, which at that time was on hold due to funding, has become a reality. The official groundbreaking ceremony took place on October 3, 2014 with 500 persons in attendance, including over 250 alumni. The building totals 107,000 square feet and will consolidate all the Kent campus programs of the College in a single facility. The facility will provide both wood and metal

shops, expanded research and fabrication areas, including a wind tunnel, controlled environments lab, daylighting lab, edaphic lab, materials testing lab, along with expanded digital visualization and fabrication laboratories for computers, plotters, 3D printers, laser cutters, and robotic arms. Additionally, the building is on track for a LEED Platinum rating. Plans and renderings of the structure are included in Appendix B.

<https://www.dropbox.com/sh/9hzs8a1mxq6afym/AAAbDqd9HmiXbevjiw1T3-rGa?dl=0>

The building, designed by Weiss/Manfredi with Richard L. Bowen Architects, will:

Enhance peer to peer learning.

Encourage collaboration and communication.

Act as a teaching tool.

Demonstrate sustainable design. (Designed to be LEED Platinum, geothermal heating and cooling, rain garden, green roof, orientation, sun control, roof water recycling, enthalpy wheels, upgraded building enclosure for examples.)

Provide locations for casual interaction (Café, lobby, open library, exhibition area, seating areas in studios.)

Provide for exhibitions.

Encourage research and fabrication by both faculty and students.

Be an architectural inspiration.

Serve as a recruiting tool.

Make a statement about the University as a driver of both the economy and design.

- D. Faculty development:** Faculty research and scholarship remains low. Heavy teaching loads and lack of yearly review of performance are an impediment to the time needed to develop research directions and produce scholarship that would take advantage of existing funding opportunities.

2014 Program Response:

The Visiting Team was concerned with the level of research and scholarship as a result of heavy teaching loads and lack of yearly reviews of performance. The teaching load of architecture faculty at Kent State is consistent with loads of most state universities. At the time of the NAAB action, we submitted a Request for Reconsideration of the terms of accreditation, disagreeing with this conclusion since other sections of the report complimented the faculty, and it was clear in the other sections that the concern for lack of reviews was only addressed toward post tenure faculty, since all other faculty classifications have annual peer-review.

The new contract, executed since the accreditation team visit, provides for annual reviews for excellence awards (merit raises). Promotion reviews were always in place previously. These annual reviews do provide the basis for a continuum of evaluation based on performance, and reviewed by the College Faculty Advisory Committee and individual evaluation by the Dean.

In addition to these reviews, we have taken action to enhance the faculty through new full-time hires and departures as enumerated below. New hires' complete CVs are included in Appendix C:

<https://www.dropbox.com/sh/9hzs8a1mxq6afym/AAAbDqd9HmiXbevjiw1T3-rGa?dl=0>

2012-2013

Reid Coffman, Ph.D. ASLA

Tenured Associate Professor

Ellen Sullivan, Ph.D. ASLA

Non tenure-track Assistant Professor

Brett Tippey, Ph.D. RA

Non tenure-track Assistant Professor

Peter Marks, RA

Non tenure-track Assistant Professor

2013-2014

Jon Yoder, Ph.D.	Tenure-track Associate Professor
Rui Liu, Ph.D. PE	Tenure-track Assistant Professor
Brian Peters	Tenure-track Assistant Professor
Pravin Bhiwapurkar, Ph.D.	Tenure-track Assistant Professor
William Willoughby, AIA	Tenured Associate Professor

2014-2015

Margaret Calkins, Ph.D.	Tenure-track Associate Professor
Charles Frederick, ALSA	Non tenure-track Assistant Professor

During this period six full-time faculty members have left the College. They included:
 1 Tenured Doctorate degree holder Associate Professor in the architecture program,
 1 Tenured Associate Professor in the architecture program (retirement),
 3 Non tenure-track Assistant Professors in the architecture program,
 1 Non tenure-track Assistant Professor in the interior design program.

In summary, the full-time faculty composition has changed as follows:

	2011-2012	2014-2015
Tenured/tenure-track	16	21
Non tenure-track	7	7
Ph.D.	9	15

The quality of the faculty has been improved through these additions and the collaborative spirit and enthusiasm of the members has been enhanced significantly. Research grants and contracts have increased from \$188,000 in academic year 2010-2011 to \$271,000 in the first quarter of academic year 2014-2015.

Both the quantity and the quality of the conference presentations have improved since the time of the team visit: numbers associated with the 2013-2014 academic year 24 presentations at conferences, 14 by the new faculty enumerated above.

Each year since the team visit, Faculty Professional Improvement Leave (FPIL) was granted to the faculty as follows:

AY 2012-13 Adil Sharag-Eldin spring 2013
 AY 2013-14 Daniel Vieyra spring 2014
 AY 2014-15 Kathryn Strand spring 2015

The Dean and College Advisory Committee are considering three FPIL proposals at the time of this writing for the academic year 2015-2016.

- E. Faculty Assessment:** Faculty teaching evaluations are conducted for each course and contribute to the teaching evaluation for each faculty member in the program. The university process for recording of progress toward tenure is structured and clearly laid out in the University Collective Bargaining Agreement. In addition, policies for advancement for tenure and promotion also exist in the College Handbook for the College of Architecture and Environmental Design. Faculties going for tenure or promotion are expected to upload all documents electronically to a central system for review by both the college and university. Regular yearly faculty assessment after the attainment of tenure or promotion is lacking.

The University Collective Bargaining Agreement states that the faculty advisory committee may nominate faculty below the rank of full professor to a list of nominees for promotion.

However, lack of an annual faculty record of self-assessment of peer-reviewed work and progress toward promotion does not build documentation as to the professor's progress toward promotion, making review and the process for identifying possible candidates for promotions difficult. This continues to be a concern.

2014 Program Response:

As discussed with the visiting team in 2012, the review of faculty is primarily governed by the agreement between the University and the AAUP. As stated in the VTR, faculty assessment happens annually for all faculty members through student course evaluations. It has also been held annually for all full-time faculty members in non-tenure-track and tenure-track positions. By contract, the College notifies all tenured faculty of their eligibility for promotion each year. In addition, tenured faculty members are evaluated at the time of any promotion activity and when written into the contract for excellence awards (merit raises). Unfortunately, excellence awards were not in the three-year contract immediately prior to the 2012 visit.

As noted above in the response to Concern D., the contract beginning with the 2012-2013 academic year reinstated the annual excellence awards, which require annual evaluation by the College Faculty Advisory Committee and the Dean of the tenured and tenure-track faculty in order to apply for these salary increases.

We believe the concern of the visiting team has now been satisfied by this contractual obligation.

3. Changes or Planned Changes in the Program

Such as

- Faculty retirement/succession planning

The several new hires create depth in various subject areas such as architectural history, design, theories, and array of technologies. While we are aware of no impending retirements, this recent activity has positioned the program well in preparing for any that will come.

- Administration changes (dean, department chair, provost)

The College of Architecture and Environmental Design hired a new Associate Dean, William Willoughby, which removed the Interim Associate Dean role of the Architecture Program Director/Architecture and Urban Design Graduate Coordinator's array of responsibilities. Dean Willoughby's CV is included among those in Appendix B.

The University has a new President as of summer 2014 and a Provost that joined immediately following the 2012 team visit. <http://www.kent.edu/administration>

- Changes in enrollment (increases, decreases, new external pressures)

Based on enrollment data the Bachelor of Science program has been of a consistent size until the fall 2014 report which reflects a 9% decrease. This year our fourth year is 25 students smaller than last year, accounting for the majority of that change. The Master of Architecture enrollment numbers are consistent with the last several years.

- New opportunities for collaboration

New collaboration opportunities are emergent. The collaborations based upon coordinated hires with other Biology, Geology, Geography has ramped up and is

producing new research within the CAED. Collaboration with the College of Public Health and the College of Nursing has resulted in both the establishment of a new graduate Certificate in Health Care Facilities and a new post-professional Master of Health Care Design degree. These program options have further enhanced the elective opportunities of the Architecture Program.

The Architecture Program is working to pursue local opportunities to focus studios that impact communities in the region. The fourth year studios this semester are focused on the City of Sandusky, Ohio, working on architectural projects that span the community's needs. Graduate studios in Kent collaborated heavily with community stakeholders in 2014. We continue to seek out opportunities to collaborate with communities and organizations that welcome what students bring to bear. Professor Sharag-Eldin worked with the Village of Garrettsville. This collaboration led to a variety of new visions for a community whose downtown business district had been heavily damaged by a fire in March of 2014.

Professor Brian Peters' graduate studio worked with a local company, Quick Service Welding, in a partnership that delivered support for a student field trip to St. Louis and a Kansas City metal fabrication facility and permitted students' use of the digital fabrication facilities of the sponsoring company, a metal fabricator, to generate prototypes of building facades while students developed a parametric model which permitted the company to consider any variety of configurations for a new facility with realtime cost data according to the design changes.

- Changes in financial resources (increases, decreases, external pressures)

The Statistical Reports show relatively consistent income and expenditures. Kent State University has enrolled the largest and highest qualified freshman classes in its history each of the last two years. In architecture these classes have been consistent in size with normal historical variations.

The CAED has had exceptional years in fundraising in the last two years. Much of the attention relates to the new building and to the hire of a second development officer by the CAED. Marti Ring, CAED Director of Advancement and Wiley Runnestrand, CAED Assistant Director of Advancement and the impactful work of Dean Steidl has placed the college in new territory in this regard. The CAED alumni and stakeholders are coming through. Remarkably, even more funding is coming in for student scholarships, support of new programs and support of new faculty due to the increased attention of the new building.

- Significant changes in educational approach or philosophy (e.g., new provost = new approach)

At the time of this writing, no significant change to the educational approach or philosophy is expected relating to either the new president, hired in 2014, or the provost who was hired in 2012. The president is in her first year, and has conducted a listening tour across the many areas of Kent State. The role of the Architecture Program and the College of Architecture and Environmental Design holds prominence in her public statements and her interactions with the CAED and Architecture have been overwhelmingly positive including attendance at our annual faculty retreat and involvement in the ground breaking events related to the new CAED building, the Center for Architecture and Environmental Design. The educational philosophy is likely to remain largely consistent as Kent State University enjoys a faculty governance structure which has significant say in the educational philosophy of the institution.

Discussion has begun to initiate a three year Master of Architecture program.

After two years of work on curricular proposals and development, the CAED has implemented the Master of Science in Architecture and Environmental Design which replaces the Master of Architecture 32 Post-Professional degree, the post-professional Master of Health Care Design and Master of Landscape Architecture in the fall of 2014. Regarding the MArch Post-Pro, the last two students will graduate with the degree this year enabling the program to end that program per conformance with NAAB mandate.

- Changes in physical resources (e.g., deferred maintenance, new building, cancelled new building)

The new Center for Architecture and Environmental Design at Kent State University broke ground October 3, 2014. Expected completion is fall of 2016. Again you may find plans and renderings in Appendix B.

In 2012, new desks were acquired and constructed for the fourth floor studios in Taylor Hall, these desks replaced desks that had been in place since 1968. Also in 2012, a classroom for 50 students was added to the MAC Annex studio area. In 2012, computer lab configurations were altered to include additional computers.

In 2013, a new digital fabrication lab was constructed, which includes a 7' Kuka robotic arm. Enhancements to 3d printing capabilities are ongoing; CAED now has 7 additional 3d printers of varied size and type and an 18" cnc router. These tools augment the 2d and 3d printing and laser cutting capabilities noted in the 2012 APR.

In 2013, the educational facilities at the Cleveland Urban Design Collaborative (CUDC) expanded to include another 30 studio workspaces. Additionally, a lab was created for new faculty member, Dr. Reid Coffman.

4. Identity & Self Assessment

a. History Mission

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- *Programs must describe how this section changed since the most recent APR was written and submitted*

Kent State University's history is opening a new door as President Beverly Warren was appointed by the Board of Trustees in 2014.

President Lester Lefton moved on from the University leaving the place transformed in many positive ways including a town gown relationship that saw \$155 million in new construction in downtown Kent where the master plan for the city was based upon a master plan developed by the CAED's Cleveland Urban Design Collaborative and a \$350 million building campaign on Kent campus that has expanded the campus toward the downtown and will include the new CAED building among two others and massive investment in deferred maintenance.

In her first 6 months, Dr. Warren has embarked on a listening tour of all of the campuses and colleges of the university, hearing what stakeholders and the community has to say and learning how Kent State may respond to challenges and opportunities that arise from

her administration looking anew at a place that has been transformed. From this, a new strategic plan will develop.

Kent State University is dedicated to providing excellence in a university education, to advancing significant research and creative activities, and to furthering the fulfillment of societal goals. Founded in 1910, as the Kent Normal School, it's the oldest state university in Northeast Ohio, and reflects the advantages of the vital cultural and commercial region in which its eight campuses are located. Kent has maintained its commitment to provide national leadership in what have been historical strengths of the University, namely professional education and the liberal arts.

Kent offers an extensive array of associate, baccalaureate, master's and doctoral degrees. Undergraduate programs are based on the conviction that a liberal education broadens intellectual perspectives, addresses ethical and humane values, and prepares students for productive and responsible citizenship. Graduate programs provide advanced professional education and intellectual depth. The student body represents talented and culturally rich individuals from around the world, including those from historically under-represented and non-traditional segments of the population. Admission to the residential Kent Campus is selective, while the Regional Campuses offer open admissions. An environment of academic and artistic freedom is enhanced by an excellent research library and numerous opportunities to collaborate with other institutions, public agencies and the private sector.

For 2010-2011, Kent State was listed in The Times of London's, rankings as one of the Top 200 universities in the world.

The University is governed by a nine member Board of Trustees appointed by the Governor, subject to confirmation by the State Senate, and is supported by legislative appropriations (+/-20%) and student tuition and fees (+/-80%).

The student enrollment has increased from 2,700 in 1941 to 25,601 in 2010 on the Kent Campus, and a total of 41,376 when the seven regional campuses are included. The main campus consists of 2,264 acres, including the KSU Meadowview Golf Course and the Andrew W. Paton Airport.

As a result of the events of May 4, 1970, Kent State University inherits a unique leadership role in promoting the peaceful resolution of conflict through education.

The Regional Context

Kent is located in the densely populated northeast quadrant of Ohio, which is home to nearly half the State's population (4,500,000), and two-thirds of its wealth. The majority of the citizens are engaged in industry and commerce. 30,000 individuals reside in the City of Kent, which is situated on the Cuyahoga River in Portage County. The City offers attractive neighborhoods, an excellent school system, recreational opportunities and a local park system.

The community is part of the Cleveland/ Akron/ Canton/ Youngstown/ Warren metropolitan area with many culturally rich organizations and events. The Cuyahoga Valley National Park and more than twenty other institutions of higher education add to the character of the region. Because it is home to many corporations and the NASA Glenn Research Center, Northeast Ohio is noted for research and development activities in science and engineering. Its location provides the University with a special mission in Applied and Basic Sciences exemplified by the internationally renowned research conducted at its Glenn H. Brown Liquid Crystal Institute.

Outstanding medical and health-related facilities populate the area, typified by the Cleveland Clinic, University Hospitals System, Summa Health Systems, and the Akron General Health System. Kent builds

upon these geographical advantages to offer nationally recognized programs and research in Health and Behavioral Sciences.

Community Development and Design have long been addressed through the College of Architecture and Environmental Design and its Cleveland Urban Design Center (CUDC) located in Playhouse Square in downtown Cleveland. The CUDC addresses quality of life and health issues through its design and research work with communities, neighborhood improvement organizations and planning agencies.

Cultural resources abound especially in the Visual and Performing Arts. Kent State is a significant player with its Porthouse Theater on the grounds of Blossom Music Center, its fashion school, music performances, and the graduates that populate the architecture, fashion, art, music and theater world.

Kent State's programs in Business and Commerce are designed to address the needs of corporations and business professionals, as well as prepare students for productive careers in a global economy. Study abroad programs expand the student's understanding of world cultures and augment Kent State's view of a twenty-first century education.

The Mission

The Mission Statement of the University responds to the values and demands of the region, many of which are noted above:

"The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community. As an eight-campus educational system, Kent State offers a broad array of academic programs to engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers."

At Kent State major foci have been established by the University's Excellence Agenda (copy available in the Team Room):

- Ensuring student success
- Enhancing academic excellence and Innovation
- Expanding breakthrough research and creative endeavors
- Engaging with the world beyond our campus
- Securing our financial future
- Developing and recognizing our people

In a complex and changing world, Kent affirms its position as an essential, dynamic resource for the State of Ohio and the world.

I.1.1.2 History and Mission of the Program

In 1947, University President George Bowman asked Joseph Morbito to come to Kent State and oversee the planning of a new industrial arts building and to teach architectural drawing. Through student interest additional courses were added in residential planning, commercial design and theory of construction. These offerings developed into a two-year pre-professional architecture program.

During the 1950-51 academic year a four year architectural program was commenced and a Bachelor of Science with a major in architecture was first awarded in 1952. This was a time in Northeast Ohio when the manufacture of steel, rubber, plastics and automobiles kept industry thriving, resulting in a large

immigration of people and a demand for architects to design the structures necessary to support this growth. The Kent State program in architecture emerged primarily out of the practical consideration to meet the challenge of this region's rapidly growing metropolitan areas. As a result, the program in architecture from its outset developed with a professional orientation which has been maintained throughout its existence. It is the intent of the current Master of Architecture accredited program to continue that perspective, but with relevancy to contemporary issues, such as preservation of the environment, urban issues, integrated practice, BIM, diversity of culture, social responsibility and globalization.

These contemporary issues are addressed in the curriculum by inserting them into the studios, lectures and discussions throughout both the Bachelor of Science and the Master of Architecture courses. Sustainable practices are part of each studio with the fourth year first semester focusing on the issue. However, the concepts are included in Environmental Technologies, Methods and Materials and practice courses. Urban smart growth is discussed in various studio classes with a concentration on the site planning approach of third year and the graduate studios. Diversity/collaboration/global issues are not only understood through the study abroad program, but in the Integrated Design Competition (IDC), and various studios where project sites are deliberately selected within locations having diverse economic and cultural situations both domestically and around the world. In the past two years these have included specific sites ranging from Jamaica to Pittsburgh to Milan to Abu Dhabi. The Integrated Design Competition is executed in Revit (BIM) and teamwork/collaboration is required in numerous projects both in technical classes and design studios.

In 1956, the program in architecture became the Department of Architecture and moved to the College of Arts and Sciences, with Joe Morbito as the department head, a position he held for the next 21 years. That same year the degree was changed to the Bachelor of Architecture. Three years later the Department was transferred to the new College of Fine and Professional Arts. Full accreditation was granted by the National Architectural Accrediting Board in 1964, and the Department moved into Taylor Hall upon its completion in January 1967.

A six-year program of study leading to the degree of Master of Architecture was implemented in 1968 and involved completion of the four-year Bachelor of Science degree plus a two-year graduate program. Simultaneously a one year graduate program was instituted for persons who had completed a five year professional architectural degree from an accredited program. On December 18, 1969 the Department of Architecture became the School of Architecture and Environmental Design.

In 1988 another change implemented a 4+1+1 system, i.e. the BS-B. Arch (Professional)-M. Arch (Post Professional). The Master of Architecture (Post Professional) was designed for students wishing to develop a specialty along with research methodologies. Specialties included Urban Design, Preservation, Computer Aided Design and Visualization, and Architectural Design and Technology. By 1996 the graduate faculty voted to focus its educational resources on urban design, with a two year sequence of course offerings.

In 1998 the Urban Design Center in downtown Cleveland was created to serve as the School's outreach/service center, housing the Urban Design graduate degree and the Cleveland Urban Design Collaborative, an operative office providing urban solutions to communities in the region.

During the 2000 academic year, the faculties of Architecture and Interior Design agreed to join under the administration of the School of Architecture and Environmental Design and as a result planning began to form a new College of Architecture and Environmental Design. That same year 23,000 SF of space which has since grown to over 32,000 SF of space was allocated to the School in the Memorial Athletic and Convocation Center Annex. The College of Architecture and Environmental Design became operational in July 2004 and remains as such today.

In 2002, the professional program was restructured into a 4 year Bachelor of Science in Architecture, followed by a 1-1/2 year Master of Architecture (Professional). NAAB accredited the BS+M. Arch in July 2002 followed by a Spring 2004 focused evaluation.

Study abroad in Florence, Italy has been a feature of the curriculum since 1972, with the latest location established in 2004 when the 13th Century Palazzo dei Cherchi was fully renovated in the heart of the medieval city. Urban design graduate students (8-12) in residence are present in the Fall, along with Architectural Studies majors (12-15) and Fashion Design and Merchandising (40-45); with undergraduate architecture (55-65) and interior design students (15-20) studying during the Spring Semester.

The second floor of the Tri-Towers Rotunda was taken over by the College in the Fall of 2008 and currently houses the 4th year design studio.

In April 2010, the Cleveland Urban Design Collaborative relocated and expanded the Master of Urban Design program in the new "Design District" at Playhouse Square. This space will allow for both growth and increased efficiency of operations.

Currently the University has committed itself to a new CAED building as part of a \$250,000,000 bond issue for the Kent Campus. The building, which is the only new structure planned as part of the updates, will consolidate all programs of the College that are located on the Kent Campus. The estimated cost of the project is \$45,000,000.

A new program, oriented toward students that desire design thinking to be part of their education, but who are not committed to architecture or interior design as a profession, was begun with new first year students in 2007. The Architectural Studies Program teaches design processes in studio, and emphasizes the impact of the built environment on individuals and communities. The program instituted the College's first minor open to all University students beginning in the Fall of 2011.

With the appointment of a new Dean in July 2010, the College has been reassessing its programs and curriculum. It is the intent of the architecture program to remain professionally oriented, consistent with its founding vision in the 1950's, but to become more relevant to a diverse, global culture. Implementation of a first year core curriculum for architecture, interior design and architectural studies is expected to become a reality in the Fall of 2012. This platform's goals are to better integrate the design specialties stressing the collaborative nature of practice, and to make more efficient the teaching of the basic processes and concepts in design thinking. A new Master of Science degree in architectural research is planned for the Fall of 2012, and the current Master of Architecture (Post-Professional) degree is in the process of being converted into a Master of Arts in Architecture. Two additional Masters level degrees are planned, a Masters level degree in interior design and a Master of Landscape Architecture.

The incorporated CAED Vision 2015 diagram depicts the planned curricular future of the College.

I.1.1.3 The Program Mission

"The Architecture Program at the University enables students to acquire and apply knowledge that contributes to the betterment of our physical environments. Within a balanced curriculum of technology, visualization, history, theory and design studio coursework, the program offers a platform for scholarship, constructive discourse and debate. Northeast Ohio's rich history and dynamic urban landscape serve as a setting for academic learning and the study of "real world" conditions. By placing equal emphasis on the poetics and pragmatics of construction and design, the curriculum inspires experimentation, collaboration, discovery, critical thinking and innovation. The program fosters academic excellence and prepares students to be responsible and accomplished architectural professionals."

The Mission Statement of the Architecture program, as contained in the “College Handbook” adopted in February 2011, is consistent with the historical perspectives of the program throughout its history, while adapting to the demands of change brought on by the changing nature of the region and practice. In a short phrase the mission can be summarized as “educating visionary architectural professionals”.

The mission statement speaks to a balanced curriculum which is evidenced by passage rates on the Architectural Registration Exam: In 2009, according to “Design Intelligence”, Kent State was the only program in the nation that scored in the top twenty schools on seven of the nine exam sections, demonstrating consistent performance by Kent graduates in all aspects of profession requirements, as described in the mission statement.

It also addresses “real world” conditions and accomplished architectural professionals. Of the largest architectural firms in northeast Ohio, as compiled by Crain’s Business (January 18-24, 2010), Kent State graduates are principles in 23 of the 25, more than 90%. And in 2011 two of the eleven AIA Young Architects of the Year were Kent State graduates. The program is true to its mission!

I.1.1.3.1 Mutual Consistency and Benefits between the Program and the Institution

The Universities strategic plan focuses on six specifics:

- Ensuring student success
- Enhancing academic excellence and Innovation
- Expanding breakthrough research and creative endeavors
- Engaging with the world beyond our campus
- Securing our financial future
- Developing and recognizing our people

The architecture program seeks to:

- Prepare students to be responsible and accomplished architectural professionals
- Foster academic excellence
- Expand experimentation, collaboration, discovery and critical thinking
- Contribute to the betterment of our physical environment

These four statements relate directly to the first four University strategic plan points and are direct quotes from the program mission statement. The last two statements of the University plan are internal concerns not often found in Mission statements, but necessary for perpetuation of the organization and enlightened cultures.

The Architecture program has perpetuated itself in a healthy environment for over 60 years and is considered to be one of the star performers in the University. The CUDC continues to have an impact on the region and its environment with over 70 projects stimulating economic development. One of those projects alone resulted in more than one billion dollars of development in the City of Cleveland, as so stated by former mayor and at the time Governor George Voinovich.

The impact of architectural firms with Kent State graduates as principals, has had an amazing impact on the physical environment of northeast Ohio, and continues to spread across the nation. Graduates are well prepared for registration and practice as demonstrated by ARE scores and firm leadership. And, the College is committed to more than “skills to earn a living”, it seeks a broader definition of being educated. The Florence study abroad program is one testimony to that commitment.

Contributions to the University culture continue to be provided through the program’s leadership and modeling of the first study abroad program, which now has regular participation by at least 75% of the Bachelor of Science in Architecture students, the mandatory fourth year Integrated Design Competition which presents an open exhibition of this work, the digital studio where creation of an inflatable structure was part of the University’s Sculpture Week in 2010, followed by the erection of a 60’ digitally fabricated arcade for Educational Excellence week in 2011. The College lecture series is held every semester and is open to the University, the region’s professionals and the public. The details of those speakers are listed in I.2.1 Human Resources and Human Resource Development. Architecture student organizations (AIAS, SAGE, CASU, KSU LEED, Kent State Innovators, ARCS in Service) spread enthusiasm and design awareness across the campus. The College representatives to the Student Senate are deeply involved in campus leadership, especially sustainability efforts and student memorial development.

The University’s three premiere programs of excellence as generally acknowledge within and outside the University are the “Liquid Crystals Institute”, “The School of Fashion” and “The Architecture Program”.

Architecture students participate in the Kent State Core Curriculum that provides a broad basic education with students from across the campus, taking English, physics, calculus, economics and art history. This integration with the University elevates both the architecture student and the academic community beyond the College.

Faculty involvement is integrally woven into the structures of the larger University web. CAED faculty participate in:

- Faculty Senate
- Honors College liaisons
- International Student Committee
- Educational Policies Committee for Undergraduate Programs
- Educational Policies Committee for Graduate Programs
- Provost’s Advisory Committee
- Faculty Ethics Committee
- Office of International Affairs Advisory Committee
- MBA Advisory Board – College of Business Administration
- Provost Tenure Advisory Board
- University Diversity Committee
- AAUP Council
- Multidisciplinary Advisory Committee
- University Articulation Committee
- KSU Sustainability Task Force
- University Representative to Upward Bound
- Undergraduate Requirements Curriculum Committee
- President’s Administrative Council
- Study Abroad Advisory Committee
- Provost’s Promotion Advisory Board
- Various faculty, dean and administrator search committees

An effective collaboration is evident between the architecture program and the University, with the program contributing to the Kent State quality of life and the program benefiting academically and culturally from that integration.

I.1.1.3.2 Holistic Course of Study

The Program Mission Statement addresses a balanced curriculum of technology, visualization, history, theory and design studio coursework with equal emphasis on the poetics and pragmatics of construction and design, thus inspiring experimentation, collaboration, discovery, critical thinking and innovation. A part of this breadth of understanding is transmitted by incorporating the architecture students into the Kent Core Curriculum, requiring 36 semester credit hours outside the College during the first eight semesters. See the Roadmap: Architecture-Bachelor of Science <http://provostdata.kent.edu/roadmapweb/2011/AEBSARCH.pdf>.

The study abroad program also testifies concerning the desire to provide architecture students with a holistic education. Not only does their time in Florence offer first hand understanding of renaissance architecture, pedestrian oriented urban designs, and the chance to explore European architecture of the last 1000+ years, it offers immersion in another culture, through apartment living in the city, chances to travel on weekends and local faculty. This stimulates insights to a global perspective and openness to a world of new opportunities and options.

Lastly, the practical side is most likely best represented by the Integrated Design Competition (fourth year second semester) which demands utilization of all the skills learned over the previous seven semesters to conceive, develop and detail a 200,000-300,000 multi-use building on a specific urban site location incorporating all building systems.

b. Responses to the Five Perspectives

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- *Programs must describe how this section changed since the most recent APR was written and submitted*

These Responses to the Five Perspectives remain consistent with the program position at this time. Notes are provided in red at the end of each perspective providing updates and clarification.

I.1.3.1 Architectural Education and the Academic Community.

“The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community.”

(<http://www.kent.edu/president/mission-statement.cfm>), but perhaps more important are the Core Values and Strategic Goals the University adopted to achieve this mission. Please see the discussion on our alignment with the University mission, Section I.1.1. The Architecture Program and CAED take the mission of the University as its own. The Program dedicated significant resources to generating strategies relating to the University’s new mission and strategic vision over the last two years.

The College of Architecture and Environmental Design is highly regarded within the profession and across the University. CAED attracts the most academically prepared students to the University and continues to have the highest admissions requirements. The average ACT scores for admitted and enrolled freshman architecture majors remains above 26 while the average GPA is 3.61. Typically, about 20% of first year students receive scholarship support from the Honors College. The CAED is approximately 2% of the University’s enrollment, yet is 9-10% of Honors College enrollment.

In 2010, the University adopted revisions to its liberal education base, the Kent Core. The Kent Core includes 36 credit hours of English Composition, Mathematics, Humanities and Fine Arts, Social Sciences, Basic Sciences, Domestic and Global Diversity and as of Fall 2011 Experiential Learning. Architecture offers three Kent Core courses: Understanding Architecture, and two survey of architectural history courses to the University community. Additionally, the College’s new Minor in Architectural Studies and soon to be implemented Minor in Architectural History and Minor in Preservation are broadening the reach of our faculty and improving the connection of the program with the entire University. Finally, the

Bachelor of Arts in Architectural Studies has opened many elective courses to a new cadre of students with an interest in the design disciplines. Students in Interior Design take courses in Architecture including First Year Design Studio I and II, and Environmental Technologies I.

Architecture faculty have been involved in the development of new coursework and certificate programs in several other programs in the University and the CAED partners with many other programs on the offering of coursework. Developing Environments for the Elderly is offered as a required course in the University's Nursing Home Administration Major. Architecture faculty and administration are integral to the development of the new Digital Sciences Program. Architecture coursework is central to the Certificate in Sustainable Construction Technology in the College of Technology. Architecture faculty developed innovative courses with faculty from Sculpture, Technology, Fashion and Textiles. Research and hiring initiatives across programs have resulted in the award of grants and soon to be hires. Research teams including Architecture faculty have been ongoing efforts with the Liquid Crystal Institute and Biology Department.

Finally, the Architecture Program's pioneering work in study abroad has resulted in the adoption of a new philosophy on the role of study abroad throughout the University. The Florence facility, begun by Architecture, has become home to majors from across the University. While Architecture far exceeds any other major in participation in the study abroad opportunities of the University, the growth of the study abroad programs are the result of the work of faculty and administration in the Architecture Program to build a most successful experience.

Architecture students recently founded an Alpha Rho Chi chapter on campus. Their efforts have included participation in events such as the Relay for Life where they raised more money than any other organization, last year. The AIAS continues its long established history of engaging the University through the student supported lecture series, job fairs and career days and peer mentoring programs. Faculty and students regularly assist non-profit and public organizations across the region to re-envision their facilities and to serve in many different capacities. The lectures and review events of the CAED are open to any who come and are promoted campus-wide and to the professional and academic community.

The University offers a multitude of cultural and entertainment events throughout the year most of which are free to students. Kent State University is a Mid-American Conference (MAC) school with Division I intercollegiate athletics and the closest rivalry in Division I sports with the University of Akron only 12 miles away. Architecture students and faculty regularly attend athletic events.

The Architecture Program adheres to this perspective. We are constantly reminded of the ways architects bring unique perspective and thinking to the university. This is being reinforced in our interaction with new multi-disciplinary research teams and the faculty's renewed perspective on research. Our role is evident in the location of the new CAED building, the Center for Architecture and Environmental Design. This building is to be located at the interface of the campus and the newest areas of downtown Kent. The downtown is the manifestation of a masterplan executed by our CUDC and the new architecture building operates at the hinge of the University and the City.

I.1.3.2 Architectural Education and Students.

In *The Visible and the Invisible*, the French philosopher Maurice Merleau-Ponty wrote, "Every question, even that of simple cognition, is part of the central question that is ourselves, of that appeal for totality to which no objective being answers..." Students come to an architecture program to learn fundamental skills in their personal quest to pursue a career in architecture. The practical role of architecture school is to place students in circumstances in which they engage the unfamiliar until it becomes familiar. Their knowledge evolves from learning experiences designed to uncover or to reveal topical matters and to foster useful skills. And we do that, but technical skills are not sufficient to be exceptional in this discipline.

Mastery is about the relationships of the discipline to others. Mastery occurs at the edges of any discipline. Bringing this issue to light is critical because it is at the edges where interaction occurs. Also at

the edge is the most important lesson of an educated mind, humility. It takes a great deal of humility to understand that you can only know so much and that “the other” is not only a source of practical knowledge, but also the source of self-knowledge. One learns of one’s self through interaction with the unfamiliar, be it people, object or information. Further, the students learn mastery involves judgment. Judgment is acquired through experience. The novice will not know how to begin, what tool to apply in a given situation nor to whom they should look for certain areas of knowledge. The faculty endeavors to create experiences that foster interaction at the edges of the discipline and works to hone judgment in increasingly complex situations.

The architecture program is dedicated to developing responsible, professional architects committed to the improvement of the quality of life, the enhancement of the physical environment, and protection of the public welfare through the design of the built environment. Project based learning activities are utilized heavily throughout the curriculum. Problem definition, clarification and solution is present in the full spectrum of activities and assignments in the program. Required design studios exist in every semester of the full program. Professional values include reality, reason, independent thinking, productivity, honesty, integrity, justice, pride, self-esteem, teamwork/ mutual supportiveness.

The College focuses its activities through the interrelationship of learning, research, and community service. Education, research, and public service are perceived as independent missions that support each other. Students learn through examination of new areas of knowledge in architecture and its allied arts and sciences both to discover new insights and to acquire techniques of better practice through intellectual discipline. Faculty research and creative practice increases the faculty members’ ability to teach while student and faculty community service assists the community’s development and acts as a vehicle for learning and adapting to change. The College seeks to develop the maturity of the individual student toward a fully self-confident, creative, imaginative, intellectually disciplined, and educated person.

The creative design process is the intellectual basis for the discipline of architecture and, therefore, the distinguishing feature of the profession. Recently the profession has shown particular concern for development, programming, historic preservation, energy design, etc. It is clear that both the need and value of creative design, the basic architectural discipline, have broadened. The College believes that it is imperative to focus on design as the synthesizer of architecture to assure that students will have the knowledge, skills, and judgment to successfully deal with the ever changing profession. The College intends to develop self-motivated, self-reliant graduates able to adapt to changing circumstances and able to become community leaders.

Information on careers begins with “Academic Discovery Days” offered for high school students and continues with admissions advising sessions called Destination Kent State (DKS) for those students choosing Kent State. The Architecture Program is a consistent program, most students are on a track to complete the program in a relatively lockstep manner, although there are choices, the timing of required coursework is crucial. Students are made aware of this from the beginning in the First Year Experience (FYE) coursework. Academic advising is provided by the Office of Advising and Academic Services (OAAS) located in 202C Taylor Hall, near the CAED offices , two academic advisors serve the Architecture Program by alphabet. The Architecture Program Director, assisted by Program Staff, aids OAAS in academic advising. In addition to the DKS advising meetings, first year students are professionally advised by the First Year Experience Coordinator who also assists OAAS in their academic advising efforts with this cohort. Second year, upper division and graduate students are professionally advised by the Program Director, the IDP Coordinator and the faculty. Faculty are encouraged to provide professional advising both in and out of studios. The University adopted a new advising system called the Graduation Planning System (GPS). This system allows students and academic advisors the opportunity to plan each term well in advance as a student prepares for timely graduation. The system will tell a student if they are “on track” based upon their plan to graduate. The system is simple to use and involves the student in a way that makes the academic advising process one with a great deal of clarity.

While many of the courses are offered only in a particular sequence, the Kent Core, general electives and even architectural electives provide the opportunity for students to tailor their education. Additionally, the

Honors College experience and the array of minors available to students are opportunities often pursued by architecture students, especially those who arrive at the University with a significant amount of college credit. The undergraduate Bachelor of Science degree offers 46 liberal education and non-architecture credits (36%), while the Master of Architecture degree program offers 21 credits (48%) of courses as concentration electives and a required capstone summer studio.

The elective Florence program introduces students to cultural diversity, Italian language and regional culture, Italian faculty, European perspectives, and international professional opportunities. Students have the opportunity to participate in studies in Florence, Italy, both in the spring of the third year and fall of the graduate year.

The Architecture Program adheres to this perspective. As we move through a process of revisiting our Learning (Studio) Culture Policy and student handbook the Program seeks to reinforce the benefits of the broader university to our majors and to encourage students to assume responsibility for their education.

I.1.3.3 Architectural Education and the Regulatory Environment.

The Architecture curriculum provides a comprehensive, integrated understanding of knowledge and skills required to protect the health, safety and welfare of the public. The combined Bachelor of Science in Architecture and Master of Architecture includes eleven studios, two courses in methods and materials, three courses in structures, two courses in environmental technologies, computer coursework including building simulation, five semesters of art and architectural history, four professional practice courses and an array of technical, theoretical and historical electives. The importance of Registration is reinforced throughout the program.

Jack Hawk, AIA is the IDP Coordinator at Kent State University. In each of the last two years he has attended the IDP Coordinator's Conference. Jack is a former AIA Akron Chapter and AIA Ohio President, his contribution to the professional awareness of the students has been significant since he assumed the role. IDP has, for many years, been covered in detail in the Methods and Materials coursework and is also discussed at the First Friday/Wednesday meeting each academic year. As the Bachelor of Science is the pre-professional degree this information is part of the required coursework. The discussion of practice is an integral component of the curriculum.

The importance of architectural registration has been underscored by these economic times. Throughout the 1990s and early 2000s the need to be registered was made less important by an abundance of jobs in firms where supervisors asked for more time to complete large volumes of work and by the security of the stamp of superiors in the firm. With the economic downturn, the loss of work forced many to seek licensure to offer independent services.

Kent alumni have been extraordinarily successful in becoming Registered Architects. The table of pass rates reflects nearly ten years of exceeding national norms which continues a lengthy history. In 2009, Kent State ranked in the top 20 in pass rates in 7 of the 9 registration exams, according to Design Intelligence. No other program ranked in the top 20 in as many exams. As rules regarding eligibility for the ARE change to allow examination immediately upon graduation, the more the ARE is becoming an indicator of the basic competencies of licensure as presented by the academy. Please find A.R.E. Pass Rates Table I.1.3.3-A in this section.

The Architecture Program adheres to this perspective. Professor Hawk has implemented a requirement that all fourth year students enroll in IDP, this requirement is found in the ARCH 40402 syllabus in Appendix A. Additionally, see the notes at the close of section I.1.3.4 regarding the ARE and the role registration holds for alumni and the program.

I.1.3.4 Architectural Education and the Profession.

Thought resides in things, however, things as we experience them are founded in our particular point of view. The thing has a perceptual basis inextricably tied to a cultural and physiological or human perspective. Our thoughts about architecture are framed by experiences of the world around us. These experiences are not necessarily objective, however, the world around us is imbued with the factual and with the lives of others. This factual world of physical and cultural situation is the basis for creativity. Seeing in new ways, honestly, without blinders, without any denial of responsibilities, is our most challenging and most rewarding work. This sensitivity to the world allows us access to a basis for the formation of real expectations of the world and the work before us. We develop ourselves through our particular response to situations in which we are placed. Creativity is a measure of ability to adapt to a situation while remaining open to what the work draws forth from us. Reality is the philosophical basis of the Architecture Program's relationship with the Profession.

I.1.3.3-A A.R.E. 3.1 Pass Rate Table		2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Pre-Design	National	76%	77%	77%	75%	76%	78%	79%	80%	71%	
	KSU	92%	92%	95%	89%	96%	100%	90%	87%		
General Structures	National	76	77	73	73	75	75	76	74	71	
	KSU	100	91	88	66	79	100	88	77		
Lateral Forces	National	90	93	92	77	76	75	79	77	71	
	KSU	100	100	100	85	81	86	88	83		
Mechanical/Electrical Systems	National	73	74	74	67	68	70	69	68	60	
	KSU	82	89	93	82	90	83	84	73		
Material and Methods	National	90	88	86	76	77	77	79	80	78	
	KSU	100	95	90	84	96	56	97	95		
Construction Documents & Services	National	86	86	85	79	77	77	77	77	77	
	KSU	97	97	96	89	93	80	90	86		
Site Planning	National	64	68	70	71	73	66	66	68	67	
	KSU	74	76	75	68	72	75	76	none		
Building Planning	National	62	68	68	64	63	68	65	70	70	
	KSU	56	76	76	53	81	76	63	none		
Building Technology	National	67	67	65	63	66	67	69	69	63	
	KSU	83	73	75	64	65	63	85	none		
A.R.E. 4.0 Pass Rate Table											
Programming Planning & Practice	National								49%	56%	62%
	KSU								62%	50%	
Site Planning & Design	National								59	65	76
	KSU								100	79	
Building Design & Construction Systems	National								47	57	63
	KSU										

	KSU	75	74	
Structural Systems	National	57	64	66
	KSU	50	73	
Building Systems	National	59	66	65
	KSU	67	77	
Construction Documents & Services	National	56	59	63
	KSU	83	76	
Schematic Design	National	65	71	74
	KSU	100	75	

The Architecture curriculum is founded in a tradition that our students will contribute, significantly, to the profession of architecture nationally and globally. The curriculum involves the most serious and integrated approaches to the study of architecture. The professional practice curriculum is integral to the development of a well rounded professional dedicated not only to design quality, but to the health of the discipline moving forward. The professional practice curriculum is designed to “stimulate students to learn to reconcile the conflicts between architect’s obligations to their clients, the public, and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.”

Kent State is located centrally in the Cleveland, Akron, Canton, Warren, and Youngstown metropolitan region populated by four and a half million people. This offers students a rich variety of professional practice activity in which to explore and participate. Four AIA and two CSI chapters are located in the region. The College has a long history of public service/outreach activities both through studio projects and through its Urban Design Center. For the past 30 years, Kent design studios have been instrumental in the revitalization of Cleveland’s Playhouse Square, The Flats entertainment district, Warehouse District and the Mid-Town Corridor between Public Square and University Circle. The North Coast Development Corporation and former Senator and Ohio Governor George Voinovich declared the Architecture Program’s inner harbor proposal to be the catalyst for over \$1 billion dollars of new development in Cleveland.

Perspective on global diversity and capacity to work with the public and clients are reinforced through the study abroad program and the selection of projects within studios. The international faculty also have a significant role in the way by which Architecture students respond to diverse settings.

Efforts are ongoing to disseminate the work of faculty and students in the form of newsletters and publications. CAED hosts lectures each year open to the public, commonly with support from local AIA chapters and Construction Specifications Institute (CSI) chapters.

In a typical term, at least 50 Architects, alumni and friends participate in juries. Colleagues from other institutions are brought to Kent each term to participate in these reviews as well. Our public reviews begin in the second year. Professionals are commonly asked to participate in design charrettes with the Cleveland Urban Design Collaborative. Professionals from Pittsburgh to northwest Ohio and as far away as California and Arizona contribute as part-time faculty members.

Each year AIAS sponsors career days in which firms are invited to the Kent Campus to meet with students, present the work of their firm and to make contacts for job interviews. Firms now request meetings with our fourth year and graduate students to ask them to apply for positions. Faculty members and program administrators are contacted frequently by firms throughout the country to send them our

graduates. Kent students are looked upon favorably in firms because they understand architectural theory, design, systems and the construction of buildings, thus contribute immediately to the practice.

Architecture alumni contribute significantly to the health of the profession in the region. Alumni are in leadership roles throughout AIA Ohio and local AIA chapters in Ohio, Pennsylvania and New York. Kent architecture alumni are on zoning and planning boards throughout the region and are responsible for the development and ongoing success of the Cleveland Competition.

The program adheres to this perspective. For clarification, the CAED has developed a career fair that occurs each February. In the third year of the event, 2014, 43 participating firms from New Haven, CT to Los Angeles, CA sent representatives to meet our students in person. AIA no longer coordinates the event, the CAED does. The Architecture Program at Kent State University accounts for 38% of the Registered Architects in the State of Ohio and that we have principals in 23 of the 25 largest firms in N.E. Ohio. Kent Alumni ARE Pass Rates are 8% above the national average.

I.1.3.5 Architectural Education and the Public Good.

In the current climate of economic turmoil, how do we prepare students to be concerned for their situation and the situation of others and not hyper-focused on their economic condition or on ever increasing distraction and interruption permeating life in 2011? Students come to the University believing their character is fully formed, but they have a great deal to learn. Life in a new situation is a test of character. A university education is a test of character. Upon entry to university life, everyday decisions become a definition of character.

Our First Year Experience (FYE) course is designed to introduce students to the many facets of the University. The FYE affords a peer mentoring opportunity for upper division students and the benefit of the guidance of advisors and faculty to the new student. The concept of *parentum in locus* is found in the attitudes and actions of the administration, staff and faculty. Faculty and staff do their best to look out for the interests of their students and the learning experience. Meanwhile, Architecture students at Kent are expected to do many things for themselves, find answers to their questions, be self-motivated and to execute.

Architecture programs function as a test of perseverance, commitment and will. They can also become competitive, hard environments. The CAED is committed to developing an ethos of empathy among our students. We select projects that often ask our students to consider the fortunate circumstances in which they find themselves while being aware of the misfortunes of others. We often select projects that contribute to non-profit entities or to the University. In studios, we often ask students to work together or to contribute information to one another. In the Integrated Design Competition project, the nature of professionalism, of collegiality, is given priority over direct competition. Students must share information and trust their colleagues' efforts. They must be open, assuring colleagues the benefit of a common basis of information. In all things computing there is a constant need to share techniques and information.

Kent State University architecture students develop an understanding of their responsibilities to a global society, awareness of differing cultural values, diminishing natural resources, heterogeneous political structures, and diverse clients and users. Coursework is intent upon making students aware of the impacts of the discipline, both positive and negative. Through the eleven semester design studio sequence, history/theory sequence, technical sequences, and Kent Core, students are exposed to a range of social, cultural, and environmental factors that influence our built environment. A positive attitude toward the architect's social responsibility is fostered through focused coursework in urban design, sustainable design, leadership and ethics, contract and planning law, and responsible management of architectural practice.

Civic engagement is nurtured through upper level studio public service projects which often operate with client influence. The College has had a real impact on the region through these projects and through the Urban Design Center (UDC), the College's outreach arm. The Cleveland Urban Design Collaborative (CUDC) is an extension of this engagement with communities through urban design service. The CAED recently appointed a new Coordinator of Outreach and Service at the Kent Campus. The responsibilities of this position are to develop existing and new relationships with those for whom the students and faculty may be of service.

The program adheres to this perspective. For clarification, the Coordinator of Outreach and Service is no longer a separate position, it has been integrated with the roles of the Associate Dean, Program Directors and faculty. Faculty coordinate existing and new relationships with the Program Director and the Associate Dean.

c. Long Range Planning

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- *Programs must describe how this section changed since the most recent APR was written and submitted*

Please find notes in red below on the program's progress on our Long Range Plan.

I.1.4 LONG RANGE PLANNING

Kent State University and the College of Architecture and Environmental Design approaches long range planning as a continuous process which evolves in response to external and internal influences on the Institution as well as the College. Changing societal needs, professional practice standards, technologies, design theory and financial capability are significant factors in influencing this need for change.

President Lester Lefton has established an Excellence Agenda for guiding long-range planning: <http://www.kent.edu/excellenceagenda/upload/full-president-s-strategic-plan-6-29-2010.pdf>

The document focuses on the University's six strategic goals:

- I. Ensuring Student Success
- II. Enhancing Academic Excellence and Innovation
- III. Expanding Breakthrough Research and Creative Endeavors
- IV. Engaging with the World Beyond Our Campuses
- V. Securing Our Financial Future
- VI. Developing and Recognizing Our People

As stated in the mission section of this report, the goals and planning of the Architecture Program align with those of this University strategy map. Specifically, the historic view of the architecture program has been and continues to be oriented toward professional practice, however practice by graduates has expanded from Northeast Ohio to spanning the globe, and the project orientation has moved from only buildings to how those buildings have impact on neighborhoods, cities, and regions. Thus, long range planning for the Architecture Program has been integrated into the overall perspective of the College of Architecture and Environmental Design and its interwoven connections among urban design (existing), landscape architecture (planned), architectural research (planned), post-professional study (existing), interior design (existing), and product design (envisioned).

The following sub-sections outline:

The evolving processes for planning.

The current implementation efforts affecting the architecture program.

The envisioned future.

The process utilized

With the arrival of a new Dean of the College in July 2010, a review of the future vision of the College began. The process used to establish direction is enumerated as follows:

1. The Dean met with each full time faculty member individually to listen and gather input about direction for the future, current needs and the strengths of the Program.
2. Discussions with the College Advisory Committee, faculty elected by the faculty, were held in July and August 2010 (See CAC Agendas attached (Exhibits 1-3)).
3. In August 2010, the College held a full day retreat attended by 54 faculty, staff and administrators. Approximately four hours of that retreat were dedicated to the Planning Process, including an overview of the Programs from the Dean's perspective, a discussion with the Provost to obtain his feedback from faculty questions, the presentation of a curricular plan (See CAED Vision 2015 in I.1.1), and breakout sessions, where small groups provided written feedback and suggestions.
4. The Dean met and continues to meet with students on a monthly basis during the course of the academic year (See Exhibit 4), in open discussion to review College plans and receive feedback.
5. Beginning with the Spring Semester 2011, Wednesdays from 1:00 PM to 3:00 PM have been scheduled for meetings, with no CAED classes or studios in conflict. They were set aside with the following foci:
 - a. First Wednesday Program Meetings
 - b. Second Wednesday Committee Meetings
 - c. Third Wednesday College Advisory Board Meetings
 - d. Fourth Wednesday Faculty Meetings (See Exhibit 5)These meetings are used to gain consensus on planning issues and define the procedures and policies necessary to implement plans.
6. A College committee structure was re-implemented in the Fall of 2007, after it had been eliminated by a previous Dean. This structure was expanded in the Fall of 2010 with specific charges to each committee, many of which relate to the strategic planning process, to facilitate the implementation methodologies and to provide ongoing planning and discourse (See the Committee Structure and Appointments documents included in Section I.2.2).
7. Faculty review surveys are completed under the guidance of monitors, without faculty present, at the conclusion of each semester. The surveys are electronically recorded and then evaluated by College administrative staff. (See Exhibit 6).
8. The College, on a three year cycle, distributes alumni surveys. The most recent survey has been distributed in August 2011 (See Exhibit 7). Results have not yet been received and tabulated.
9. Annually the University distributes an alumni survey per College and shares the results to the various programs (See Exhibit 8). The results of these surveys, Items 7, 8 and 9, are shared with the faculty.
10. As a long-range planning tool and monitoring system the University utilizes the Academic Quality Improvement Program (AQIP). The College participates in this system as a planning tool. (See Section 1.1.5 Self Assessment Procedures for more detailed information.)

The process and methodologies continue to evolve as transformations occur within the Program, new faculty are added and greater integration occurs with the University.

Current implementation efforts and a new future

As a direct result of the envisioning and planning process, numerous implementation efforts are underway. The abbreviations prior to each item reflect the Five Perspectives to which they relate. AC=Academic Community; S=Students; RE=Regulatory Environment; P=Profession; PG=Public Good. These include but are not limited to:

1. (AC, S, P, PG, RE) Establishment of specific charges to the faculty committees (See the Committee Structure and Appointments documents included in Section I.1.1).
Executed annually.
2. (AC, S, P) Establishment and design of the First Year Core Curriculum to be implemented across programs in the Fall of 2012.
Complete. Now reviewing for successes and opportunities.
3. (S, P) Planned establishment (we still require approval of the Ohio Board of Regents) of the Master of Science (architectural research) Degree in the Fall of 2012.
Complete. Degree matriculated first cohort of students in Fall 2014.
4. (AC, S, RE, P, PG) Preliminary planning for the Master of Landscape Architecture Degree in the Fall of 2014.
Complete. Degree matriculated first cohort of students in Fall 2014.
5. (S, P,) A rework of the Interior Design and Architectural Studies curricula.
Complete.
6. (AC, P, PG) Separation of the Architectural Studies Program from the Architecture Program, allowing Architecture to concentrate on the Professional focus, and Architectural Studies to concentrate on pre-professional education.
Complete. Architectural Studies Coordinator appointed.
7. (AC, S, RE, P, PG) Restructuring of the College administration to better define roles and thus provide clarity to faculty, staff and students. This primarily involves the granted approval to hire an Associate Dean, and the establishment of three Program Directors for Architecture, Interior Design and Architectural Studies.
New Associate Dean hired July 1 2013. Program Directors for Architecture and Interior Design remain in place without the additional Interim Associate Dean roles and a Coordinator level position for the Architectural Studies program was established.
8. (AC, S, PG) Addition of the position of Outreach and Service Coordinator responsible for recruitment efforts of minorities, relationships with organizations such as Upward Bound and ACE, and coordination of public service efforts of both faculty and students.
This position was established and filled, then the faculty member in the role was not reappointed to the faculty in 2014. These roles were taken on by the Associate Dean who is capably handling them.
9. (S, P, RE, PG) Focusing of the Architecture Program at the Bachelor of Science level to develop professional skills integrated with a liberal education, and at the Masters of Architecture level to infuse passion and motivation to serve society through architecture, developing an individual's perspective on such a role.
The Architecture Program faculty is in a process of curricular review. A graduate level workshop has been initiated now entering its fourth year that provides opportunity for students to develop long range plans for their careers and lives and to generate action plans to move them forward.
10. (AC, P) Establishment of regular meeting schedules within the Program.
This has been established.

11. (AC, S, P) Development of a hiring plan for the near future:

- a. Associate Dean **Complete.**
- b. Landscape architect/researcher TT/NTT **Complete.**
- c. Permanent graduate and international secretary **Complete.**
- d. Architectural researcher TT **Complete.**
- e. Architectural faculty TT **Complete.**
- f. Architectural faculty NTT **Complete.**

12. (AC, S) Establishment of an income goal from contracts and research of \$350,000 in Academic Year 2012. 2011 goal was \$200,000, actual attainment was \$216,500.

On track to exceed this goal in 2014.

13. (AC, P, PG) Revitalization of the College Advisory Board through additions to membership, a more vital agenda, involvement in planning and implementation, fund raising, and outreach to the community (See Exhibit 9).

While an ongoing process, this has been implemented.

14. (AC, S) Development of Intersession Programs (between Spring and Summer sessions) oriented to assist students in both their professional development and their ability to function in the global environment. 2011 offered a design oriented tour to London, Glasgow and Edinburgh (See Exhibit 10). The 2012 program focuses on sketching as a means to understand urban design concepts and will be centered in Italy (See Exhibit 11).

A procedure for faculty to propose faculty-led international intersession programs has been implemented. Proposals have been entered in each year since the visiting team came. Only the 2012 program has made enrollment minimums.

15. (S, P, PG) Establishment of on-line courses in Professional Practice, Survey of Architecture, and Interior Design Technologies with the intent of creating a collection of courses for future professional continuing education.

A professional practice course is offered each year online and Interior Design has moved on changing certain courses to an online experience. After initial planning, it was determined that the Understanding Architecture course will not be moved to online status.

16. (S, P) Creation of a dedicated graduate area on the fourth floor of Taylor Hall to distinguish the program facilities from those of the undergraduate studios.

Complete.

17. (AC, S, PG) Establishment of an Architectural Studies minor for Fall 2011, and beginning in the Fall of 2012, two new minors in Architectural History and Architectural Preservation.

Complete.

d. Program Self Assessment

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- ***Programs must describe how this section changed since the most recent APR was written and submitted***

The policies and procedures herein remain in valid and consistent. With the new university president's hire a refinement of the mission is expected along with a strategic planning process. The Program underwent an internal and external review process in 2012-2013 consistent with the process described below. The outcomes of that review and the NAAB review of 2012 have been integrated in our long range planning as will any university-wide strategic planning process. The CAED has been active in establishing new programs and the process of self-assessment is a

high priority as we work to evaluate the successes and opportunities that each of these tactical changes present.

I.1.5 SELF-ASSESSMENT PROCEDURES:

I.1.5.1 *A description of the school's self-assessment process, specifically with regard to ongoing evaluation of the program's mission statement, its multi-year objectives and how it relates to the five perspectives.*

The Architecture Program's self assessment takes place at several levels and through both informal and formal processes. Informal discussions are the result of a faculty approach to improving program objectives which includes open participation in the Architecture Program Committee (undergraduate and graduate professional curriculum), Graduate and International Studies Committees, faculty meetings, Ad Hoc and/or auxiliary committees where program quality is discussed. The studio year level coordinators are at the center of the year to year alterations to studio courses focused on improvement of the student learning experience.

KSU mandates student evaluations of each course each semester. These evaluations are required documentation of excellence for reappointment, tenure, promotion, and merit. Assessment of coursework is conducted in the context of Kent State University accrediting using the Academic Quality Improvement Program (AQIP) methodology described in Section I.1.5.3.

In 2010, Kent State University adopted a new Strategic Map. This resulted in significant resources being dedicated to envisioning the future of the CAED and the programs therein. The timing of the Strategic Map coincided with the hire of a new Dean of CAED and the appointment of a new Architecture Program Coordinator/Interim Associate Dean and the appointment of a new Graduate Coordinator. The past two years have been focused on the development of our relationships, building on the strengths of the core Architectural Program.

Each of the College level curricular developments relate to the five perspectives, but most importantly extend the reach of the CAED and the Architecture Program. The challenge of this program for many years has been that of visibility, as it relates to engaging the broader University and as it relates to the international design community. These initiatives, while not all centered upon Architecture, have the goal of increasing visibility and financial resources that will assist in the future health of the Architecture Program and the other professional programs of the CAED. The process described in Section I.1.4 has had significant weight in understanding faculty perspectives especially in their critique of the Program and developing a vision for the future of the Architecture Program and CAED.

- Development of a new CAED studio and lecture first year core shared among the majors of the CAED, Architecture, Interior Design and Architectural Studies.
- Faculty and Curriculum Committee discussions resulted in increased emphasis on non-western traditions which was added as a response to a condition not met in the last accreditation cycle.
- Development of a research based Master of Science in Environmental Design program to replace the Master of Architecture 32 with concentration in Post-Professional Studies.
- Development of a Minor in Architectural Studies
- Development of a Minor in Architectural History
- Development of a Minor in Preservation

- Redesign of existing graduate certificate programs in urban design and preservation.
- Work toward Graduate Certificate in Sustainable Design.

I.1.5.2 *A description of the results of faculty, students', and graduates' assessments of the accredited degree program's curriculum and learning context as outlined in the five perspectives.*

Please see section I.1.5.1 which oversees internal assessments. Student survey and exit interviews with recent Master of Architecture graduates and alumni survey including content related to program quality assessment. Results will be made available in Team Room.

I.1.5.3 *Institutional requirements for self-assessment.*

Kent State University requires all units to implement a continuous assessment process called the Academic Quality Improvement Program (AQIP).

**Kent State University
Academic Quality Improvement Program
The Higher Learning Commission
North Central Association**

Introduction

In July 1999, NCA's Commission on Institutions of Higher Education (now The Higher Learning Commission) initiated an Academic Quality Improvement Program (AQIP), with support from the Pew Charitable Trusts of Philadelphia. The goal of these efforts is to design an innovative alternative to current re-accreditation, that:

- concentrates on the academic enterprise—particularly teaching and learning—and involves faculty more directly in all academic improvement processes;
- recognizes and celebrates institutional distinctiveness and outstanding achievements, thereby improving the prestige associated with re-accreditation;
- encourages all units of the university to support and collaborate in the academic enterprise;
- reduces, where possible, the intrusiveness, cost, and slow cycles of improvement associated with current accreditation, while replacing the current “one-size-fits-all” approach with one that can be tailored to respond to an institution’s distinctive needs and aspirations;
- provides The Higher Learning Commission member institutions with concrete feedback and practical support they can use to reach higher levels of performance and effectiveness in educating their students; and
- supplies the public with more understandable, useful information concerning the quality and value of accredited colleges and universities.

Kent State University has made a commitment to pursue the Academic Quality Improvement Program because of the potential to foster significant improvements over time, and because we will find more value in reaching our goals from this continuous accreditation process than from traditional ten-year cyclic process.

This initiative follows directly from the efforts that have resulted in the Kent State University Mission Statement, Strategic Plan, and Action Plans relating to the implementation of the Strategic Plan process.

The integration of mission statement to strategic plan, to objectives, to goals, and to action plans is seen as mutually reinforcing to the processes being developed by The Higher Learning Commission.

Kent State University's participation in this re-accreditation process provides the expectation that the University will systematically examine its critical values, the processes used to implement these values, and the evidence that the University is continuously increasing its effectiveness in educating students and accomplishing its key purposes. To facilitate this examination, The Higher Learning Commission specifies criteria that will guide the University as it examines how it manages and improves the processes that allow it to pursue its primary goals and strategic directions. The criteria help to focus attention on the university as a system of interrelated processes bound together by an overarching mission. Each criterion evaluates a cluster of processes, an institutional sub-system, with the intent of uncovering opportunities for growth and improvement.

The AQIP framework is a guide for university evaluation and continuous improvement. It embodies many concepts: theory, process, expectations, criteria, accreditation, committees, approach, deployment, results, and values. The framework processes focus attention on the structures that organize the university, the processes used by these structures to provide results of their activities, the needs of students and other constituencies that benefit from or contribute to the institution, and the ways performance is demonstrated. Such performance has two manifestations: (1) year-to-year improvement in key measures, especially student learning; and (2) demonstrated leadership relative to comparable organizations and/or to other appropriate benchmarks. Central and crucial to the success of this process is a well-conceived and well-executed assessment strategy, which includes clear ties to our multiple mission objectives, a strong focus on improvement, multiple assessment measures, and continuous feedback.

I.1.5.4 *A description of the manner in which results from self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions (e.g., reduced funding for state support institutions or enrollment mandates).*

Further development of CAED response to AQIP is evident in faculty efforts relating pedagogical objectives to learning outcomes assessment under the three domains:

- Cognitive Domain (ability to know)
- Affective Domain (ability to appreciate)
- Psychomotor Domain (ability to do)

This structure of assessment is incorporated into the "one page" course summaries included in APR Section IV.1. Ongoing self-assessment of programs and courses are evident in current initiatives of the CAED. The work of ad-hoc curriculum committees in addressing the long-term strategic goals of the College, found in Section I.1.5.1 of this report, are responses to program assessment in relation to the five perspectives and the long range strategic goals of the Program the CAED and the University. While the external pressures of funding are present, the more critical values of the Institution, College, Program and faculty are the motivating forces behind the curricular changes.

At the university level, our faculty is represented on the university wide "Assessment Committee" ACAA and faculty participated in the work of this committee as assigned readers of reports of other departments. Our faculty is also involved in national forums on assessment through participation in workshops.

5. Summary of Activities in Response to Changes in the NAAB Conditions (NOTE: This section is not required for programs submitting reports in 2013.)

The Architecture Program is in the process of making curricular adjustments that will respond to the new NAAB Conditions, the observations of the NAAB Visiting Team in 2012 and the internal/external program review process that took place in the spring of 2013 pursuant to University policy related to self study. This process began with conversations in program meetings in beginning in 2013 these conversations set a series of priorities for determining curricular alterations. This year the process is proceeding toward altering course requirements in certain topic areas and each faculty member is reviewing their existing course Basic Data Sheets and syllabi. We are engaged in a dialog that will result in changes that make sense given changing means and emphases that exist among a faculty that is transforming.

Changes thus far in the process include alteration to the foundation level studio sequence nomenclature and updates to content and the addition of a Design Thinking I and II course sequence in the first year. At this time, the program is reorganizing the history sequence and courses in light of the changes to the Conditions and the comments of the Team regarding electives which is described in Section 2.B.

The program is having conversations regarding moving forward on a three year type graduate Master of Architecture, that would replace the current post-undergraduate Bachelor of Science in Architecture that qualifies students for the Master of Architecture 44.

Supplemental Material

Instruction: Include the following as a list of individual URLs or provide instructions for accessing a web-based portal for review of the following

Please do not attach files to the interim report, rather identify URLs to websites or servers, or other mainstream technology currently employed by your program to capture and host files.

Supplementary materials for the Kent State IPR are found at www.dropbox.com in the following URL:

<https://www.dropbox.com/sh/9hzs8a1mxq6afym/AAAbDqd9HmiXbevviw1T3-rGa?dl=0>

Instructions for installing Dropbox may be found here: <https://www.dropbox.com/help/243>

1. Provide evidence that supports or demonstrates changes to the curriculum in response to not-met SPC (II.1).
Be sure to identify the changes/outcomes expected.
 - a. New/revised syllabi
 - b. Student work demonstrating the change
2. Provide evidence or supporting documentation/narrative that demonstrates changes in other aspects of the program made in response to other not-met Conditions (I.1-I.4 or II.2-II.4)
3. Provide information regarding changes in leadership or faculty membership. Identify the desired contribution to the program. (i.e. narrative biography or one-page CV)
4. Provide additional information that may be of interest to the team at the next accreditation visit.

Additional information regarding the types of files that may be submitted in support of the program's responses in Sections 2-5:

1. *Syllabi or course descriptions. These shall be presented in Word or Adobe PDF*
2. *Student work*
 - a. *Studio work shall be presented in digital form either 2D (PDF) or 3D (BIM) files. Reviewers must be able to review the files using zoom or pan techniques in order to review details. Further, the program is responsible for ensuring that the files can be reviewed in the same software used to create them. Instructors' comments and grades shall be visible or available. Students' identities may be removed in order to comply with FERPA.*
 - b. *Classroom work shall be presented in digital form (PDF) after grading. Instructors' comments and grades shall be visible. Students' identities may be removed in order to comply with FERPA.*
 - c. *Presentations or other oral projects shall be presented with both video clips of the presentation and copies of presentation materials (i.e. PowerPoint slides in PDF). Please limit video segments to 1 minute each.*