Visiting Team Report

Louisiana State University
School of Architecture

B.Arch.

M.Arch.

Visit Dates: 01/24-26/2022

NAAB

National

Architectural

Accrediting

Visiting Team Report (VTR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

To be completed by NAAB Staff:

Institution	**Louisiana State University**
Name of Academic Unit	School of Architecture

Degree(s) *(check all that apply)*
 	
 Track(s) *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:*
 	
 150 semester undergraduate credit hours
 	
 Undergraduate degree with architecture major + 60 graduate semester credit hours
 	
 Undergraduate degree with non-architecture major + 90 graduate semester credit hours)
	☒ <u>Bachelor of Architecture</u>
	
	     Track: 162 semester undergraduate credit hours
	
	 ☒ <u>Master of Architecture</u>
	
	     Track: 96 graduate semester credit hours + Undergraduate degree in non-architecture major.
	
	     Track: 60 graduate semester credit hours + undergraduate degree in Architecture.
	
	 ☐ <u>Doctor of Architecture</u>
	
	     Track:
	
	     Track:

Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2013
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	Marwan Ghandour, Director
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Alcibiades Tsolakis, Dean
Chief Academic Officer of the Institution	Matt Lee, Interim Executive Vice President & Provost
President of the Institution	William F Tate IV, President

I.   **Summary of Visit**

   a.   Acknowledgments and Observations

The team would like to thank the School of Architecture, Dean Alkis Tsolakis; Director Marwan Ghandour; Administrative Program Specialist, Erica Hinyard; the university administration; faculty; staff; and students for their enormous efforts in preparing for the accreditation visit. We appreciate your gracious hospitality during our virtual visit.

The hiring of Director Ghandour, since the last visit, has made a tremendous difference in the life of the program. We applaud his leadership, enthusiasm and hands-on approach to addressing a wide range of roles and tasks within the program, which has inspired faculty, encouraged students, and enhanced the professional program at Louisiana State University (LSU). His commitment and ability to address turnover among faculty was noted as a particular success in addressing challenge faced by the program.

The program is developing important areas that will foster a vibrant learning environment for the future. The team noted opportunities for the program to develop its strategic plan to support long-term effectiveness of the assessment and curriculum development processes. Significant progress has been made in this area including establishment of an important collaboration with the Office of institutional Effectiveness at the university level to develop the assessment process. Advancement in strategic planning, assessment and curriculum development will allow the program to cultivate its unique identity and advance important areas of focus like cultural preservation and coastal restoration and resilience. In addition, the team noted the efforts of long-term faculty and staff who have ensured continuity during this period. The future strategic planning process also provides an opportunity to engage the programs community of faculty staff and students in developing policies and processes that define the culture of the program as well as responding to enrollment changes.

Students in the B.Arch and M.Arch programs reflect diverse backgrounds and create a strong intellectual community. Despite the recent challenges of the pandemic, students display an enthusiasm for their work, a dedication to the well-being of their colleagues and a sincere desire to benefit the community Students have a strong voice and demonstrated an ability to effect positive change in areas that impact student life. The Team noted the program's success in recruiting and retaining a diverse community of students within the professional degree programs and commends Assistant Dean for Diversity and Recruitment Dana Mitchell for her successful efforts pipeline development for groups traditionally underrepresented in the architecture profession.

Finally, the team observed a strong sense of collegiality that permeates the entire school. Students, administration, faculty and staff see themselves as a family both individually and collectively. This level of mutual respect and interpersonal support at all levels is rare and represents a singular strength of the LSU degree programs.

On behalf of the National Architectural Accrediting Board, the members of the visiting team extend appreciation to the program faculty, staff, students, and institutional leadership for their kind hospitality and cooperation in this accreditation visit.

   b.   Conditions Not Achieved (list number and title)

SC.5 Design Synthesis: B.Arch. and M.Arch.

SC.6 Building Integration: B.Arch. and M.Arch.

II.   Progress Since the Previous Visit

2009 Student Performance Criterion A.10, Cultural Diversity (M.Arch Only): *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 society roles and responsibilities of architects.

Previous Team Report (2013): 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.

Team Assessment: Evidence of significant progress in this area was identified under PC.8 Social Equity and Inclusion. In the B. Arch, students explore issues of social equity and inclusion in Arch 4002 Architectural Design VIII. In the M. Arch, students explore issues of social equity and in Arch 7004 Graduate Design Studio IV.

2009 Student Performance Criterion B.1, Pre-Design (B.Arch and M.Arch): *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 Previous Team Report (2013): 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 Previous Team Report (2013): 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.

Team Assessment: Evidence of progress was found under SC.3 Regulatory Context. For the B.Arch degree program, evidence was found in Arch 3001 Architectural Design V, Arch 4002 Architectural Design VII, Arch 5006 Professional Practice. For the M.Arch degree program, evidence was found in Arch 7003 Graduate Design Studio III, Arch 7004 Graduate Design Studio IV, Arch 5006 Professional Practice.

2009 Student Performance Criterion B.4, Site Design (B.Arch and M.Arch): *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

B.Arch Previous Team Report (2013): The team is not able to locate evidence of response to soil, vegetation, or watershed issues. Some topography representation and manipulation are 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 Previous Team Report (2013): 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.

Team Assessment: Evidence of this criterion was found within SC.5 Design Synthesis. Although this criterion was not met, the deficiencies were in other areas of design that did not overlap with site design considerations. For the B.Arch evidence was found in student work in ARCH 5001 Comprehensive Architectural Design. For the M.Arch, evidence was found in student work for ARCH 7006 Graduate Studio VI.

2009 Student Performance Criterion C.3, Client Role in Architecture (M.Arch Only): *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.

Previous Team Report (2013): 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.

Team Assessment: Evidence of students' understanding of client issues in both the B. Arch and the M.Arch was found in exams and reading assignments for Arch 5006 Professional Practice.

2009 Student Performance Criterion C.9, Community and Social Responsibility (M.Arch Only): *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.

Previous Team Report (2013): No evidence was found for this SPC in M. Arch program.

Team Assessment: Evidence of significant progress in this area was identified under PC.8 Social Equity and Inclusion. In the B. Arch, students explore issues of social equity and inclusion in Arch 4002 Architectural Design VIII. In the M. Arch, students explore issues of social equity and in Arch 7004 Graduate Design Studio IV.

III.   **Program Changes**

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program as a result of changes in the Conditions is required.

Team Assessment: The program describes that the 2020 NAAB Conditions resulted in the faculty being involved to develop a holistic assessment of the B. Arch and M.Arch programs. Working with the LSU Office of Institutional Effectiveness, the program states it built an assessment tool that works to assess the school's strategic goals, NAAB accreditation criteria

and university accreditation criteria. The process is described in Section 3 of the APR. The tool includes a yearly indirect measures survey of graduating students and a three-year direct measures report that produces action items for program revisions. The program provided a sample of an indirect survey in Appendix F. The program is still in the process of completing a full cycle of their assessment review. The program is in the process of defining benchmarks and collecting student work for direct assessment this spring.

IV.   Compliance with the 2020 Conditions for Accreditation

1—Context and Mission
To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

[X] Described

Program Response: Located in the Mississippi River delta at the confluence of the river and Gulf of Mexico, the region of Louisiana State University presents a rich context for professional and academic inquiry in Architecture. LSU is the flagship university of the state of Louisiana retaining the state's largest university campus in the capital city of Baton Rouge. The city and the region offer multiple opportunities to engage, such as the cultural richness and ecological complexity of the region, as well as multiple challenges to address, such as discriminatory urbanization and land erosion. The School of Architecture strategic plan was developed in 2018 in accordance with myriad of opportunities and challenges that this geographic and institutional contexts present, as articulated in the following mission statement:

"The School of Architecture is a leader in building exemplary professional expertise and rigorous scholarship on the built environment through diverse perspectives, knowledge integration and applied research emerging from the Mississippi delta and engaging global environments."

Hence, themes such as post-disaster recovery, spatial justice, climate change, sea-level rise, hospitality design, healthcare, fabrication, building performance, and social resilience are emphasized throughout the B Arch and M Arch curriculum through design studio, core lectures, electives, study abroad, and extracurricular activities.

Analysis/Review: The APR pp. 6-11 contain evidence of the program's context and mission. In addition, the team observed evidence of the program's mission in application through meetings with administrators, faculty. Staff and students during the visit, as well as further context that reinforces the mission of the program. The strategic plan for the School of Architecture provides four objectives that are rooted in the historical and geographic context of the program. First, the program aims to reinforce a culture of diversity and innovation by reflecting the diversity of the surrounding region. Second, the program aims to support discovery and holistic learning through partnerships with internal and external stakeholders. Third, the program advances applied research in alignment with the university mission. Finally, the program seeks to enrich the world through overseas engagements and opportunities.

2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

[X] Described

Analysis/Review:

Design: As described in the APR, p. 12, the goal of the curriculum is to integrate design skills starting at the earliest coursework and continuing through progressively complex projects in the upper level studios. Coursework in history, theory, technology, and representation supports the studio sequence. The curriculum leverages specific faculty expertise regarding project types and design approaches, and offers students opportunities for multidisciplinary collaboration in special topics studios.

Environmental Stewardship and Professional Responsibility: As described in the APR, p. 13, the program focuses on environmental stewardship through studio projects set in the unique coastal geography of the surrounding Mississippi delta. Environmental resilience and stewardship are emphasized in environmental control courses and advanced studios.

Equity, Diversity, and Inclusion: As described in the APR, pp. 13-15, and as evidenced in meetings with faculty, staff, and students, the program finds inspiration and opportunity in its unique geographic setting among indigenous, Caribbean, and Latin cultures. Spatial justice issues are explored within these sites and cultures in history/theory courses as well as design studios.
The program itself is impressively diverse, both in faculty and student body, the result of a series of intentional initiatives. Faculty diversity has increased in both gender, ethnic background, expertise, and scholarship focus. In an effort to increase diverse student enrollment, the program does not use admission tests as a qualification and supports first year students with intensive advising to help them be

successful. The college also benefits from a dedicated Assistant Dean for Diversity and Recruitment who helps promote recruitment, retention, and inclusion.

The program fully supports student organizations such as NOMAS, AIAS, and SHiP which provide opportunities for students to cultivate their diverse interests through activities, public programming, and mentorship. The Architecture Council provides an important forum for students at all levels to connect with program administration to share needs and concerns.

Knowledge and Innovation: As described in the APR, p.15, and as evidenced in meetings with faculty, staff, and students, the program encourages students to experiment by making and testing design iterations. The program supports this research and knowledge development not only through coursework but also with access to well-equipped computer labs, woodworking shop, laser cutters, 3D printers, digital fabrication, and virtual reality resources. The College and School lecture series connects students to contemporary design research and thought.

Leadership, Collaboration, and Community Engagement: As described in the APR, p.15, faculty, staff, and students, the entire program embraces collaboration among and between students, faculty, and staff. The curriculum offers students opportunities for multidisciplinary collaboration in special topics studios. Design projects set in the local community give students the opportunity to collaborate with local communities on issues of resilience and cultural preservation. The annual all-school workshop projects were frequently cited as an important opportunity for M Arch and B Arch students from all levels to collaborate on design projects.

Lifelong Learning: As described in the APR, p. 17, the curriculum aspires to provide students with broad exposure to a variety of architectural subspecialities and to engage them in multiple affiliated fields so that they understand how to integrate these different bodies of knowledge into a holistic and inclusive design process throughout their careers Further, the curriculum encourages students to choose elective and optional studio courses that align with their career aspirations, such as fabrication, historic preservation, and community engagement.

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

B.Arch.
[X] Met

M.Arch.
[X] Met

Team Assessment: Formal and informal programs are available to engage students with different forms of practices in which architectural knowledge can be utilized. The College of Art & Design Lecture Series provides cross disciplinary opportunities. NCARB AXP presentations, workshops, and information sessions are available.

Student organizations are active in promoting engagement with profession, including AIAS, NOMAS, SHiP (historic preservation), and the Studio Culture student organization. The Annual All School Workshop (Appendix D for list of visitors) provides students of multiple year levels opportunities to work together and interact with diverse range of academic and professional architects. "Networking Day" allows students to interact with firms from across the country.

B.Arch: Evidence of assurance for student understanding of Career Paths at the prescribed level was found in the syllabus of ARCH 3001 Architectural Design V, ARCH 4002 (not cited in APR) ARCH 5006 Professional Practice, and ARCH 5000 Options Studios.*

The assessment of this work is described to be based on student exit surveys, student course evaluations of ARCH 3001, 4002, 5000 and 50006 as well as data gathering of statistics including AIA (?), ARE pass rates and % participation in professional venues.

M.Arch: Evidence of assurance for student understanding of Career Paths at the prescribed level was found in the syllabus of ARCH 5006 Professional Practice, and ARCH 5000 Options Studios.* and less so in ARCH 7003 Graduate Design Studio III (PC1 not cited as Learning Outcome in syllabus)

The assessment of this work is described to be based on student exit surveys, student course evaluations of ARCH 5000, 50006 and ARCH 7003 and data gathering of statistics including AIA (?), ARE pass rates and % participation in professional venues.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

B.Arch.
[X] Met

M.Arch.
[X] Met

Team Assessment:

B.Arch.: The program instills in students the role of the design process in shaping the built environment in the sequence of B.Arch. studios, beginning with ARCH 1001 Architectural Design I and ending with ARCH 5001 Comprehensive Architectural Design, as documented in the studio syllabi and assignments. ARCH 1001 Architectural Design I and ARCH 1002 Architectural Design II start with fundamental compositional exercises and include various approaches. ARCH 1002 Architectural Design II employs functional responses, ARCH 3001 Architectural Design V uses precedents, and ARCH 4002 Architectural Design VIII introduces mapping. ARCH 4002 Architectural Design VIII includes factors such as ecology and climate, while ARCH 3002 Architectural Design VI examines comfort, and ARCH 5000 Option Studios offers a range of complex issues. ARCH 5001 Comprehensive Architectural Design provides the opportunity for applying tectonics and systems. The entire sequence offers a wide variety of topics, contexts, and scales, from small objects to large landscapes.

The assessment of this work is described to be based on student exit surveys, student course evaluations of ARCH 3002 Architectural Design VI, ARCH 4002 Architectural Design VIII, and ARCH 5000 Option Studios, and student work in ARCH 3002 Architectural Design VI and ARCH 5001 Comprehensive Design. However, student exit surveys and course evaluations are problematic as assessment tools as the assessor is not able to provide an objective evaluation. Additionally, the exit surveys do not show a significant response rate. The assessment of student work in ARCH 3002 Architectural Design VI and ARCH 5001 Comprehensive Design is not described. No action plan for responding to assessments is described but future plans for it were discussed in meetings with faculty and administration.

M.Arch.: The program instills in students the role of the design process in shaping the built environment in the sequence of M.Arch. studios, beginning with ARCH 4003 Intensive Design Studio and ending with ARCH 7006 Graduate Design Studio VI, as documented in the studio syllabi and assignments. ARCH 4003 Intensive Design Studio commences with an introduction of basic principles and skills, then ARCH 7002 Graduate Design Studio II moves to problems of a series of scales. ARCH 7004 Graduate Design Studio IV explores a variety of scales regarding context. ARCH 5000 Option Studios offers a range of complex issues, and ARCH 7006 Graduate Design Studio VI employs systems thinking to address a final project. The entire sequence provides a rich set of experiences for learning design.

The assessment of this work is described to be based on student exit surveys, student course evaluations of ARCH 5000 Option Studios and ARCH 7004 Graduate Design Studio IV, and student work in ARCH 7004 Graduate Design Studio IV and ARCH 7006 Graduate Design Studio VI. However, student exit surveys and course evaluations are problematic as assessment tools as the assessor is not able to provide objective evaluation. Additionally, the exit surveys do not show a significant response rate. The assessment of student work in ARCH 7004 Graduate Design Studio IV and ARCH 7006 Graduate Design Studio VI is not described. No action plan for responding to assessments is described but future plans for it were discussed in meetings with faculty and administration.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

B.Arch.
[X] Met

M.Arch.
[X] Met

Team Assessment: In the B. Arch, an understanding of ecological knowledge and responsibility is presented in required courses ARCH 2007 History of Architecture I, ARCH 3008 Environmental Control

Systems, ARCH 4007 History of Architecture III, ARCH 4002 Architectural Design VIII, and ARCH 4062 Urban Design and Planning, in course assignments (readings, quizzes, online discussion forums, topical presentations, and research papers). Assessment is achieved through an exit survey of students in which all survey respondents responded that they had achieved at least "some" understanding of the topics. The exit survey was from a small cohort in Spring 2021, and it is unclear if/how this assessment is used. No action plan for responding to assessments is described but future plans for it were discussed in meetings with faculty and administration.

In the M.Arch, an understanding of ecological knowledge and responsibility is presented in required courses ARCH 3008 Environmental Control Systems, ARCH 7003 Grad Design Studio III, ARCH 7004 Grad Design Studio IV in course assignments (readings, quizzes, online discussion forums, topical presentations, and research papers).
Assessment is achieved through an exit survey of students in which all survey respondents responded that they had achieved at least "some" understanding of the topics. The exit survey was from a small cohort in Spring 2021, and it is unclear if/how this assessment is used. No action plan for responding to assessments is described but future plans for it were discussed in meetings with faculty and administration.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

B.Arch.
[X] Met

M.Arch.
[X] Met

Team Assessment: In the B.Arch, an understanding of the histories and theories of architecture is presented in required courses ARCH 2008 History of Architecture II and ARCH 4007 History of Architecture III in course assignments (readings, quizzes, online discussion forums, topical presentations, and research papers). Assessment is achieved through an exit survey of students in which all survey respondents responded that they had achieved at least "some" understanding of the topics. The exit survey was from a small cohort in Spring 2021, and it is unclear if/how this assessment is used.

In the M.Arch, an understanding of the histories and theories of architecture is presented in required courses ARCH 5003 Advanced Architectural Topics in course assignments (readings, online discussion forums, research papers, and research presentations) and in ARCH 7008 Contemporary Architecture: History and Theory in course assignments (readings, research papers, and research presentations). Assessment is achieved through an exit survey of students (note: extremely small sampling – 2 of 7 respondents) which demonstrates that all students achieved "quite a bit" and "very much" understanding but the program has noted it is in the process of revising the process. The exit survey was from Spring 2021, and it is unclear if/how this assessment is used (or is it ok just to proof that the delivery is working so it needs no changes?). No action plan for responding to assessments is described but future plans for it were discussed in meetings with faculty and administration.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

B.Arch.
[X] Met

M.Arch.

[X] Met

Team Assessment:

B.Arch.: The program prepares students to engage and participate in architectural research to test and evaluate innovations in the field in ARCH 2006 Architectural Topics and ARCH 4007 History of Architecture III through research papers and case studies. Engagement in innovation in the field is addressed in ARCH 5000 Option Studios.

The assessment of this work is described to be based on student exit surveys, student course evaluations of ARCH 2006 Architectural Topics, ARCH 4007 History of Architecture III, and ARCH 5000 Option Studios, and the student work in ARCH 4007 History of Architecture III and ARCH 5000 Option Studios. However, student exit surveys and course evaluations are problematic as assessment tools as the assessor is not able to provide objective evaluation. Additionally, the exit surveys do not show a significant response rate. The assessment of student work in ARCH 4007 History of Architecture III and ARCH 5000 Option Studios is not described. No action plan for responding to assessments is described but future plans for it were discussed in meetings with faculty and administration.

M.Arch.: The program prepares students to engage and participate in architectural research to test and evaluate innovations in the field in ARCH 4700 Research Methods. Engagement in innovation in the field is addressed in ARCH 5000 Option Studios. While ARCH 7008 Contemporary Architecture, ARCH 5003 Advanced Architectural Topics, and ARCH 4993 Advanced CAD Graphics are listed as preparing students to engage and participate in architectural research, no assignment descriptions or evaluative rubrics are available.

The assessment of this work is described to be based on student exit surveys, student course evaluations of ARCH 7008 Contemporary Architecture and ARCH 5000 Option Studios, and the student work in these two courses. However, student exit surveys and course evaluations are problematic as assessment tools as the assessor is not able to provide objective evaluation. Additionally, the exit surveys do not show a significant response rate. The student work in ARCH 7008 Contemporary Architecture and its assessment is not described, and assessment ARCH 5000 Option Studios is not described. No action plan for responding to assessments is described but future plans for it were discussed in meetings with faculty and administration.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

B.Arch.
[X] Met

M.Arch.
[X] Met

Team Assessment: The APR pp. 35-37 provide evidence of the program's multidisciplinary and collaborative approaches for both the B.Arch and M. Arch degrees. In 2019, the school initiated the All-School Workshop and symposium to provide a venue for students to collaborate in addressing relevant and timely issues. Two workshops have been held since the inception with a focus on contested areas in Baton Rouge and making and visualization. The workshop was not held in 2021 due to health considerations but will be held in 2022.

For the B.Arch degree program, Arch 3001 Architectural Design V provides students with knowledge of multidisciplinary collaboration techniques through exploration of integrated design. Arch 3008 Environmental Control Systems provides applications for multidisciplinary team leadership within the

construction team. Arch 4002 Architectural Design VII and Arch 5006 Professional Practice offer lenses to interpret collaboration within the urban context and in the community. Arch 5000 Options Studios provides opportunities to explore stakeholder engagement in the design process.

For the M.Arch degree Arch 3008 Environmental Control Systems provides applications for multidisciplinary team leadership within the construction team. Arch 7004 Graduate Design Studio IV emphasizes collaborative leadership responsibilities in ecological and social contexts. Arch 5000 Options Studios provides opportunities to explore stakeholder engagement in the design process.

Assessment is achieved through course evaluations, surveys and evaluation of student work. No action plan for responding to assessments is described but future plans for it were discussed in meetings with faculty and administration

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

B.Arch.
[X] Met

M.Arch.
[X] Met

Team Assessment:

B.Arch.: The program fosters a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff through a variety of recurring and non-recurring non-curricular events. The SoArc Weekly announcements provide an update of the academic calendar and policies, lectures, workshops, organizational meetings and other information. The "Platforms Towards Change" open discussion started by Director Ghandour aids in establishing a respectful environment. The student-led workshops and university colloquia demonstrate a positive, active place of learning. Evidence of this culture was recognized in discussions with students, faculty, staff, and administration. The Architecture Council provides a forum for student voices to be heard on a regular basis and fosters a cohesive environment for students.
Assessment of this environment occurs through student exit surveys. Assessment by faculty and staff are not included and no action plan for responding to the assessment is described. No action plan for responding to assessments is described but future plans for it were discussed in meetings with faculty and administration.

M.Arch.: The program fosters a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff through a variety of recurring and non-recurring non-curricular events. The SoArc Weekly announcements provide an update of the academic calendar and policies, lectures, workshops, organizational meetings and other information. The "Platforms Towards Change" open discussion started by Director Ghandour aids in establishing a respectful environment. The student-led workshops and university colloquia demonstrate a positive, active place of learning. Evidence of this culture was recognized in discussions with students, faculty, staff, and administration. The Architecture Council provides a forum for student voices to be heard on a regular basis and fosters a cohesive environment for students.

Assessment of this environment occurs through student exit surveys. Assessment by faculty and staff are not included and no action plan for responding to the assessment is described. No action plan for responding to assessments is described but future plans for it were discussed in meetings with faculty and administration.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

B.Arch.
[X] Met

M.Arch.
[X] Met

Team Assessment: In the B. Arch, students explore issues of social equity and inclusion through thematic studio projects in Arch 4002 Architectural Design VIII that focus on environmental, cultural, and economic sustainability including the architect's responsibility to create positive change. Assessment is achieved through an exit survey of students in which all but 8% of survey respondents responded that they had achieved at least "some" understanding of the topics (67% reported that they had achieved "quite a bit" to "very much" understanding).

In the M. Arch, students explore issues of social equity and inclusion through thematic studio projects in Arch 7004 Graduate Design Studio IV that focus on the architect's responsibility to develop sustainable and regenerative building and site design strategies that support social, physiological and psychological wellbeing.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes
A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

B.Arch.
[X] Met

M.Arch.
[X] Met

Team Assessment:

B.Arch.: The program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities, by introducing discussions of comfort and materials in ARCH 2006 Architectural Topics and construction systems and basic life safety and zoning codes in ARCH 3007 Architecture Systems. ARCH 3008 Environmental Control addresses a deeper exploration of the mechanical systems in buildings. ARCH 4007 History of Architecture III provides a contemporary perspective of these issues at multiple scales. ARCH 5001 Comprehensive Architecture Design and ARCH 5005 Advanced Architectural Techniques offer the opportunity for students to explore and learn health, safety, and welfare issues in buildings within an urban context. Assessment occurs through student exit surveys. Assessment by faculty and staff are not included and no action plan for responding to the assessment is described. No action plan for responding to assessments is described but future plans for it were discussed in meetings with faculty and administration.

M.Arch.: The program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities, beginning with ARCH 3007 Architecture Systems, which discusses construction systems and basic life safety and zoning codes.

ARCH 3008 Environmental Control addresses a deeper exploration of the mechanical systems in buildings. ARCH 7008 Contemporary Architecture provides a perspective of these issues at multiple scales, ARCH 7004 Graduate Design Studio IV, ARCH 7006 Graduate Design Studio VI, and ARCH 5005 Advanced Architectural Techniques offer the opportunity for students to explore and learn health, safety, and welfare issues in buildings within an urban context.

Assessment occurs through student exit surveys. Assessment by faculty and staff are not included and no action plan for responding to the assessment is described. No action plan for responding to assessments is described but future plans for it were discussed in meetings with faculty and administration.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

B.Arch.
[X] Met

M.Arch.
[X] Met

Team Assessment:

Evidence of students' understanding of professional practice issues in both the B. Arch and the M. Arch was found in exams and reading assignments for Arch 5006 Professional Practice. Regulatory, social, and ethical responsibilities are covered as are the various practice, business, and financial considerations.

Students also have opportunities to participate in student organizations (AIAS, NOMAS, ShiP) and collaborate with area professional organizations (like AIA Baton Rouge) as described in the APR and as described by students in meetings with the team.

A very small response rate to the assessment survey (2 of 7) indicated that students had gained "some" to "very much" understanding of professional practice issues.

Assessment of this environment occurs through student exit surveys. Assessment by faculty and staff are not included and no action plan for responding to the assessment is described. No action plan for responding to assessments is described but future plans for it were discussed in meetings with faculty and administration.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

B.Arch.
[X] Met

M.Arch.
[X] Met

Team Assessment:

For the B.Arch degree program, evidence was found in Arch 3001 Architectural Design V, Arch 4002 Architectural Design VII, Arch 5006 Professional Practice.

For the M.Arch degree program, evidence was found in Arch 7003 Graduate Design Studio III, Arch 7004 Graduate Design Studio IV, Arch 5006 Professional Practice.

For Arch 5006 the 2012 AIA Code of Ethics and should be updated to the 2020 version, and AIA Documents are referencing 2007 versions and should be updated to 2017.

Assessment of this environment occurs through student exit surveys. Assessment by faculty and staff are not included and no action plan for responding to the assessment is described. No action plan for responding to assessments is described but future plans for it were discussed in meetings with faculty and administration.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

B.Arch.
[X] Met

M.Arch.
[X] Met

Team Assessment:

B.Arch: Evidence of assurance for student understanding of systems, technologies, and assemblies of building construction was described in the structural studies courses Arch 3003/CM 2501 Arch Structures I, Arch 3004 Arch Structures II, and 4031 Arch Structures III, and building science courses 3007 Architecture Systems and 3008 Environmental Control. Arch 5001 Comprehensive Arch Design and ARCH 5005* Advanced Arch Techniques offer student opportunity to apply knowledge gained through courses to their own design process

The assessment of this work is described to be based on student exit surveys, student course evaluations of ARCH 3004, 3008, 3007, and 4031 as well as student work from ARCH 5001 and 5005. Assessment occurs through student exit surveys. Assessment by faculty and staff are not included and no action plan for responding to the assessment is described. No action plan for responding to assessments is described but future plans for it were discussed in meetings with faculty and administration.

M.Arch: Evidence of assurance for student understanding of systems, technologies, and assemblies of building construction was described in the structural studies courses Arch 3003/CM 2501 Arch Structures I, Arch 3004 Arch Structures II, and 4031 Arch Structures III, and building science courses 3007 Architecture Systems and 3008 Environmental Control. ARCH 5005* Advanced Arch Techniques offers student opportunity to apply knowledge gained through courses to their own design process*

The assessment of this work is described to be based on student exit surveys, student course evaluations of ARCH 3004, 3008, 3007, and 4031 as well as student work from ARCH 5005 and 7006*. Assessment occurs through student exit surveys. Assessment by faculty and staff are not included and no action plan for responding to the assessment is described. No action plan for responding to assessments is described but future plans for it were discussed in meetings with faculty and administration.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory

requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

B.Arch.
[X] Not Met

M.Arch.
[X] Not Met

Team Assessment: The B.Arch student work in ARCH 5001 Comprehensive Architectural Design does not demonstrate the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. The projects show an understanding in the individual areas of user requirements, site conditions, regulatory requirements and specific areas of accessible design, but lack in demonstrating a synthesis and measurable environmental impacts. The precedent studies, site diagrams, and adaptive assemblies studies demonstrate components of the comprehensive defined project, but the final student projects lack the demonstrative synthesis of the whole design decision process. The supporting materials also did not provide evidence in how the learning objectives are assessed and how these are brought back to refine the course.

The M.Arch student work in ARCH 7006 Graduate Studio VI does not demonstrate the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. The projects show an understanding in the individual areas of user requirements, site conditions, regulatory requirements and specific areas of accessible design, but lack in demonstrating a synthesis and measurable environmental impacts. The precedent studies, site diagrams, and adaptive assemblies studies demonstrate components of the comprehensive defined project but the final student projects lack the demonstrative synthesis of the whole design decision process. The supporting materials also did not provide evidence in how the learning objectives are assessed and how these are brought back to refine the course.

Assessment occurs through student exit surveys. Assessment by faculty and staff are not included and no action plan for responding to the assessment is described. No action plan for responding to assessments is described but future plans for it were discussed in meetings with faculty and administration.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

B.Arch.
[X] Not Met

M.Arch.
[X] Not Met

Team Assessment: The B.Arch. student work in ARCH 5001 Comprehensive Architecture Design does not demonstrate design decisions that integrate building envelope systems and assemblies, structural systems, passive and active environmental control systems, and life safety systems that include egress and access. The projects show systems that are episodic rather than informing and being informed by the design, as seen in the life safety studies, the connection of building envelope systems to structure, and ADA restroom studies. Projects do not show any measurements for building performance evaluations that are employed in making design considerations. Project types do not support the demonstration of abilities

for integrating building envelopes systems and assemblies, structural systems, passive and active environmental control systems, and life safety systems that include egress and access. Precedents are part of the exercise. Double-skin façade systems are employed and sustainable ideas such as water collection, green roofs, and ventilation are incorporated. Programming and response to topography is addressed.

The M.Arch. student work in ARCH 7006 Graduate Design Studio VI does not demonstrate that students can make design decisions that integrate building envelope systems and assemblies, structural systems, passive and active environmental control systems, and life safety systems that include egress and access. No measurements for building performance are shown as part of design decisions. The connections of building envelope assemblies to structural systems are applied rather than integrated. The designs are not informed by the systems and the systems do not inform the design at the level expected to demonstrate abilities. Programming and response to topography is addressed.

Assessment occurs through student exit surveys. Assessment by faculty and staff are not included and no action plan for responding to the assessment is described. No action plan for responding to assessments is described but future plans for it were discussed in meetings with faculty and administration.

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

[X] Met

Team Assessment: A letter dated January 13, 2015 from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) was included in the APR, Appendix B, reaffirming the institution's accreditation. The next reaffirmation is scheduled to take place in 2024.

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B.Arch.), the Master of Architecture (M.Arch.), and the Doctor of Architecture (D.Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 **Professional Studies**. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

4.2.2 **General Studies**. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

NAAB-accredited professional degree programs have the exclusive right to use the B.Arch., M.Arch., and/or D.Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

4.2.4 **Bachelor of Architecture.** The B.Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

4.2.5 **Master of Architecture**. The M.Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

4.2.6 **Doctor of Architecture**. The D.Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D.Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

B.Arch.
[X] Met

M.Arch.
[X] Met

Team Assessment:

4.2.1 Professional Studies. The APR p. 59 provides links to documentation of professional courses required for students in the B.Arch and M.Arch programs.

4.2.2 General Studies. The APR pp. 59-60 provides links to documentation of the minimum number of credits for general education required by the institution and the minimum number of credits for general education required by their institutional regional accreditor.

4.2.3 Optional Studies. The APR pp. 60-61 describes optional studies opportunities available to students within and outside of the program.

4.2.4 Bachelor of Architecture. The APR pp. 61-62 provides credit hours required for the B.Arch degree sufficient to meet the requirement.

4.2.5 Master of Architecture. The APR pp.63-64 provides credit hours required for the M.Arch degree sufficient to meet the requirement.

4.2.6 Not Applicable.

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1   A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

4.3.2   In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

4.3.3   A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

B.Arch.
[X] Not Met

M.Arch.
[X] Not Met

Team Assessment:

4.3.1 The evaluation process for admissions to the B.Arch. degree is described on the program's "Admissions" website at: https://design.lsu.edu/architecture/admissions/bachelor-of-architecture/. The evaluation requires an indication of major on the general application and an application for continued admission at the end of the first year. The evaluation process for admissions to the M.Arch. degree is described on the program's "Admissions" website at: https://design.lsu.edu/architecture/admissions/master-of-architecture/. This evaluation requires an application to the graduate school and the prerequisites of physics, college algebra/trigonometry, and history equivalents. The evaluation of advanced standing for M.Arch. degree-seeking students is documented on the preceding website.

4.3.2 The standards for and process of evaluating past educational experiences for B.Arch. degree-seeking students is described in general on the program's "Admissions" website at: https://design.lsu.edu/architecture/admissions/bachelor-of-architecture/. The "Change of Major and External Transfer Students" discussion communicates the standards for and process of evaluations of post-secondary coursework. The standards and process of evaluating past educational experiences for M.Arch. degree-seeking students is described in general on the program's "Admissions" website at: https://design.lsu.edu/architecture/admissions/master-of-architecture/. However, a standardized form that documents evaluations of all post-secondary coursework is needed to establish an objective review of coursework among students and over time. This documentation ensures that established standards are being followed and gaps in a student's education are addressed.

4.3.3 The length of the B.Arch. professional program is described on the "Admissions" website at: https://design.lsu.edu/architecture/admissions/bachelor-of-architecture/. The length of the M.Arch. professional program is described at: https://design.lsu.edu/architecture/admissions/master-of-architecture/. However, there are no standardized forms that document evaluations of all post-secondary coursework for transfer students and M.Arch. students, resulting in a lack of clarity regarding the evaluation of prior work and its implications for required length of study.

5—Resources

5.1 Structure and Governance
The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

> 5.1.1 **Administrative Structure**: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

> 5.1.2 **Governance**: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

B.Arch.
[X] Described

M.Arch.
[X] Described

Team Assessment: Evidence of the program's structure and governance was found in the APR in organizational charts and a narrative on pages 67-70, and in the School of Architecture bylaws, dated 12 January 2011, provided in Appendix G of the APR.

The School of Architecture is one of four schools constituting the College of Art & Design. The Director of the School of Architecture (Marwan Ghandour) reports to the Dean of the College of Art & Design (Alkis Tsolakis) who in turn reports to the provost (Matthew Lee). The provost reports to the University President (William F. Tate, IV). The President reports to the LSU Board of Supervisors.

The Director is appointed by the LSU Board of Supervisors based upon the recommendation of the Dean and Provost. The Director is assisted by an Administrative Specialist for HR and Budget and an Administrative Coordinator for student affairs and scheduling (this position is currently vacant). The Director appoints two faculty members to serve as Graduate and Undergraduate program coordinators; the undergraduate Coordinator is Kristen Kelschand and the Director is currently serving as the Graduate Coordinator.

The Dean is assisted by an Assistant Dean for Administration & Finance and an Associate Dean of Academics who oversees student services, academic counseling, and diversity & recruitment.

Information technology, design shop, digital fabrication laboratories, and the CxC studio activities are resources shared by all the Schools and therefore report to the Dean not the individual School directors.

The School of Architecture Bylaws explain how faculty, staff and students can participate in the governance of the program. The school includes two standing committees, the Curriculum Committee and the Faculty Development Committee. The Curriculum Committee reviews and updates the curriculum every year; it is composed of five faculty members (four tenured and one tenure-track) elected by the school faculty and one student appointed by the committee chair. The Faculty Development Committee evaluates and makes recommendations on promotion, tenure, and reappointment; it is composed of all tenured faculty and one non-voting tenure-track faculty elected by their peers. This committee also reviews the school bylaws.

University Policy Statement 50, found at https://www.lsu.edu/policies/ps/ps_50.pdf , further describes the roles and responsibilities of the members of the university's administrative structure.

5.2 Planning and Assessment
The program must demonstrate that it has a planning process for continuous improvement that identifies:

> 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

5.2.2 Key performance indicators used by the unit and the institution.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

5.2.5 Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

B.Arch.
[X] Not Demonstrated

M.Arch.
[X] Not Demonstrated

Team Assessment: The program provided evidence within the APR under 3 Program and Student Criteria, 5.2 Planning and Assessment and in Appendix C. The program provided a diagram of their assessment cycle. Due to the timing of the program's accreditation, the program has not been through a full cycle of assessment. The first comprehensive recommendations based on the first assessment process will be developed in fall 2022 and the first full cycle of program assessment will conclude in fall 2024.

5.2.1 The strategic plan provided in Appendix C calls out four major objectives. It does not provide defined multi year strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

5.2.2 The program calls out five key performance indicators in the APR under 5.2 Planning and Assessment 5.2.2. They include the following: Increase in the diversity of students, Increased teaching and research addressing contemporary global issues that are locally and regionally relevant such as spatial justice, design for the Caribbean, water ecology, coastal urbanism and community resilience, innovative fabrication. Increase in quantity and diversity of faculty research output and collaborations. Overall positive course evaluation and graduating student survey results. Good performance in the evaluation of the student learning outcomes associated with the fourteen NAAB program and student criteria.

5.2.3 The program provides data on how they are progressing toward the goals of diversity, student/faculty numbers, curriculum, and research in the APR under 5.2 Planning and Assessment 5.2.3.

5.2.4 The program includes a list of strengths, challenges, and opportunities in the APR under 5.2 Planning and Assessment 5.2.3. The list includes noting limited budgets for facility upgrades and student faculty ratios.

5.2.5 The program describes ongoing outside input from others in the APR under 5.2 Planning and Assessment 5.2.5. The program notes that they do not have a formal advisory board with informal input coming from visiting academics and professionals.

The program has a good working relationship with the LSU Office of Institutional Effectiveness. The two are moving forward in the assessment process and the team is confident that the program will demonstrate the complete planning and process for continuous improvement in time.

5.3 Curricular Development
The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

5.3.2   The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

B.Arch.
[X] Not Demonstrated

M.Arch.
[X] Not Demonstrated

Team Assessment: The program's plan for assessing its curriculum and introducing adjustments is described on pages 18 and 74 of the APR. In coordination with the LSU Office of Institutional Effectiveness, the faculty have established an assessment review that includes annual student exit surveys and course evaluations as well as faculty committee reports that assess the coordinated school goals, university drivers, and NAAB criteria on a three-year basis through a review of student work.

5.3.1 The relationship between the course assessment and curricular development is described on pages 18 and 74 of the APR. Annual student exit surveys and course evaluations provide indirect measures of assessment. Student work, including projects, essays, exams, and papers, are direct measures that are assessed by faculty committees that explore the learning of school goals, university drivers, and NAAB criteria on a rotating schedule that addresses all objectives over three years. The findings of the surveys, course evaluations, and assessment reports are provided to the Curriculum Committee, which makes recommendations for changes to courses or program activities.

While the exit surveys are included, no course evaluations and faculty assessment reports are included. Faculty, staff, and administration noted that the process for assessing curriculum and making changes has yet to be completed, with the learning outcomes and rubrics needing to be communicated prior to this work. Developing the assessment process beyond the diagram is necessary to ensure that the curriculum is reviewed and improved.

5.3.2 As noted on page 74 of the APR, the faculty, Director, Undergraduate Program Coordinator, Graduate Program Coordinator, the college Courses and Curricula Committee, and the dean are the personnel and committees involved in setting curricular agendas and initiatives. For the M.Arch., the Graduate Council of the LSU Graduate School is also a part of this. While the director is charged with overseeing the quality, effectiveness, and progress of the program and the undergraduate and graduate program coordinators are responsible for implementing their respective curricula, the Curriculum Committee is responsible for responding to the assessment and making recommendations for changes to the curriculum and program.

5.4 Human Resources and Human Resource Development
The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1   Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

5.4.2   Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

5.4.3   Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

5.4.4   Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

B.Arch.
[X] Demonstrated

M.Arch.
[X] Demonstrated

Team Assessment:

The APR pp. 77-79 provide evidence of adequate human resources to support student learning and achievement consistent with the program's mission.

5.4.1 The program balances the workloads of tenured, tenure track, and non-tenure track faculty. Two support staff roles are provided to work with faculty. The program provides a process to address faculty whose course load exceeds the intended balance.

5.4.2 Professor Kristen Kelsch serves as the Architect Licensing Advisor and attends the NCARB Licensing Advisor Summit and disseminates information to students through information sessions and presentations to second-year undergraduate and first year graduate students.

5.4.3 Institutional resources are available to provide professional development for faculty and staff.

5.4.4 Undergraduate students are assigned a faculty advisor who they meet with at least two times a year. Graduate students receive both academic and career advising from the Graduate Coordinator. LSU Communication across the Curriculum (CxC) provides a studio to address professional needs of students. The LSU Center for Academic Success (CAS) provides career guidance. The LSU Mental Health Service (MHS) provides support for mental well-being. The Undergraduate and Graduate Program Coordinators and the Architecture Licensing Advisor advise students on job placement.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1   Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

5.5.2   Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

5.5.3   Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

5.5.4   Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

5.5.5   Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

B.Arch.
[X] Demonstrated

M.Arch.
[X] Demonstrated

Team Assessment:

5.5.1 Charts included on page 81 of APR indicate steady increase in underrepresented students in School of Architecture since last accreditation visit in 2013.

Access to office space and all university and college resources is consistent among students and faculty. The University created the Opportunity Hire program which financially supports schools that are hiring underrepresented faculty

5.5.2 A summary of the faculty demographics describes an increase in diversity of hired faculty since 2013, In 2013, the faculty consisted of 13 full-time faculty with 4 women and 9 men who ethnically identified as 1 Asian, 10 White and 2 unspecified. In 2021-2022 full-time faculty consists of 6 women and 8 men with the following ethnicities: 1 Black, 1 Latinx, 1 MENA, 2 International and 9 white. The two school staff were two African American women in 2013 and continue to be so until spring 2021. One staff position is currently vacant.

Currently, the percentage of underrepresented faculty is 35.7% which is less than the percentage of underrepresented students (43.9%). The school plan in increasing the diversity of faculty is first, to make sure that the school showcases its commitment to equity and spatial justice in architectural education and research, through its strategic plan, the courses taught, and research conducted. Second, ensure that the faculty search ads confirm this commitment and is widely distributed on platforms that target diverse audience. Third, continue to reinforce the recently adopted guidelines for all LSU faculty searches where search committees are needs to include diversity advocate that reports on equity of the search process and alert to conscious or unconscious bias.

In meetings with students, they discussed informing administration of their desire for more diverse faculty that represented their student population within recent years and felt that the administration was very receptive and committed to this effort and have seen more BIPOC faculty hired as a result.

5.5.3 Charts on pages 80, 81, and 82 of the APR show a steady increase in underrepresented students in the School of Architecture since 2013. These charts are not broken down by degree program.

B.Arch: On the University level, admissions shifted towards a holistic process where undergraduate applicants evaluations are not only based on standardized tests, but includes a deeper dive into high school transcripts and activities. This change has resulted in increasingly more diversity in the admitted first year students. The TOPS program in Louisiana, where high performing high school students are granted a tuition waiver for four years of undergraduate education, has provided many first-generation students and students with financial needs access to higher education.

A mentorship program was developed collaboratively among four student organizations (AIAS, NOMAS, SHiP and Studio Culture).

M.Arch. Graduate students can be nominated by the school for full tuition award for two years. in last four years all graduate students from underrepresented backgrounds were granted this award

Central Atrium Mural dedicated to Professor Julian White

Added more studios and courses that address issues relevant to marginalized communities such as spatial injustice, urban segregation, race and the American city and more. Students expressed appreciation for these courses during our meetings with them.

5.5.4 Policies are evidenced in several website links:

LSU Policy on Equal Opportunity: https://www.lsu.edu/policies/ps/ps_1.pdf

College of Art and Design Diversity Statement: https://design.lsu.edu/who-we-are/diversity-inclusion/.

The college of Art and Design has established a new position to address this initiative - Assistant Dean for Diversity and Recruitment

in 2020 a Diversity Committee made up of faculty, students, and staff from each of the schools within the College of Art and Design was established

5.5.5 Office of Disability Services https://www.lsu.edu/disability/about/index.php

5.6 Physical Resources
The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1   Space to support and encourage studio-based learning.

5.6.2   Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

5.6.3   Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

5.6.4   Resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

B.Arch.
[X] Demonstrated

M.Arch.
[X] Demonstrated

Team Assessment: Evidence of appropriate physical facilities was provided in the APR (pages 84-87) through a written narrative and floor plans; through a video tour provided to the team; and through discussions with students, faculty, and staff. Facilities appear comfortable, well-lit, well maintained, and equipped with a variety of technologies and plenty of pin-up space.

Architecture students, faculty and staff use primarily three buildings, Atkinson Hall, the Art Building, and the Design Building. These three buildings abut three different quads that are used by students and faculty for outdoor learning and breaks. Studios are primarily located in Atkinson Hall with workshop, lecture, and faculty offices scattered throughout. Students have 24/7 access to workstations and all but first year B Arch students have individually dedicated workstations. All but one lecture/seminar room has flexible seating to accommodate different learning styles/methods and are equipped with screens, projectors and/or large TVs.

Support learning spaces include a 24/7 computer lab with printing services as well as a design shop that provides students with a workspace, hand tools, and power machinery for a variety of uses and materials; it includes a woodworking area and two laser cutters. Students can also rent photography and lighting equipment, and access 3D printers and scanners in the CxC studio. In the Fabrication Laboratory, students and faculty can access large-scale digital fabrication equipment for cutting, shaping, and forming, metal, wood, and plastic. Finally, the Viz-Lab is a resource for computer-aided design, image-processing, large-format printing and scanning, and virtual and augmented reality.

Each Professor has a private office. Instructors and Professional-in-Residents have shared offices.

In Fall 2022, the School of Architecture will have additional studio, office, and research space in Atkinson Hall as the School of Art relocates to the Studio Arts Building.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

B.Arch.
[X] Demonstrated

M.Arch.
[X] Demonstrated

Team Assessment: *(Instructions to the team: write a brief summary of where evidence was found)***:**

The APR p. 88 provides evidence that the program has sufficient financial resources to support student learning and achievement. The annual allocation indicates institutional support to accommodate operations of the B.Arch and M.Arch programs as well as investment income to support endowed professorships, lecture series, research and scholarships.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

B.Arch.
[X] Demonstrated

M.Arch.
[X] Demonstrated

Team Assessment: This condition is Demonstrated. The main library for the university, the LSU Library, is located across a quad from the architecture building of Atkinson Hall. The LSU Library contains resources for the School of Architecture both in print and online forms. A dedicated liaison is on-call and by appointment to assist architecture students and faculty with specific research and library services.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

B.Arch.
[X] Met

M.Arch.
[X] Met

Team Assessment: The Statement on NAAB-Accredited Degrees with the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2 is found at the program's website:

https://design.lsu.edu/architecture/about/accreditation/

https://catalog.lsu.edu/preview_entity.php?catoid=23&ent_oid=5237

https://catalog.lsu.edu/preview_program.php?catoid=23&poid=11174

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

   a) *Conditions for Accreditation, 2020 Edition*

   b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)

   c) *Procedures for Accreditation, 2020 Edition*

   d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

B.Arch.
[X] Met

M.Arch.
[X] Met

Team Assessment: The Conditions for Accreditation, 2020 Edition, the Conditions for Accreditation, 2009 Edition, the Procedures for Accreditation, 2020 Edition, and the Procedures for Accreditation, 2009 Edition are located on the program's "Accreditation" website at: https://design.lsu.edu/architecture/about/accreditation/.

The website also offers a link to NAAB, which should be changed from "National Architectural Accrediting Board Conditions for Accreditation" to "National Architectural Accrediting Board" for clear identification of the Conditions of Accreditation.

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

B.Arch.
[X] Met

M.Arch.
[X] Met

Team Assessment: The program maintains a database of design-specific internships and jobs on its website at this link: https://design.lsu.edu/student-life/internships-jobs/. The university's Olinde Career Center is also a resource for finding jobs and developing job search skills and offers many virtual events and resources. The College also hosts an annual Career and Networking Day with the next event scheduled for March 2022: https://www.lsu.edu/careercenter/events/adnd.php. In meetings with the Visiting Team, students reported that faculty (both full time and adjunct) were important resources to help with their professional development.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit

b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit

c) The most recent decision letter from the NAAB

d) The Architecture Program Report submitted for the last visit

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

f) The program's optional response to the Visiting Team Report

g) Plan to Correct (if applicable)

h) NCARB ARE pass rates

i) Statements and/or policies on learning and teaching culture

j) Statements and/or policies on diversity, equity, and inclusion

B.Arch.
[X] Met

M.Arch.
[X] Met

Team Assessment:

(a-h) All Interim Progress Reports and Program Annual Reports since the last team visit are located on the program's "Accreditation" website at: https://design.lsu.edu/architecture/about/accreditation/. This link

includes the Program Annual Reports, the most recent NAAB decision letter, the previous Architecture Program Report, the most recent Visiting Team Report and the response. There is no request and therefore no need for a Plan to Correct. A link to NCARB pass rates is also provided.
(i) The Studio Culture Policy is located on the program's "Studio Culture Policy" website at: https://design.lsu.edu/architecture/about/studio-culture-policy/. While the policy is robust, the most recent committee date is 2012-13.

(j) A Diversity Statement is located on the program's "Diversity Statement" website at: https://design.lsu.edu/architecture/about/diversity-statement/. The statement is clear; however, none of the "More Resources" links work. The last NOMAS Facebook post was in 2015, and the most recent news story about diversity was in 2014. Director Ghandour has introduced a "Platforms Towards Change" open discussion in 2020, indicating that conversations about diversity are happening.

6.5 Admissions and Advising
The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

 a) Application forms and instructions

 b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing

 c) Forms and a description of the process for evaluating the content of a non-accredited degrees

 d) Requirements and forms for applying for financial aid and scholarships

 e) Explanation of how student diversity goals affect admission procedures

B.Arch.
[X] Met

M.Arch.
[X] Met

Team Assessment: Evidence for admissions and advising was found in the following university website locations:

(a) The Application forms and instructions at the following link: https://design.lsu.edu/architecture/admissions/ the B.Arch and M.Arch links in the middle of the page do not work. The links on the right-side banner lead to the forms and instructions.

(b) Admissions requirements: https://design.lsu.edu/architecture/admissions/ the B.Arch and M.Arch links in the middle of the page do not work. The links on the right-side banner lead to the forms and instructions.

c) Forms and descriptions: https://design.lsu.edu/architecture/admissions/ the B.Arch and M.Arch links in the middle of the page do not work. The links on the right-side banner lead to the forms and instructions.

d) Requirements and forms for applying for financial aid and scholarships: https://www.lsu.edu/financialaid/index.php and https://design.lsu.edu/student-life/scholarships/architecture-scholarships/

e)   There is a statement within the admissions website at
https://www.lsu.edu/academicaffairs/sacs/resources/item28561.pdf

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

B.Arch.
[X] Met

M.Arch.
[X] Met

Team Assessment: Evidence for student financial information was found on the university website at https://www.lsu.edu/financialaid/, including types of financial aid available and how to apply. There is also a price calculator tab at this link for both graduate and undergraduate students that provides basic information on costs for tuition, fees, and living expenses. The price calculator does not consider the major in its estimated costs; in meetings with the Visiting Team, some students expressed surprise at the costs for printing, model making supplies, and field trips. There is also a scholarship webpage specific to the architecture program at https://design.lsu.edu/student-life/scholarships/architecture-scholarships/ that lists very many scholarships available to architecture students. Financial information specific to graduate school was found on the university website at https://lsu.edu/graduateschool/funding.php.

IV.   Appendices:

Appendix 1. Conditions Met with Distinction

None.

Appendix 2. The Visiting Team

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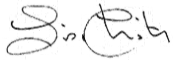**V.   Report Signatures**

Respectfully Submitted,

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Team Chair

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Team Member

Karen Cordes Spence, Ph.D., AIA
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Lisa Chronister, FAIA
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