

Louisiana State University

Visiting Team Report

B. Arch (162 undergraduate credit hours)

M. Arch (90 undergraduate credit hours plus 78 graduate credit hours)

The National Architectural Accrediting Board
6 February 2013

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

Table of Contents

<u>Section</u>	<u>Page</u>
I Summary of Team Findings	
1 Team Comments	1
2 Conditions Not Met	1
3 Causes of Concern	2
4 Progress Since the Previous Site Visit	3
II Compliance with the 2009 Conditions for Accreditation	
1 Institutional Support and Commitment to Continuous Improvement	7
2 Educational Outcomes and Curriculum	17
III Appendices:	
1 Program Information	35
2 Conditions Met with Distinction	36
3 Visiting Team	37
IV Report Signatures	38
V Confidential Recommendation and Signatures	39

I. **Summary of Team Findings**

1. **Team Comments & Visit Summary**

The team thanks the Louisiana State University (LSU) School of Architecture and the College of Art and Design for its hospitality, cooperation and interaction provided by the college's administration, faculty, staff and students.

Students were excited about their professors and staff. It is evident that students are engaged and creative. Studio assignments appear to be challenging, requiring a great deal of critical thinking and research skill: basic requirements for future leaders. We observed a strong work ethic in the students and a high level of maturity. We also are impressed with the number of students involved in AIAS and NOMAS, and the large number who have already opened IDP records with NCARB.

There appears to be a high level of collaboration throughout the learning environment. We also perceived there to be a collegial environment throughout the school.

The school and students have been increasingly involved in community and outreach projects, and the Envision daBerry effort in New Iberia is a wonderful example of outreach and community involvement. (<http://www.youtube.com/watch?v=IWk88A3pSSE>)

We also are impressed with the "Communications across Curriculum ("CxC") program throughout the LSU campus, which includes the architectural program. This program, which we understand is unique to LSU, provides students with additional support in developing their communication skills, including graphic, oral, written and IT methods, and will be invaluable as the students grow into leadership roles whether in their profession or in their community.

There is a clear direction being set with a new but cohesive team. The school has replaced retiring and departing faculty with six new hires since the last visit, in spite of significant budgetary constraints. The team would like to mention the unique dedication of the administrative staff to the students and faculty in the program, including staff involvement in student organizations such as NOMAS.

Collaboration with other disciplines on campus was evident through the Coastal Sustainability Studio ("CSS"), an interdisciplinary research initiative that includes, among others, the Schools of Landscape Architecture, Coast and Environment, and Engineering. There are also new initiatives to develop interdisciplinary curricular links with the School of Landscape Architecture and to engage University-wide undergraduate research programming.

The CSS Studio is to be commended and is certainly a highlight of the program's initiative to collaborate with other disciplines. However, the number of architecture students who engage with the program and/or studio is small, and the school is encouraged to investigate additional inter-disciplinary project opportunities, especially given the proximity to the Interior Design Department, as well as the School of Art. The team was encouraged by comments by the new dean suggesting the investigation of a shared foundation year among schools in the College of Art and Design that holds potential for future multi-disciplinary interactions.

2. **Criterion Not Met**

- A.10 Cultural Diversity (M. Arch. only)
- B.1 Pre-design (B. Arch. and M. Arch.)
- B.4 Site Design (B. Arch. and M. Arch.)
- C.3 Client Role in Architecture (M. Arch. only)
- C.9 Community and Social Responsibility (M. Arch. only)

3. **Causes of Concern**

- A.9 Historical Traditions and Global Culture (B. Arch. and M. Arch.)
- A.10 Cultural Diversity (B. Arch. only)
- B.2 Accessibility (B. Arch. and M. Arch.) - *Sensory*
- B.6 Comprehensive Design (B. Arch. and M. Arch.) - *Site Design*
- B.7 Financial Considerations (B. Arch. and M. Arch.) - *Life-Cycle Costing*
- B.10 Building Services Systems (B. Arch. and M. Arch.) - *Security*
- C.3 Client Role in Architecture (B. Arch. only)

Specific Comments on Causes of Concern:

1.1.3 A Response to the five perspectives- Architectural education and the academic community.

There is some concern that the graduate program does not offer sufficient room for elective coursework for students to develop areas of concentration or research interest. There does seem to be discussion within the Curriculum Committee to rectify this situation.

A9 & A10 Historical Traditions and Global Culture & Cultural Diversity

Attention to global cultures and cultural diversity is focused in the history sequence, ARCH 3005, 3006, 4007. Although ARCH 3005, History of Architecture I (Ancient to Medieval) provides lectures and required assignments in non-Western traditions, ARCH3006 (Renaissance to Modern) covers only Western traditions. The most recent iteration (Spring 2012) of ARCH 4007 (The Contemporary: 1968 to the Present) is a comprehensive course in contemporary theory, and does not address contemporary issues of globalization or urbanization, or other topics that might be construed under the "Global Cultures" definition of the SPC, nor do older versions of the course organized around building typologies. The concern is that an understanding of Global Culture is left to historic periods and not extended into the present.

At the undergraduate level, there is some attention to issues of diversity in evidence in the ARCH 4001, Community Outreach Studio. The graduate program does not offer a similar course. The APR and Matrix suggest that Cultural Diversity are addressed only in a history sequence.

B2 Accessibility

No evidence of understanding or ability could be found for sensory or cognitive disabilities in the design projects and back up collateral including bound books (7006), analysis diagrams (5001) and the ARCH 3008-Building Service Systems course.

B6 Comprehensive Design

The assigned studio projects do not allow an opportunity to show a great deal of site design. Student work shows little understanding or application of skills related to responding to soil, watershed or topography.

B7 Financial Considerations

The team could find little, if any evidence that life-cycle cost accounting was included in material covering the understanding of cost estimating.

B11 Building Services Systems Integration

The team could find no evidence of material covering an understanding of concepts of building security and security systems.

C3 Client Role in Architecture

The student understanding necessary to meet the criteria Client Role in Architecture was documented to occur in the Professional Practice course. However, demonstration of the responsibility to 'reconcile the needs of the client, owner, user groups, and the public and community domains', although meeting the intent of the criteria, was lacking. The team agreed the student experience associated with

community outreach projects such as the Mid-City Studio supports this Student Performance Criterion, yet a more firm companion demonstration is required going forward.

4. Progress Since the Previous Site Visit (2007)

2004 Condition 4, Social Equity: *The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.*

Previous Team Report (2007): Overall, the educational environment seems to be supportive of a diverse community of students. The number of women and minority students in the student body meets commendable levels of representation in the current years and has shown sustained progress. The focused efforts of the administrative staff to recruit minority students and to reach out to high school students with the one-week summer program deserve special recognition. The establishment of NOMAS to strengthen the support network for students of diverse background is likewise applauded.

The tenured and tenure-track faculty is a complement of 15, with one woman, and two faculty members with international backgrounds, including a recently hired ethnic minority, R. Singh. There is one additional woman architect who is term-appointed as a professional-in-residence. Her primary responsibility is administering the programs and research of the Office of Community Design and Development, including some teaching assignments supportive of this role.

The program has been cited in the last two consecutive VTRs for the lack of diverse faculty. The low percentage of tenured or tenure-track women faculty is particularly egregious, given the general availability of many fine women candidates and practitioners nationally. There are also no African-American faculty, even among the adjuncts, which is a concern given the racial makeup of the region and state that the school serves.

The inability of the facilities to accommodate students and faculty with disabilities creates significant challenges as outlined in the team’s response to condition 8. Some progress has been made, with the addition of the lift at the first floor east entry to Atkinson Hall and the exterior ramp to the basement, and flexibility in the arrangement of studios is marginally acceptable in the short term.

2010 Focused Evaluation Team Assessment: The Condition of Social Equity has now been met. The Focused Evaluation Team recognizes that the LSU School of Architecture has made a significant effort in the past few years to attain social equity. Due to the persistent recruitment efforts, now four faculty members, including the new director, are women, and one is a Hispanic-American male.

We also understand that LSU must compete with many other institutions for the most qualified and desirable candidates, and encourage them to continue their efforts in this regard as further hiring opportunities become available. We recognize that increased cooperation with Morehouse College and the NOMA regional director might facilitate these efforts.

The Focused Evaluation Team would like to stress, as the school has clearly recognized in its efforts over the past three years, that a similar focus on the separate fronts of faculty and student recruitment will need to continue. This must include continuing to address the challenge of securing African-American faculty for the program.

2013 Visiting Team Assessment: Since the focused visit in 2010 the school has continued their efforts to diversify their faculty. Two new female faculty members have been hired, one of whose duties includes IDP coordinator.

2004 Condition 8, Physical Resources: *The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.*

Previous Team Report (2007): Progress continues to be made in physical resources, although slowly and not maintaining the schedule presented to previous visiting NAAB teams or those included within more recent school facility documents. Atkinson Hall and other buildings used by the school were observed to be clean, and orderly, with student work displayed and well-organized along the corridors. This building has yet to be made completely ADA compliant. Apparent code violations include missing stair handrails and a dead-end corridor system in the basement.

It should be noted that the school uses space within other college and university buildings, most of which are nearby, with the exception of the library located at the far end of the quadrangle. Since this report, the school has also gained rights of use to additional basement areas within Atkinson Hall. An exterior ramp forms the only accessible access to the basement level.

Design studio space appears adequate for the number of students with a desk available for each student. Securable storage for each student is lacking. Desk and table conditions vary from studio to studio, with the lesser quality furnishings being located among the earlier years. The school has received funding to improve the condition of furnishings for entering students with these improvements scheduled to occur with next year's entering class. It was reported by the faculty that studio space is tighter in the fall semester when a greater number of students are in the school. Studio space in the basement is not of the quality of the studios on the upper two floors regarding natural light and access to other students and faculty.

Lecture and seminar space is lacking, and what is available is of low quality. Within Atkinson Hall, acoustics (particularly poor) and lighting is lacking and not conducive to group student work reviews or juries. Corridors are often used for juries, leading to interruptions and a lack of focus for the participants. These spaces lack projection technologies creating frustration for faculty and students alike. Space in adjacent college buildings is available on a scheduled basis but this remoteness is viewed as problematic and disruptive.

Office space for faculty is adequate, although sharing of offices is common. This lack of privacy may lead to lower productivity for faculty and challenges to students during office hours. It should be noted, however, that some faculty have elected to remain in shared offices when offered a private office.

Instructional support spaces and materials, such as reference books, periodicals, model shops, printing and computers, and image archives are available but located in adjacent college buildings. Although not at great distance to Atkinson Hall, the lack of proximity is less than ideal. A report, entitled "Facilities Assessment, College of Art and Design", produced by Eskew+Dumez+Ripple Architects, New Orleans, LA, was delivered to the college in October 2004. This report states the school occupies a total of 37,400 gross square feet (GSF) and 23,400 usable square feet (USF) located within Atkinson Hall, and that 88% of this space is either adequate or functional, with the remaining 12% falling into an inadequate category. This report includes an allowance figure of \$5.6m for renovations and fees. ADA issues are described in the report and, presumably, costs to rectify these issues are included in this figure. Other facility goals developed with the school and included in the report are: creating additional interaction space, improving security, upgrading the studio environment, and window replacement.

Because of the preponderance of deficiencies noted by the team, in particular those related to code and accessibility issues, this condition is not met.

2010 Focused Evaluation Team Assessment: Since the 2007 accreditation visit, Louisiana State University has deliberately and diligently sought to address the specifics of the deficiencies noted by the Visiting Team. These issues included: incomplete ADA and accessibility compliance; inadequate design studio space for some students with respect to securable storage, lighting, and access, limited lecture and seminar space, and inadequate student review and jury space (often held in corridors and thus disturbing the work or adjacent studios).

In a 2008 supplement to a 2006 act, the State of Louisiana provided \$975,000 for facility enhancements. These funds were designated for improvements such as a new three-story ADA compliant elevator, renovations to and creation of ADA toilets, and replacement of windows in the historic Atkinson Hall. These funds, in the opinion of the Focused Evaluation Team, would have allowed significant improvements in the areas noted by the previous team.

Although the university had taken the steps to set in motion the preparation of the bid documents for this work, an anticipated construction start of May 2010 was placed on hold due to the financial exigencies experienced by LSU in the economic situation of the past two years. All state-funded projects on campus were frozen. While the school is currently awaiting word on the release of funds by the Chancellor, the existing ADA ramp to the basement was nevertheless upgraded from the wooden ramp that greeted the previous visiting team to a more permanent and substantial concrete ramp.

Because the majority of items noted in the 2007 VTR have not yet been addressed, the Focused Evaluation team concludes that it has no option but to note this condition as still Not Met. Nevertheless, we wish to strongly note for the board's consideration the positive efforts that the school has taken in admittedly difficult times, the earmarking of funds to address these issues, and the commitment to take incremental steps whenever possible, such as the construction of the basement ramp. We are optimistic that, with continued persistence from the program (and annual reporting of this progress), the program will be well-prepared with respect to this condition for the next visit when scheduled.

2013 Visiting Team Assessment: The good news is that the ADA upgrades, including an elevator and upgrades to the rest rooms, is being advertised for bids, with an expected award of March 2013, and an anticipated completion date of Labor Day, 2013. This project, part of a \$1,500,000 upgrade to Atkinson Hall, was delayed due to an earlier phase (window replacement) running behind schedule.

Nevertheless, due to the lack of accessibility **at the time of our visit**, this Condition remains unmet.

Other issues identified by prior teams appear to be accepted by both faculty and students as reality. The school uses lecture and classroom space in adjacent buildings within the College. Students use multiple locations to have their projects plotted, and prefer the technology available in the Main Campus Library to the College's other facilities adjacent to Atkinson Hall. The team found no evidence that these issues have been detrimental to the program or the education it provides.

2004 Criterion 13.13, Human Diversity: *Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

Previous Team Report (2007): This criterion is not met. The program's focus almost exclusively on the surrounding region and its familiar constituencies has limited its ability to give students an

adequate exposure to the full range of issues affecting human diversity and the architect's response. There is no required coursework that is tied to diverse perspectives in social sciences, environmental behavior responses, or cultural or international exploration to allow student to develop this understanding. Highly commendable individual investigations in elective coursework and individual study examples were presented, but are neither widespread nor part of the core area of study.

2013 Visiting Team Assessment: NAAB determined that this specific deficiency has been satisfactorily corrected in 2012. While no comments from visiting team are required, please refer to our comments in "Causes for Concern" A9 and A10.

II. Compliance with the Conditions for Accreditation

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

1.1.1 History and Mission: The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[X] The programs have fulfilled this requirement for narrative and evidence

2013 Team Assessment: The history, mission, and culture of both the school and the institution are clearly described, as are the expression of these in their contemporary context. The APR also describes the relationships between the school, college, and institution, as well as a number of mutual benefits and synergies among them. In particular, evidence is given of the school's participation in the Communication across the Curriculum ("CxC") program, and of the growing collaboration between the schools of architecture and landscape architecture.

While these opportunities contribute to the holistic nature of students' education, this program in the School of Architecture could be strengthened, particularly in the graduate program, by increasing access to elective coursework, even if this requires that additional credit hours be made available in the M. Arch curriculum.

1.1.2 Learning Culture and Social Equity:

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity*

of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.

[X] The programs have demonstrated that they provide a positive and respectful learning environment.

2013 Team Assessment: The program provides an excellent learning culture where students and faculty show a great deal of optimism regarding their school. Overall the social equity of the school is respectful of and provides a culturally rich educational environment for all students and faculty. Studio Culture policy is in place and in operation throughout the program. Students are involved with faculty in annual reviews and adjustments to the Studio Culture Policy.

[X] The programs have not demonstrated that they provide a culturally rich environment in which in each person is equitably able to learn, teach, and work.

2013 Team Assessment: There is proof of an attempt to provide the same educational opportunity for those with mobility disabilities, but this improvement has not yet been accomplished.

1.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

- A Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.¹ In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The programs are responsive to this perspective.

2013 Team Assessment: The students and faculty of the School are well-respected within the University, and maintain high-levels of scholarship. The School supports a community engagement studio in the context of the B.Arch. program. The CxC program provides an extra venue in support of spoken, visual, written, and technological communication, which is increasingly integrated within the curriculum, including studio classes. The School hosts a number of honors students in the upper-division, with the "gate" at third year, assuring high-quality students. There is a new Research Methods class at the graduate level to support the development of research in design.

- B Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The programs are responsive to this perspective.

2013 Team Assessment: Students are well informed on the profession and realities of the career as they make their way through this program. They show a great deal of enthusiasm regarding their program here and appear to be respected by faculty within their classes. This reinforces their self-

¹ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

worth and dignity. As shown through their numbers of involved students in their organizations such as AIAS and NOMAS, students are taught the value of being leaders in their school and profession.

- C Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The programs are responsive to this perspective.

2013 Team Assessment: Students are well aware of IDP and many have already established an NCARB record. The School has an IDP coordinator. NCARB representatives visit the school on a regular basis. ARCH 5006 Professional Practice provides students with significant material on IDP and licensing.

- D Architectural Education and the Profession.** That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The programs are responsive to this perspective.

2013 Team Assessment: Studio based international projects, coupled with international study opportunities prepare students to practice in a global economy. Collaborative experiences including the Coastal Sustainability Studio and the integrated landscape / architecture studio provide an appreciation of interdisciplinary collaboration and sensitivity toward environmental issues. Community outreach experiences such as the Mid-City Project provide an opportunity for students to interact with the community and advocate for design based solutions. Independent study opportunities such as ARCH 3000 focusing on Healthcare design allow students to understand the role of market sector specialization within the profession.

- E Architectural Education and the Public Good.** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The programs are responsive to this perspective.

2013 Team Assessment: Various design studios as well as required coursework in mechanical systems and professional practice indicate responsiveness to this perspective. In addition, student organizations have provided opportunities for engagement with communities in need. The presence within the College of the Coastal Sustainability Studio (CSS), and the inclusion of architectural students in this nationally-acclaimed collaborative effort, also reinforces an ethos of responsibility for environmental and community conditions by architects.

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

[X] The programs processes meet the standards as set by the NAAB.

2012 Team Assessment: The APR identifies a planning process and a resulting Strategic Plan with clearly defined multi-year goals. These align with the University's Flagship 2020 Plan as well as the NAAB Five Perspectives. The APR also provides evidence of statistical collection and assessment procedures that inform the planning process.

1.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

[X] The programs processes meet the standards as set by the NAAB.

2013 Team Assessment: The program has identified and responded to their objectives since the last visit. Faculty have increased their publication and present their work at conferences. Faculty have continued to seek research funding to push student growth further.

The program has sought collaboration between the School of Architecture and the School of Landscape Architecture for combined courses. This effort has allowed students in the architecture program to learn from varied outlooks and is continuing to be offered as an option in studios. This provides several opportunities for international study, one of which exists in Rome and again combines architecture and landscape architecture.

Self-assessment of the program happens on several different levels. Students evaluate every course which is then reviewed by the LSU Office of Assessment and Evaluation and transcribed for each professor. These student reviews are used to revise courses for the coming semester as seen fit. In addition to student reviews the professors and faculty are subject to a yearly assessment of the student work produced from the prior year. The faculty also engages in a workshop before the start of the semester to have frank discussions regarding other professors' courses and possible revisions to the format to better align with the mission and goals of the program.

PART ONE (I): SECTION 2 – RESOURCES

1.2.1 Human Resources & Human Resource Development:

- **Faculty & Staff:**
 - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and*

technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions².

- *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
- *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
- *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
- *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
- *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the programs

2013 Team Assessment: The program demonstrates sufficient faculty to meet the staffing needs of its studios, seminars, and lecture courses. Faculty/student teaching ratios are adequate to support student learning and achievement, including additional support provided by the CxC studio for undergraduates. Personnel policies are documented for both faculty and staff, and EEO/AA policies are in place. The School, College, and University are mindful of the need to continue initiatives in support of the recruitment of diverse faculty. Of the six faculty who retired from or left the School since 2009 (the year of the appointment of the current director) five were male and one female; they are replaced by three men and three women, including the director. Teaching and service assignments are appropriately distributed among faculty, with course buyouts for administrators and funded researchers. Funding for research and travel for faculty development has been somewhat curtailed since the last accreditation visit, with priority given to assistant professors. There is some institutional support for grant-writing and research development services. Faculty report a need for being more entrepreneurial in support of funding.

The School's By-laws are clearly written, and provide methods for maintenance, review, and amendment. They are cross-referenced to University policies. New faculty are provided a detailed new faculty handbook. However, the two standing committees of the School -- Faculty Development and Curriculum -- have minimal participation of non-tenure and part-time faculty. The Faculty Development committee is responsible for the annual review of faculty, including the written evaluation and recommendations for tenure-track faculty. While the School's Performance Evaluation Guidelines articulate how research and creative practice is valued within the academic context, in the attempt to be "representative rather than prescriptive," they leave expectations of achievement open to interpretation. At this time, mentoring is performed on an "informal" basis and through the vehicle of the annual evaluation. Faculty have expressed an interest in formalizing this process.

The current IDP Coordinator is a newly arrived tenure-track faculty member, who attended training prior to the start of the academic year. There are annual presentations to students and posted IDP and licensing information in a prominent position within the school.

■ **Students:**

- *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions-decisions-procedures, financial-aid-and-scholarships-procedures, and*

² A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.

- *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human Resources (Students) are adequate for the programs

2013 Team Assessment: The APR clearly describes policies and procedures for admissions, financial aid, and scholarships for both undergraduate and graduate students. The team was also supplied examples of Advanced Placement Student Reports for students admitted into the graduate program. A commitment to student achievement is indicated through school and college advising procedures. Travel opportunities, as well as participation in student organizations and the activities they sponsor, add non-classroom learning activities.

1.2.2 Administrative Structure & Governance:

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

[X] Administrative Structure is adequate for the programs

2013 Team Assessment: The School maintains a clear organizational chart, with position descriptions for academic administrators defined in the unit's By-laws. Staff positions and reporting structures are defined. The College By-laws allow sufficient autonomy for the School to meet the conditions for accreditation.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

[X] Governance opportunities are adequate for the programs

2013 Team Assessment: The governance of the department relies on the involvement of the administration, faculty, and students. The school director feels supported by the graduate undergraduate coordinators, as well as the upper administration, and is anticipating working closely with the new dean. The faculty body has a direct connection to the director. Students are provided multiple opportunities to participate in the governance of the school through AIAS, the director's design council, and open door access to faculty and administration. Students also participate in LSU senate and student representation.

1.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical Resources are adequate for the programs

2013 Team Assessment: Physical resources continue to be limited. However, faculty, students and staff have accepted the situation and did not express any negative impact on the program. Studio-based learning

spaces are sufficient, with every student having their own desk. Faculty office spaces are adequate. Specific limitations are:

- Physical accessibility in Atkinson Hall is in process of being upgraded. A bid set of elevator documents and restroom renovations prepared by Group Novak Architects dated 12/18/12 were provided in the team room. In addition the team met with Sam Territo-Associate Director of Facility Maintenance at LSU. He reviewed that the project has been funded by the state, is currently in bidding and is schedule for completion by fall semester of 2013.
- Electrical distribution for studio based learning environment is not adequate as evidenced by a plethora of extension cords used throughout the facility and the acknowledgement by staff of frequently tripped circuit breakers.

1.2.4 Financial Resources: An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.

[X] Financial Resources are adequate for the programs

2013 Team Assessment: Financial support exists for the program, and the director does not anticipate a decrease in operating budget for the next two fiscal years.

1.2.5 Information Resources: The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.

Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information Resources are adequate for the programs

2013 Team Assessment: The access to literature, information, visual, and digital resources supports professional education in the field of architecture. Since the last visit, (which immediately followed the consolidation of the collection into the main library facility), the atmosphere and opportunities for students at the main facility has improved promoting use and engagement. Inter-library loan services, periodical collections, and the permanent volume collection are well maintained and include varied publishers, sources and current volumes.

PART I: SECTION 3 –REPORTS

1.3.1 Statistical Reports³. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- *Program student characteristics.*
 - *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the student population for the institution overall.*
 - *Qualifications of students admitted in the fiscal year prior to the visit.*
 - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
 - *Time to graduation.*
 - *Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.*
 - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*

- *Program faculty characteristics*
 - *Demographics (race/ethnicity & gender) for all full-time instructional faculty.*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
 - *Number of faculty promoted each year since last visit.*
 - *Compare to number of faculty promoted each year across the institution during the same period.*
 - *Number of faculty receiving tenure each year since last visit.*
 - *Compare to number of faculty receiving tenure at the institution during the same period.*
 - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical reports do not provide the appropriate information

2013 Team Assessment: Required statistical reports concerning the program's students and faculty are provided in the APR, and comparative institutional statistics were provided for faculty promotions by rank. However, student qualification information and student and faculty demographics comparing school and institution were not provided.

1.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

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

³ In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information

2013 Team Assessment: Annual reports, NAAB responses, the 2010 Focused Evaluation Program Report, and the Focused Evaluation Team Report have been provided either by the program's website or by NAAB. The program has certified through a separate letter that institutional statistics are provided by the university Office of Budget and Planning and these are consistent with information provided to other national and regional agencies.

1.3.3 Faculty Credentials: The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.

In addition, the program must provide evidence through a faculty exhibit⁴ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2013 Team Assessment: Faculty credentials are well rounded and provide students with a current and professional perspective on the discipline. Faculty development of senior faculty is consistently aligned with perceived areas of expertise, research agendas and teaching assignments, however, some new tenure line faculty have yet to develop a research focus and require mentoring from the administration or faculty mentor to develop. As stated by faculty, no faculty mentor program exists.

⁴ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2013 Team Assessment: All policy documents necessary to meet section I.4.1 have been provided, or were provided when requested.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

**PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE
CRITERIA**

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1. Communication Skills: *Ability to read, write, speak and listen effectively.*

B. Arch
[X] Met

2013 Team Assessment: The school participates in the University's "Communications across the Curriculum (CxC)" initiative, which provides additional communications tools for students, leading to a University Certification Program- "LSU Distinguished Communicator". (see conditions Met with Distinction)

Arch 4001: Students investigated research questions related to the project that were broad and became narrower with findings; this resulted in 30% of student grade.

Arch 5001: Much of the initial research data is compiled into a student book including several fields of study. The student work indicates multiple layers of research implemented into the individual project booklets.

M. Arch
[X] Met

2013 Team Assessment: Arch 7004: Studio project consisted of a design competition for the sustainable home. Student work shows a great deal of investigation into relevant sustainable practices and is applied through interpretation of researched material into final projects. Understanding of how to apply relevant information is shown through written documentation as well as diagrammatic explorations.

Arch 7006: The high pass student projects indicate a great deal of research and application of research related to programming, design, site context, document creation, historical context, et all.

A. 2. Design Thinking Skills: *Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.*

B. Arch
[X] Met

2013 Team Assessment: ARCH3002 coursework demonstrates design thinking skills in final design work.

M. Arch
[X] Met

2013 Team Assessment: Design thinking abilities better demonstrated in ARCH 7006 materials, later in the curriculum, than in ARCH 7003.

A. 3. **Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.***

B. Arch
[X] Met

2013 Team Assessment: ARCH 1001- Models and various hand drawn graphic representations demonstrate *ability* of visual Communication. Design process is shown in sketches.
ARCH 5001- Demonstrates *ability* of visual communication requirements with hand and digital media. Design process is illustrated in models and sketches.

M. Arch
[X] Met

2013 Team Assessment: ARCH 7006- Demonstrates *ability* of visual communication requirements with hand and digital media. Design process is illustrated in models and sketches presented in self published bound books.

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

B. Arch
[X] Met

2013 Team Assessment: ARCH 5001-Provides evidence of *ability* in presentation documentation of technically clear drawings of materials, assemblies and systems.
ARCH 5005- Provides technical working drawings of same project with similar evidence of *ability*.

M. Arch
[X] Met

2013 Team Assessment: ARCH 7006-Provides evidence of *ability* in presentation documentation and associated printed bound books of technically clear drawings of materials, assemblies and systems.
ARCH 5005- Provides technical working drawings of the same design project with similar evidence of *ability*.

A.5. **Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.***

B. Arch
[X] Met

2013 Team Assessment: ARCH 4001, students engage in investigative activities in a variety of contexts – site, community assets and programmatic needs, including through interaction with stakeholders

M. Arch
[X] Met

2013 Team Assessment: These skills are demonstrated in the context of the comprehensive studio ARCH 7006.

A. 6. **Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.***

B. Arch
[X] Met

2013 Team Assessment: This SPC is met, and has improved since the 2007 visit, particularly in the area of independent thinking as represented by models and drawings. Additionally, the concern raised in 2007 regarding too much digital representation has found a natural balance, and student Fundamental Design Skills are being presented in various forms of media across the curriculum.

M. Arch
[X] Met

2013 Team Assessment: This SPC is met, and has improved since the 2007 visit, particularly in the area of independent thinking as represented by models and drawings. Additionally, the concern raised in 2007 regarding too much digital representation has found a natural balance, and student Fundamental Design Skills are being presented in various forms of media across the curriculum.

A. 7. **Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.***

B. Arch
[X] Met

2013 Team Assessment: Investigations of precedents occur in the 5001 Comprehensive Architectural Design studio. The study of a contemporary monastery lends itself especially well to precedent investigations, which are documented in Research Data Compilation booklets. Precedent investigations are also apparent in work from the 3001 Design V studio.

M. Arch
[X] Met

2013 Team Assessment: Investigations of precedents occur in the 7006 Comprehensive Architectural Design studio, and in one section of the 7005 Design VI studio.

A. 8. **Ordering Systems Skills: *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.***

B. Arch
[X] Met

2013 Team Assessment: Evidence is provided in course work demonstrating an understanding of the fundamentals of ordering systems skills at both degree levels in ARCH 1001 and ARCH 2006.

M. Arch
[X] Met

2013 Team Assessment: Evidence is provided in course work demonstrating an understanding of the fundamentals of ordering systems skills in ARCH 7001, and ARCH 7002.

A. 9. **Historical Traditions and Global Culture: *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.***

B. Arch
[X] Met

2013 Team Assessment: This criteria is met through a sequence of courses ARCH 3005, 3006, and 4007 for both B. Arch and M. Arch students, although non-western traditions and cultures is better met in ARCH 3005. Recent iterations of ARCH 4007 focus more specifically on the development of Contemporary architectural theory, and less on contemporary global, urban, or cultural issues. (See Cause for Concern)

M. Arch
[X] Met

2013 Team Assessment: This criteria is met through a sequence of courses ARCH 3005, 3006, and 4007 for both B. Arch and M. Arch students, although non-western traditions and cultures is better met in ARCH 3005. Recent iterations of ARCH 4007 focus more specifically on the development of Contemporary architectural theory, and less on contemporary global, urban, or cultural issues. (See Cause for Concern)

A. 10. **Cultural Diversity: *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.***

B. Arch
[X] Met

2013 Team Assessment: Evidence of understanding of cultural diversity is not found in the courses identified in the matrix, ARCH 3005, 3006, and 4007, which are history and theory courses (that do have content focused on diverse cultural *traditions*, but not needs, values, etc. or their implications. However, this SPC is met in ARCH 4001, where students work with diverse communities and stakeholders.

M. Arch
[X] Not Met

2013 Team Assessment: Evidence of understanding of cultural diversity is not found in the courses identified in the matrix, ARCH 3005, 3006, and 4007, which are history and theory courses (that do have content focused on diverse cultural *traditions*, but not needs, values, etc. or their implications. There was no clear representation of cultural effects on social patterns and spaces or implication of this diversity on societal roles and responsibilities of Architects

A.11. **Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.**

B. Arch
[X] Met

2013 Team Assessment: Arch 5002: This course requires researching information and applying it through parametric design to create form, function, systems and human behaviors. Though all research studios approach different issues, they are all required to apply information found to their final design solution.

M. Arch
[X] Met

2013 Team Assessment: In focusing on the sustainable home, ARCH 7004 offers an opportunity to work at a scale appropriate to demonstrate an understanding and application of passive and active technologies. ARCH 4700 focuses on how to perform research, specifically, but not on the role of applied research and offered insufficient provision of course materials to assess class expectations and product.

Realm A. General Team Commentary: The curriculum offers multiple opportunities for developing critical thinking, visual and verbal acuity, and investigative research skills. Students demonstrate strong representational and fundamental design abilities developed over the course of the curriculum. Syllabi, course materials, papers and studio project demonstrate an increasing attention to student research. Transformations in the history courses suggest the beginning of a shift toward more diverse cultural traditions.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

B. Arch
[X] Not Met

2013 Team Assessment: Program is not developed by the student, but is given with project assignments by the faculty including specific square footage relevant to typology. ARCH 4001 demonstrates meeting program preparation in Phase II syllabus, but later the program is given to the students for the project type, providing spaces, community surveys, etc. No evidence of programming matrix or adjacency was provided. Investigation of site conditions, laws, codes, etc are met in other studio work.

M. Arch
[X] Not Met

2013 Team Assessment: Program is not developed by the student, but is given with project assignments by the faculty including specific square footage relevant to typology. ARCH 7003 demonstrates meeting program preparation in Phase II syllabus, but later the program is given to the students for the project type, providing spaces, community surveys, etc. No evidence of programming matrix or adjacency was provided. Investigation of site conditions, laws, codes, etc are met in other studio work.

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

B. Arch
[X] Met

2013 Team Assessment: (See Cause for Concern)-ARCH 3002 – Design projects illustrated evidence of understanding of physical accessibility; ARCH 5001 – Provided evidence of *ability* with physical accessibility.

M. Arch
[X] Met

2013 Team Assessment: (See Cause for Concern)-ARCH 7006 – Provided evidence of *ability* with physical accessibility.

- B. 3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.**

B. Arch
[X] Met

2013 Team Assessment: ARCH 4001: Located supporting evidence of Sustainability in 4001 Design Studio. Research book included information on architectural design and sustainability related to orientation, sun charts, shading, glazing, PV panels, lighting etc.

ARCH 5001: Student examples display a brief discussion and understanding of sustainable construction in their projects. Several applications of natural ventilation and natural lighting prove to be successful.

M. Arch
[X] Met

2013 Team Assessment: ARCH 7004: Student precedent work indicates an understanding of creating healthful communities through use of sustainable practices. Students explored multiple methods of retaining water and treating environments within buildings and within communities. Students show examples of solar collection devices with interpreted diagramming as well as a multitude of other sustainable practices. Based on information gathered students explored why these solutions may or may not be applicable to the site in Baton Rouge.

ARCH 7006: Student work indicates understanding of sustainable practices in producing architecture. Projects show geothermal heating and cooling systems as well as other approaches to mechanical systems which are sustainable.

- B. 4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.**

B. Arch
[X] Not Met

2013 Team Assessment: The team is not able to locate evidence of response to soil, vegetation, or watershed issues. Some topography representation and manipulation is shown, but typically is only represented as contour lines without elevation tags, and without understanding of cut/fill. Because ARCH 5005 is mounted adjacent to 5001 projects, these were also reviewed for evidence and the team was not able to locate comprehensive site plans that demonstrate the criteria. Project sites seem to present potential to meet the criteria, e.g. Houston's Buffalo Bayou, or are too urban, e.g. downtown St. Louis.

M. Arch
[X] Not Met

2013 Team Assessment: Similar issues are evident as expressed for the undergrad curriculum. Some evidence of site consideration is present in ARCH 7006 examples, but both are urban sites and do not allow for a demonstration of ability to respond to site characteristics, particularly soil, vegetation, and watershed.

- B. 5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.**

B. Arch
[X] Met

2013 Team Assessment: ARCH 3002 -Demonstrated evidence of *understanding* with concepts of egress. ARCH 5001 -Demonstrated evidence of life safety systems *ability* with emphasis on egress, egress calculations were included in project collateral.

M. Arch
[X] Met

2013 Team Assessment: ARCH 7003 -Demonstrated evidence of *understanding* with concepts of egress. ARCH 7006-Demonstrated evidence of life safety systems *ability* with emphasis on egress, egress calculations were included in project collateral.

B. 6. **Comprehensive Design:** *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

- | | |
|---|----------------------------|
| A.2. Design Thinking Skills | B.2. Accessibility |
| A.4. Technical Documentation | B.3. Sustainability |
| A.5. Investigative Skills | B.4. Site Design |
| A.8. Ordering Systems | B.7. Environmental Systems |
| A.9. Historical Traditions and Global Culture | B.9. Structural Systems |
| B.5. Life Safety | |

B. Arch
[X] Met

M. Arch
[X] Met

2013 Team Assessment: The team has found that all of the SPCs for comprehensive design are integrated into student projects for comprehensive studios. There is an obvious effort to combine all the criteria though site design is lacking rigor. (See Cause for concern).

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.

B. Arch
[X] Met

M. Arch
[X] Met

2013 Team Assessment: M. Arch and B. Arch. ARCH 5006: Professional Practice course documents and student work indicate an understanding of construction cost estimating and funding. Several lectures cover information on financial feasibility and operational costs as well as acquisition costs. Readings cover project funding and financing as well as feasibility. (See Cause for Concern)

- B. 8. Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.**

B. Arch
[X] Met

M. Arch
[X] Met

2013 Team Assessment: B. Arch & M. Arch ARCH 3008 -Evidence of environmental systems understanding was found in class assignments and tests. Performance assessment tools included daylight models, COMcheck compliance certifications, psychometric analysis, R/U value calculations among many others. Assignments also utilize precedents and students' design projects to engage issues of systems design and assessment in hands-on ways.

- B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.**

B. Arch
[X] Met

M. Arch
[X] Met

2013 Team Assessment: B. Arch & M. Arch - In ARCH 3003, evidence of understanding was provided for structural behavior, gravity and lateral forces in assignments and tests. In ARCH 3004, evidence of understanding in the application of wood and steel framed structures provided in lectures, assignments and tests. In ARCH 4031, evidence of understanding in the application of concrete structures was provided in lectures, assignments and tests. In ARCH 3007, Evidence of structural system 'Evolution' was found in historic examples in this class.

- B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.**

B. Arch
[X] Met

M. Arch
[X] Met

2013 Team Assessment: Evidence was presented in the binder and evidence drawer for building envelope assemblies, section drawing development relevant to aesthetics, as well as moisture protection and materiality.

-
- B. 11. Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems**

B. Arch
[X] Met

M. Arch
[X] Met

2013 Team Assessment: Arch 3008 provides students with an understanding of building service systems and their application and performance. (see Causes for Concern)

- B. 12. **Building Materials and Assemblies Integration:** *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

B. Arch
[X] Met

M. Arch
[X] Met

2013 Team Assessment: B. Arch and M. Arch 3007: Coursework, field trips and student projects show investigation and understanding of construction materials, products, components and assembly. Course reading and tests indicate understanding of the inherent characteristics and performance. Mention and understanding of the environmental impact are made in some exam work and class lecture information.

Realm B. General Team Commentary: The team found evidence demonstrating comprehension of most of the technical aspects of design but with concern for aspects of programming, site, and human behavior issues. While the student work demonstrates a firm understanding and ability for the comprehension of constructability and creating building designs with well-integrated systems, other factors of Integrated Building Practices, Technical Skills and Knowledge deserve additional attention in coursework and studios.

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C. 1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.*

B. Arch
[X] Met

2013 Team Assessment: ARCH 4001 places great emphasis on the role of collaboration among team members and with clients/community, and interaction with professionals from other disciplines.

M. Arch
[X] Met

2013 Team Assessment: In the graduate curriculum, this criterion is met through collaboration between architecture and landscape architecture majors in the co-taught 7002 studio.

C. 2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment and the design of the built environment.*

B. Arch
[X] Met

2013 Team Assessment: Addressed in ARCH 3008 Environmental control systems. Evidence of this condition is also seen in studios.

M. Arch
[X] Met

2013 Team Assessment: Addressed in ARCH 3008 Environmental control systems. Evidence of this condition is also seen with particular evidence in graduate design studios.

C. 3 Client Role in Architecture: *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.*

B. Arch
[X] Met

2013 Team Assessment: Experiential learning opportunities in ARCH 4001 expose students to real clients, user groups, and the public and community domains. The team regards the B. Arch student experience associated with community outreach projects such as the Mid-City Studio to support this SPC, yet a more firm companion demonstration s required going forward. (See Cause for Concern)

M. Arch
[X] Not Met

2013 Team Assessment: The student understanding necessary to meet the criteria was documented to occur in the Professional Practice course. However, demonstration of the responsibility to "reconcile the needs of the client, owner, user groups, and the public and community domains", was lacking. The team regards the student experience associated with community outreach programs, such as the Mid-City Studio found in the B. Arch program commendable, yet a more firm companion demonstration is required going forward for the M. Arch program.

C. 4. **Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods**

B. Arch
[X] Met

M. Arch
[X] Met

2013 Team Assessment: B. Arch & M. Arch. ARCH 5006. Evidence of *understanding* project management issues included student assignments with business plans, development of firm marketing collateral and letters to clients recommending project delivery methods; tests utilized to establish student *understanding*.

C. 5. **Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

B. Arch
[X] Met

M. Arch
[X] Met

2013 Team Assessment: B. Arch & M. Arch. ARCH 5006- Evidence of *understanding* practice management issues included student assignments with RFP/RFQ proposals, contracts, project budgeting; tests are used utilized to establish student *understanding*.

C. 6. **Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.**

B. Arch
[X] Met

2013 Team Assessment: Community engagement and government relationships. Students attended and ran informal community meetings related to the project. Research was written regarding who's who in government in Baton Rouge and their political effects. B. Arch. ARCH 5006: Several areas in the course indicate education related to leadership in architectural practice. Lectures included information on who is expected to work collaboratively through the process of building

M. Arch
[X] Met

2013 Team Assessment: Community engagement and government relationships. Students attended and ran informal community meetings related to the project. Research was written regarding who's who in government in Baton Rouge and their political effects. M. Arch. **ARCH 5006:** Several areas in the course indicate education related to leadership in architectural practice. Lectures included information on who is expected to work collaboratively through the process of building.

C. 7. **Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.**

B. Arch
[X] Met

2013 Team Assessment: ARCH 5006- Provide evidence of student *understanding* by assignments and short answer exam questions on the architects responsibility to the public and client through various laws, codes, and contracts.

M. Arch
[X] Met

2013 Team Assessment: ARCH 5006-Provides evidence of student *understanding* by assignments and short answer exam questions on the architects responsibility to the public and client through various laws, codes, and contracts.

C. 8. **Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.**

B. Arch
[X] Met

2013 Team Assessment: Evidence of the understanding of ethics and professional judgement was found in the Professional Practice Course Arch 5006.

M. Arch
[X] Met

2013 Team Assessment: Evidence of the understanding of ethics and professional judgement was found in the Professional Practice Course Arch 5006.

C. 9. **Community and Social Responsibility: *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.**

B. Arch
[X] Met

M. Arch
[X] Not Met

2013 Team Assessment: Community outreach assignments in Arch 4001 clearly involve students in the community and their assignments are designed to improve the life of the local residents, as shown in the Envision DaBerry outreach project in New Iberia, LA.

M. Arch No evidence was found for this SPC in M. Arch program.

Realm C. General Team Commentary: Overall, the team was impressed with the course content covering the elements in Realm C. The Professional Practice course covers legal, ethical and professional issues of practice well. Collaboration with other disciplines, led by the CSS program, continues to grow, exposing architecture students to cross-campus disciplines. The undergraduate design studios involve community outreach programs, but equivalent programs are lacking in the graduate curriculum. Collaboration and negotiating with clients and consultants could be strengthened.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

***II.2.1 Regional Accreditation:** The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

[X] Met

2013 Team Assessment: This condition is met. The institution is accredited by the Southern Association of Colleges and Schools (SACS).

***II.2.2 Professional Degrees and Curriculum:** The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

[X] Met

2013 Team Assessment: All information is available on website of the college.

II.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

2013 Team Assessment: Curriculum review and Development is well documented in the APR.

PART TWO (II) : SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2013 Team Assessment: Coursework, portfolios and assessment sheet were provided to the Team.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

[X] Met

2013 Team Assessment: the required language is found on the School's website.

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2013 Team Assessment: A LINK TO ARE PASS RATES IS PROVIDED ON THE LSU WEBSITE.

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aia.org

www.acsa-arch.org

[X] Met

2013 Team Assessment: Links to career development information is found on the LSU website.

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2013 Team Assessment: All required documents are accessible on the Web.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Met

2013 Team Assessment: All required documents are accessible on the Web.

III. Appendices:

1 Program Information

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

- A. **History and Mission of the Institution (I.1.1)**
Reference Louisiana State University, *APR*, pp. 1

- B. **History and Mission of the Program (I.1.1)**
Reference Louisiana State University, *APR*, pp. 1-4

- C. **Long-Range Planning (I.1.4)**
Reference Louisiana State University, *APR*, pp.19-21

- D. **Self-Assessment (I.1.5)**
Reference Louisiana State University, *APR*, pp. 21-24

2. Conditions Met with Distinction

- A1. Communication Skills (B. Arch. and M. Arch.)
- A6. Fundamental Design Skills
- A7. Use of Precedents
- C9. Community and Social Responsibility (B. Arch.)

3. The Visiting Team

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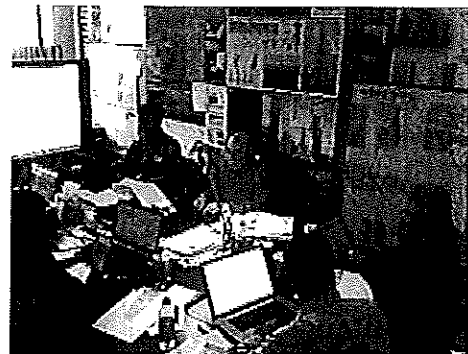
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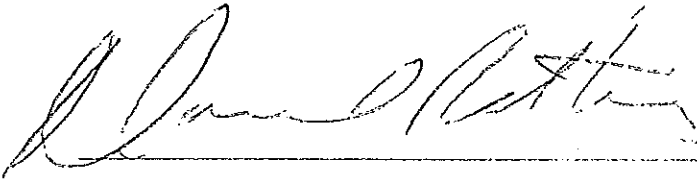
Unofficial Observer- MIKE- LSU Mascot



Team at Work

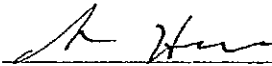
IV. Report Signatures

Respectfully Submitted,



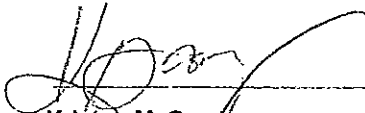
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Sharon Haar, AIA,
Team member

Representing the ACSA



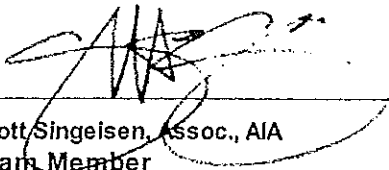
Kristen M. Gandy
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Representing the AIAS



Mark G. Cahill, AIA
Team member

Representing the AIA



Scott Singeisen, Assoc., AIA
Team Member

Representing the ACSA



Robert Weddle

Non-voting member

SECTION 10. ANNUAL STATISTICAL REPORTS

Continuing accreditation and candidacy is subject to the submission of *Annual Statistical Reports*.

Annual Statistical Reports are submitted online through the NAAB's Annual Report Submission (ARS) system (<http://ars.naab.org>) and are due by November 30 of each year. For specific information or instructions on how to complete *Annual Statistical Reports*, please refer to the ARS website.

1. Annual Statistical Report

- a. **Content.** This report has six sections that capture statistical information on the institution in which an architecture program is located and on the accredited degree program. For the purposes of the report, the definitions are taken from the glossary of terms used by the Integrated Postsecondary Education Data System (IPEDS)¹⁵. Much of the information requested this report corresponds to the *Institutional Characteristics, Completion and 12-Month Enrollment Report* submitted to IPEDS in the fall by the institution. Data submitted in this section is for the previous fiscal year. A copy of the questionnaire used in the ARS is in Appendix 3.
- b. **Submission.** *Annual Statistical Reports* are submitted through the NAAB's Annual Report Submission system and are due on November 30.
- c. **Fine for Late Annual Statistical Report.** *Annual Statistical Reports* are due each year on November 30. In the event a program fails to complete an annual report on time, including not more than one extension, the program will be assessed a fine of \$100.00 per calendar day until the *Annual Statistical Report* is submitted. This fine will be assessed when the report is submitted.
- d. **Failure to Submit an Annual Statistical Report.** If an acceptable *Annual Statistical Report* is not submitted to the NAAB by the deadline, the NAAB may advise the chief academic officer and program administrator of the failure to comply. In the event the program fails to submit an acceptable *Annual Statistical Report* after an extensive period of time, the NAAB executive committee may consider advancing the program's next accreditation sequence by at least one calendar year. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an *APR*.

¹⁵IPEDS is the "core postsecondary data collection program for the National Center for Education Statistics. Data are collected from all primary providers of postsecondary education in the [U.S.] in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid." For more information see <http://nces.ed.gov/IPEDS/>

SECTION 11: INTERIM PROGRESS REPORT

Continuing accreditation is subject to the submission of a narrative, interim progress report submitted at defined intervals after an eight-year term of continuing accreditation is approved.

Programs with three-year terms of continuing accreditation or two-year probationary terms are exempt from this requirement.

Annual statistical reports (Section 10) are still required, regardless of a program's interim reporting requirements

Interim Progress Reports are due on November 30 at defined intervals after the most recent visit and are also submitted through the ARS (see Section 10).

1. **Interim Progress Report.** Any program receiving an eight-year term of accreditation must submit two interim progress reports.
 - a. The first is due on November 30 two years after the most recent visit and shall address all sections in the interim report template (see Appendix 5).
 - b. The second report is due on November 30 five years after the most recent visit and shall address at least Section 4 of the template, although additional information may be requested by the NAAB (see below).
 - c. **Content:** This is a narrative report that covers three areas:
 - i. Changes to the program's responses to Conditions I.1-I.5 since the previous Architecture Program Report was submitted.
 - ii. The program's response or progress in addressing not-met Conditions or SPC or Causes of Concern from the most recent Visiting Team Report.
 - iii. Significant changes to the program or the institution since the last visit.
 - d. **Submission:** *Interim Progress Reports* are due on November 30. They are submitted electronically through the ARS in Word or PDF. Reports must use the template (see Appendix 5). Files may not exceed 5 MBs.
 - e. **Review.**
 - i. *Two-Year Interim Progress Reports* are reviewed by the NAAB Executive Committee. The Executive Committee may make one of three recommendations to the Board regarding the acceptance of the first interim report:
 1. Accept the interim report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR; only the mandatory section of the fifth-year report is required. The annual statistical report (Section 10) is still required.
 2. Accept the interim report as having demonstrated progress toward addressing deficiencies identified in the most recent VTR; the fifth year report must include additional materials or address additional sections. The annual statistical report (Section 10) is still required.

3. Reject the interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an *APR*.
 4. The annual statistical report (Section 10) is still required.
- ii. *Five-Year Interim Progress Reports* are also reviewed by the NAAB Executive Committee. The Committee may make one of two recommendations to the Board regarding the acceptance of the report:
1. Accept the interim fifth-year report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR;
 2. Reject the fifth-year interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an *APR*.
 3. The annual statistical report (Section 10) is still required.
- f. **Decision.** The Executive Committee's recommendation on any interim progress report will be forwarded to the Board at the next regularly scheduled meeting.
1. The responsibility for the final decision rests with the NAAB Board of Directors.
 2. Decisions of the NAAB on an interim progress report are not subject to reconsideration or appeal.