

# APR REVIEW FORM

University : **University of Seoul**

Date: **31 August 2006**

Team Chair : **Lee, Sang-Jun**



Korea Architectural Accrediting Board

# APR REVIEW FORM

1. Program Overview	Included	Included but more info. helpful	Not included: More info required.
1) History and Description of the Institution  (comment)	<u>X</u>	—	—
2) Institutional Mission	<u>X</u>	—	—
3) Program History	<u>X</u>	—	—
4) Program Mission	<u>X</u>	—	—
5) Progresses made for each mission statements	<u>X</u>	—	—

	Included	Included but more info. helpful	Not included: More info required.
6) Program Strategic Plan	<u>X</u>	—	—
<b>Would wish to explore this further on site</b>			
7) Progresses made for each provision of the strategic plan	<u>X</u>	—	—
8) Program Self-Assessment Process	<u>X</u>	—	—
9) Result of evaluations made by faculty, student, alumni on quality of the program and classes offered	—	<u>X</u>	—
<b>Reference is made to what appears to be a one-off exercise undertaken for the accreditation visit.</b>			
<b>We would wish to explore how the Department evaluates its architecture program, in the widest sense, on a regular basis.</b>			
10) Program strengths and future directions	—	<u>X</u>	—
<b>There is no specific section on these topics although reference is made in various parts of the text. We would like part of our discussions on site to focus on what the Department regards as its strengths and the direction it wishes to take in defining its academic and professional character.</b>			
11) Relevant supplemental information	<u>X</u>	—	—

2. Progress Since the Previous Site Visit	Included	Included but more info. helpful	Not included: More info required.
1) Summary of deficiencies pointed out from the previous site visit	<b>X</b>	—	—
2) Summary of the program responses to the listed deficiencies	<b>X</b>	—	—
3) Summary of the program responses to any changes to the KAAB Conditions made since the previous site visit	—	—	—
<b>Not applicable</b>			

### 3. Program Response to the KAAB Perspectives

1) Architecture Education and the Academic Context	<b>X</b>	—	—
2) Architecture Education and the Students	<b>X</b>	—	—

Included	Included but more info. helpful	Not included: More info required.
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3) Architecture Education and the Registration

X

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(comment)

4) Architecture Education and the Profession

X

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5) Architecture Education and the Society

X

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**4. Curriculum of the Professional Degree Program**

1) Description of degrees offered

X

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2) Curricular requirements for awarding professional degree including  
courses of general studies, professional studies, and electivesX

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	Included	Included but more info. helpful	Not included: More info required.
3) Outline of curricular schedule displaying courses or subject areas to be completed for the professional degree(s)  (comment)	<u>X</u>	—	—
4) Description of curricular goals of each academic year or level  <b>These are provided for each design studio and other courses but We couldn't find overall curricular goals of each academic year. This would be an area for discussion on site.</b>	—	<u>X</u>	—
5) Description of distinctions between design studies and lecture courses  <b>This is given but would wish to discuss how design studios and lecture courses are related.</b>	<u>X</u>	—	—
6) Supplemental curriculum which allows options of providing minor if there is any  <b>Electives and Special Programs are described.</b>	<u>X</u>	—	—
7) Statistic figure of student numbers of pass / failure / retake of each courses being offered	<u>X</u>	—	—

5. Student Performance Criteria	Included	Included but more info. helpful	Not included: More info required.
1) Description of the program’s strategic course distribution and their interrelationships in addressing SPC  (comment)	<u>X</u>	—	—
2) Addressing achievement of curricular goals through positioned courses  <b>SPC are identified against each course description.</b>	<u>X</u>	—	—
3) A graphic matrix that cross-references each required course with the performance criterion(a) it achieves.	<u>X</u>	—	—
<b>6. Student Information</b>			
1) General statistics and educational background of the students  <b>We couldn’t find a statistical analysis of student entry qualifications. This isn’t critical at this time although it would be helpful to have this information on site. General information is given on entry requirements. Numbers of students enrolled on courses are given.</b>	—	<u>X</u>	
2) Characteristics of the program entering students that are pertinent to the uniqueness of the program  <b>General information is provided about the general nature of students entering the program and the fact that although they are assessed in math there is no way of diagnosing potential creative ability. There is no requirement to provide a portfolio of artwork for instance.</b>	—	<u>X</u>	

	Included	Included but more info. helpful	Not included: More info required.
3) Faculty vs. student ratio with its turn out basis	<u>X</u>	—	—
4) The ratio of application vs. regular or transfer admission, statistic for student attendance vs. program capacity, general time length required for graduation and etc.	—	<u>X</u>	—
<b>Most of this is provided although the reviewer couldn't find a proper sequential cohort analysis of student progress.</b>			
5) Description of whether the program has distributed student with information booklet concerning professional accreditation process	—	<u>X</u>	—
<b>Clarification would be appreciated.</b>			
6) Student services including academic / personal / career advising, student progress evaluation, announcement of internship opportunity	<u>X</u>	—	—
7) Evidences of offering students with opportunities to participate field trips and other off-campus activities	<u>X</u>	—	—

	Included	Included but more info. helpful	Not included: More info required.
8) Evidences of offering students with opportunities to participate in-campus student activities governed by their own  (comment)	<u>X</u>	—	—
9) The criteria for regular / transfer admissions and their relationship between the objectives of the program	<u>X</u>	—	—
10) Total figures of enrollments semester / level, the seating capacity of each level, transfer enrollment, pass / failed students	<u>X</u>	—	—

**7. Human Resources**

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1) Total figure of design studio enrollments	<u>X</u>	—	—
2) List of class hours and hours count for tutors per credit hours of design studio classes		<u>X</u>	—

**A general statement of faculty contact hours is provided as well as course descriptions showing the details of who teaches what. However, We didn't see a summary list.**

	Included	Included but more info. helpful	Not included: More info required.
3) Teaching load required for full time faculty members  (comment)	<u>X</u>	—	—
4) Faculty composition for the program	<u>X</u>	—	—
5) Visiting lecturers (design studios and lectures, invitational lecture, invitational critics)	<u>X</u>	—	—
6) Technical and administrative staff, support staff  <b>Numbers and roles are listed. However there seems to be a university-wide problem in that there is no allowance for personnel appointments in the annual budget for technical and administrative support. Half time TAs and recent graduates are employed. The visiting team needs to take this up with the university. We need more information about what the Department really needs and current costs.</b>	<u>X</u>	—	—

## 8. Physical Resources

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1) Design studio	<u>X</u>	—	—
2) Individual work space and a locker for each student  <b>Individual work spaces are now provided; not sure whether lockers are provided.</b>	—	<b>X</b>	—

	Included	Included but more info. helpful	Not included: More info required.
3) Library	<u>X</u>	—	—
4) Project review / Gallery space	<u>X</u>	—	—
5) Lecture rooms	<u>X</u>	—	—
6) Faculty offices	<u>X</u>	—	—
7) Computer facilities	<u>X</u>	—	—
8) Model workshop	<u>X</u>	—	—

	Included	Included but more info. helpful	Not included: More info required.
9) Photographic lab	<u>X</u>	—	—
<b>A dark room is mentioned.</b>			
10) Storage room(s) housing possible student work samples and equipments / materials for classes	—	<u>X</u>	—
<b>Not mentioned specifically.</b>			
11) Department office and student service support space	<u>X</u>	—	—

### 9. Information Resources

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1) List of libraries and the types that are available for students	<u>X</u>	—	—
2) Total volume of books and periodicals for each library	<u>X</u>	—	—
3) Total figure of visual materials and other types of information resources	<u>X</u>	—	—

**Non book resources are quantified. There is an extensive digital library.**

	Included	Included but more info. helpful	Not included: More info required.
4) Current condition of personnel support for each library in detail	<u>X</u>	—	—
<b>Library personnel are quantified. No qualitative comment is given.</b>			
5) List of methods for information search at all listed libraries	—	<u>X</u>	—
<b>We couldn't find reference to this although adequate information about the library is provided at this stage.</b>			
6) Budgeting strategy for continual increase of information resources for all listed libraries	—	<u>X</u>	—
<b>An historical overall university library budget is provided as well as that for the Architecture Reading Room but there doesn't appear to be an explanation of a budgeting strategy for information resources.</b>			

**10. Financial Resources**

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1) Budget of the program, endowments, scholarships, and etc.	<u>X</u>	—	—
2) Data comparison on annual expenditures per undergraduate and graduate student relative to the other relevant programs in the institution.	—	<u>X</u>	—
<b>Historical data are given in terms of the architecture budget as a percentage of the university budget but not shown as expenditure per student compared to other academic programs.</b>			

11. Research Development	Included	Included but more info. helpful	Not included: More info required.
1) List of projects receiving research grants	<u>X</u>	___	___
<b>A global figure is given for research income with a description of research activities. The visiting team might wish to explore how research activity is organized and nourished.</b>			
2) Description of relationships between the outcome of the research activities and curriculum	<u>X</u>	___	___
<b>Four areas of research activity are linked to the ten design studios.</b>			
3) Relevance between the research projects and the program educational goals	<u>X</u>	___	___
<b>12. Supplemental Information</b>			
1) The program criteria for admitting transfer students	<u>X</u>	___	___
2) Internal regulatory guidelines or regulations for the operation of the program	<u>X</u>	___	___

	Included	Included but more info. helpful	Not included: More info required.
3) Class syllabus  (comment)	<u>X</u>	—	—
4) Faculty resumes	<u>X</u>	—	—
5) Annual statistics pertinent to the program operation  Not given as a single source but a great deal of data has been provided.	<u>X</u>		—
6) Catalogues or information booklet for the program	<u>X</u>	—	—
7) Other applicable supplemental information	<u>X</u>	—	—

**Recommendation**

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- Accept the APR and conduct the visit
- Accept the APR, conduct the visit, and request additional information during the visit on the following sections: 1.10, 4.4, 6.1, 6.2, 6.4, 7.2, 8.2, 8.10, 9.5, 9.6, 10.2 (or given references to where this is to be found in the documentation); if this is available prior to the visit it would be appreciated; if not during the visit will be acceptable.**
- Require additional information on section(s) \_\_\_\_\_  
to be submitted by September 00th for review by the KAAB and conduct the visit if the information is acceptable
- Reject the APR and require a new submittal by September 00th of an acceptable APR prior to scheduling a visit

Signature: **Lee, Sang-Jun**



Date **1 September, 2006**