SECTION 1: GOVERNING ORGANIZATION INFORMATION

Annual Report (Bachelor of Architecture: Annual Report: SECTION 1: GOVERNING ORGANIZATION INFORMATIO

This section is READ ONLYIf all of the information is correct, please scroll down and click on Mark

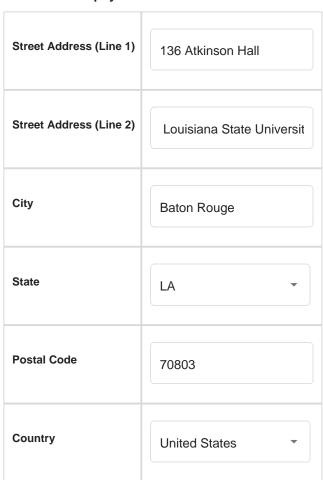
Section Complete If any changes need to be made, please go to the menu on the left and select

Institution Details > Institution Profile and update your information there. You can then come back to this section and select Mark Section Complete

1. Name of the governing institution:

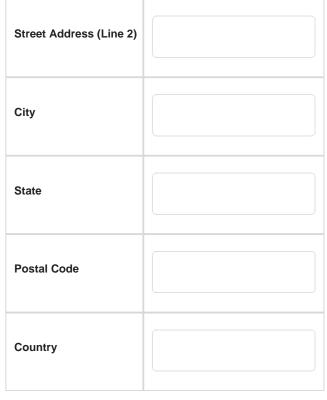
Louisiana State University

2. Institution s physical address:



3. Institution s mailing address if different from its physical address:

Street Address (Line 1)	

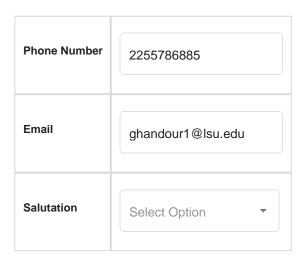


4. Institutional website:

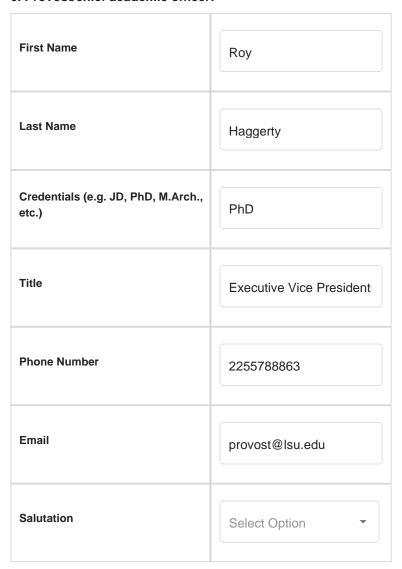
openw_in_ne

5. Chief executive officer:

First Name	Marwan
Last Name	Ghandour
Credentials (e.g. JD, PhD, M.Arch., etc.)	MS in Arch & Bldg Dsn
Title	Director

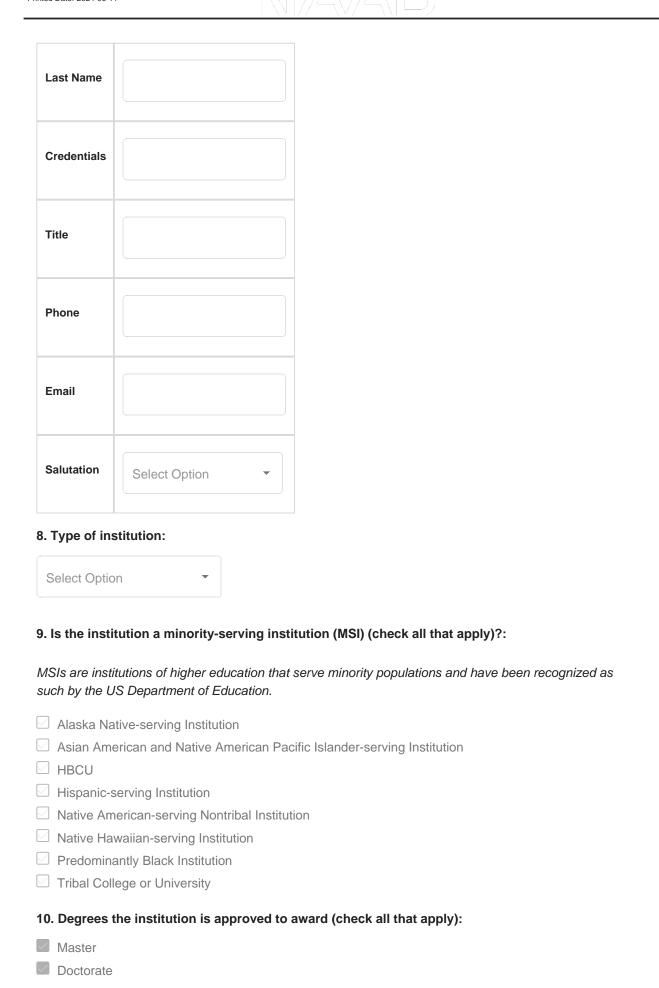


6. Provost/chief academic officer:



7. Other institution administrator (optional):

First Name







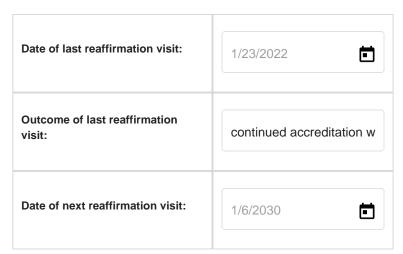
Select from the following list the organization that accredits the institution.

11. Institutional accrediting organization:

Southern Association of C

12. Institutional accreditation information:

Complete this question using the results of the most recent reaffirmation from the institution's regional/institutional accreditor.



SECTION 2: PROGRAM INFORMATION

Annual Report (Bachelor of Architecture : Annual Report : SECTION 2: PROGRAM INFORMATION

To complete this section, please review the data below and update the information as needed.

1. Program described in this report:



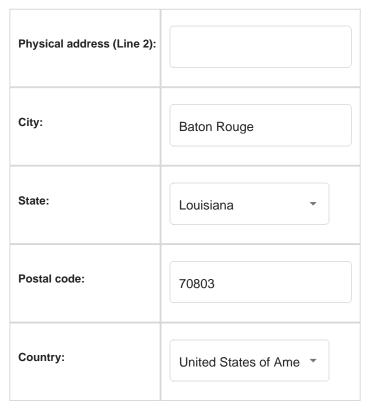
2. CIP code:

Please enter the CIP code of your architecture program. The format of the code is xx.xxxx. CIP codes for architecture are available here.



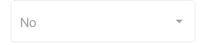
04.0902

3. Name of academic unit:	
Architecture	
4. Please verify which of the follo apply):	owing degree programs your institution currently offers (check all that
Bachelor of Architecture (B.Arch	n.)
Master of Architecture (M.Arch.)	
Doctor of Architecture (D.Arch.)	
Pre-professional architecture de	egree (B.A., B.S.)
5. Please provide the website add	dresses for each program selected above:
B.Arch. program website:	https://design.lsu.edu/arcl
M.Arch. program website:	https://design.lsu.edu/arcl
D.Arch. program website	
Pre-professional architecture degree program website:	
6. Are you planning to develop ar	nother professional architecture degree in the near future?:
No •	
7. Physical address of the progra	am:
Physical address (Line 1):	Atkinson Hall



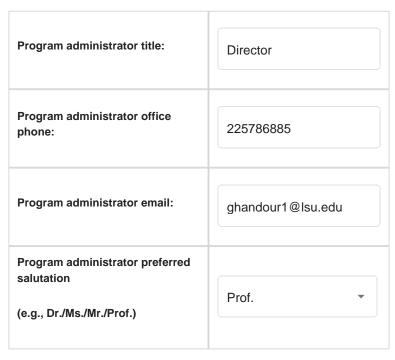
8. Is this degree program offered at an additional location?:

Additional locations include branch campuses, additional sites as part of a single accredited program, teaching site and study abroad as part of a single accredited program, and online learning as part of a single accredited program. These location categories are defined in the 2020 Procedures. Programs initiating or altering additional sites, teaching sites, or online learning must provide this information in the program Annual Report when the changes are made or considered.



9. Program administrator:

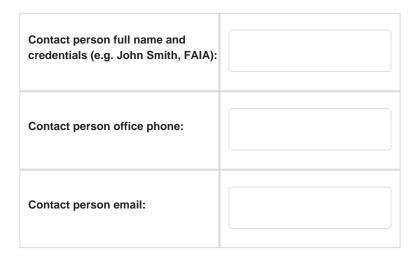




10. Academic unit administrator:

Academic unit administrator fist name	Marwan
Academic unit administrator last name	Ghandour
Academic unit administrator post- nominal credentials (e.g. FAIA):	
Academic unit administrator title:	Director
Academic unit administrator office phone:	2255786885
Academic unit administrator email:	ghandour1@lsu.edu

11. Contact person completing the report if not the program administrator:



SECTION 3: ACADEMIC INFORMATION

Annual Report (Bachelor of Architecture: Annual Report: SECTION 3: ACADEMIC INFORMATION

To complete this section, please review the data below and update the information as needed. Definitions of data terms in NAAB s Annual Report are based primarily on definitions found in the glossary of the IPEDS most recent data collection system, available online at

https://surveys.nces.ed.gov/ipeds/public/glossary. Undergraduate programs should refer to their institution s IPEDS submission for the prior academic year (September 1 -- August 31) in preparing this report.

What information in Section 3 does the program need to add, complete, or clarify?

For question 2, please select Add Program Track and select Other and enter the program length and required credits.

1. Academic calendar:

Select the type of academic term used by the institution (check only one).

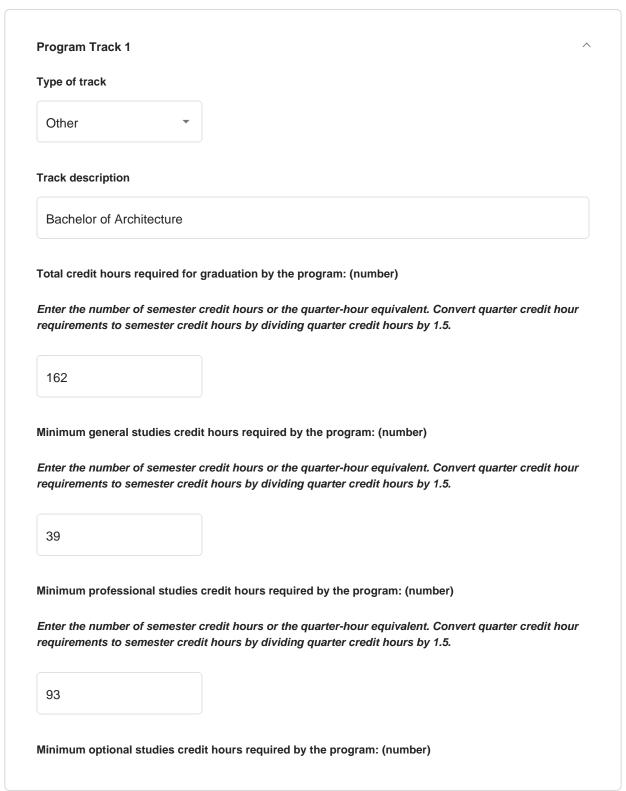


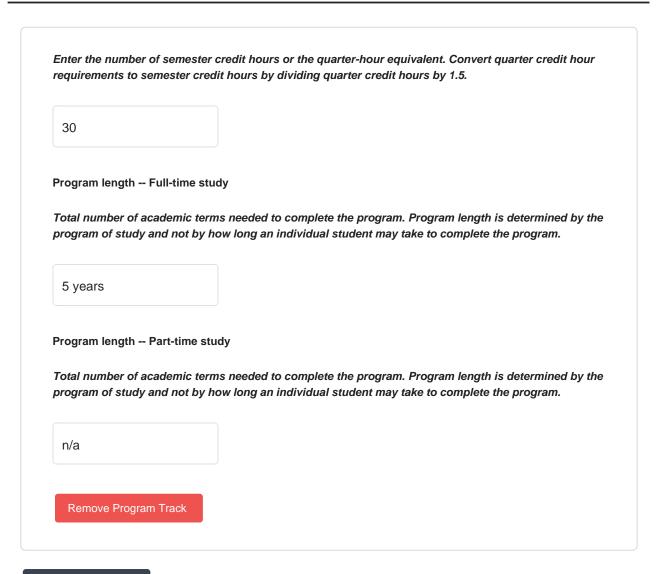
PLEASE READ

The following question replaces an earlier form of the question. This was done in response to feedback

from programs wanting to enter information on program length and credit hours by track. If you have already completed those questions and need to recover the information, please contact us at accreditation@naab.org.

2. Program length and required credit hour distribution





Add Program Track

3. Articulation agreements:

List the number of articulation agreements the program has in place with any of the following institutions.

Community colleges:	n/a
Colleges or universities granting B.A. or B.S. pre-professional degrees:	n/a
Colleges or universities granting B.Arch. degrees:	

Louisiana State University
Annual Report (Bachelor of Architecture
Printed Date: 2024-06-11

Other:	n/a
--------	-----

4. Education level prior to entering program:

What percentage of all new students enrolled in the program as of Sept. 1 were admitted with the following academic background? Record highest level achieved only.

High school diploma or equivalent:	100%
Associate's degree:	
Pre-professional bachelor's degree in architecture:	
Bachelor's degree in a field other than architecture:	
Bachelor of Architecture (B.Arch.) for M.Arch. or D.Arch. programs:	
Master's degree in a field other than architecture for M.Arch. or D.Arch. programs:	
Other:	

SECTION 4: INSTRUCTIONAL FACULTY

Annual Report (Bachelor of Architecture : Annual Report : SECTION 4: INSTRUCTIONAL FACULT

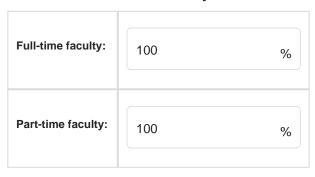
To complete this section, please review the data below and update the information as needed. Definitions of data terms in NAAB s Annual Report are based primarily on definitions found in the glossary of the IPEDS most recent data collection system, available online at

https://surveys.nces.ed.gov/ipeds/public/glossary. Undergraduate programs should refer to their institution s IPEDS submission for the prior academic year (September 1 -- August 31) in preparing this report.

1. Number of full-time instructional faculty that teach in the professional degree program as of the most recent complete academic year:

16			
10			

2. Percent of instructional faculty shared between the B.Arch. and M.Arch. programs:



3. How many full-time instructional faculty have earned the credential listed below as their highest degree?

Doctor of Architecture (D.Arch.)	
Master of Architecture (M.Arch.)	6
Bachelor of Architecture (B.Arch.)	
Ph.D./Doctorate in architecture	7
M.S. or M.A. in architecture	1

B.S./B.A. in a pre-professional degree in architecture		
Doctoral degree in another field	1	
Master's degree in another field	1	
Baccalaureate degree in another field		
Other degree type		
4. Number of part-time/adjunct in of the most recent complete acade		in the professional degree program as
3		
5. How many part-time/adjunct fa degree?:	culty have earned the creden	tial listed below as their highest
Doctor of Architecture (D.Arch.)		
Master of Architecture (M.Arch.)		
Bachelor of Architecture (B.Arch.)	2	
Ph.D./Doctorate in architecture		

M.S./M.A. in architecture	1	
B.S./B.A. in a pre-professional degree in architecture		
Doctoral degree in another field		
Master's degree in another field		
Baccalaureate degree in another field		
Other degree		
. Faculty to student ratio in pro	ofessional studies courses	s:
Professional studies courses are a accredited program and are the co	those with architectural cont ore of a professional degree	tent required of all students in the NAAB- e program that leads to licensure. Knowledge
accredited program and are the co from these courses is used to sati	chose with architectural cont ore of a professional degree sfy Condition 3-Program an cross all professional study o	tent required of all students in the NAAB- e program that leads to licensure. Knowledge d Student Criteria. courses.

Annual Report (Bachelor of Architecture : Annual Report : SECTION 5: STUDENT AND FACULTY DEMOGRAPHIC

To complete this section, please review the data below and update the information as needed. Definitions of data terms in NAAB s Annual Report are based primarily on definitions found in the glossary of the IPEDS most recent data collection system, available online at

https://surveys.nces.ed.gov/ipeds/public/glossary. Undergraduate programs should refer to their institution s IPEDS submission for the prior academic year (September 1 -- August 31) in preparing this report.

For the faculty and student demographics counts, please leave the cell blank if you did not collect the information. If you collected the information and the response was zero, please enter 0. The totals will be the same whether you enter a zero or leave the cell blank. For this section, the system will not allow you to enter NA.

A. Students

Enter the total number of individuals in each category. Individuals should only be counted once.

	Full time				
	Male	Female	Non-binary		
American Indian or Alaska Native					
Asian	6	15			
Black or African American	11	21			
Hispanic or Latino	13	27			
Native Hawaiian or Other Pacific Islander					
White	85	110			

Two or More Races		6	
Nonresident Alien	4	12	
Race/Ethnicity Unknown		2	
Total Students	119	193	0

B. Faculty

Enter the total number of individuals in each category. Individuals should only be counted once.

	Full time			
	Male	Female	Non-binary	
American Indian or Alaska Native				
Asian		1		
Black or African American		1		
Hispanic or Latino	1	1		
Native Hawaiian or Other Pacific Islander				



SECTION 6: STUDENT/GRADUATE ACHIEVEMENT

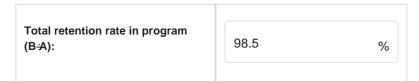
Annual Report (Bachelor of Architecture : Annual Report : SECTION 6: STUDENT/GRADUATE ACHIEVEMEN

To complete this section, please review the data below and update the information as needed. Definitions of data terms in NAAB s Annual Report are based primarily on definitions found in the glossary of the IPEDS most recent data collection system, available online at

https://surveys.nces.ed.gov/ipeds/public/glossary. Undergraduate programs should refer to their institution s IPEDS submission for the prior academic year (September 1 -- August 31) in preparing this report.

1. Retention rate:

Total number of students enrolled in the program during the prior academic year MINUS students who graduated at the end of the year (A). For example, 100 students in the program, 20 graduated, enter 80.	137
Total number of prior year students, excluding students who graduated, who returned in the current academic year (B):	135



2. Graduation rates:

Entering Student Cohort	Number of students in original cohort who enrolled in the first term of the program (A)	Number of students in original cohort who graduated within 100% of advertised program length (B)	Number of students in original cohort who graduated within 150% of advertised program length. (C)
2014- 2015	44	23	27
2015- 2016	48	32	34
2016- 2017	40	20	21
2017- 2018	25	18	21
2018- 2019	29	21	23
2019- 2020	33	24	26
2020- 2021	49	37	42
2021- 2022	49	45	48

3. Job placement rates:

Cohort	Number of program graduates (A)	The number of program graduates from this graduation year for whom employment information is known. (B)	Number of graduates seeking employment who were employed in a field for which the architecture program prepared them (full-time or part-time) within one year of graduation (C)	Jo
2019- 2020	26	20	20	
2020- 2021	26	16	15	[;
2021- 2022	40	32	30	[;

4. Source of job placement information:

reporting to school administration

SECTION 7: MAINTENANCE OF ACCREDITATION

Annual Report (Bachelor of Architecture: Annual Report: SECTION 7: MAINTENANCE OF ACCREDITATIO

Programs are required to maintain ongoing compliance with the NAAB 2020 Conditions for Accreditation. Programs need to report on any changes in the following areas that impact the program s ability to demonstrate on-going compliance. For each of the following resource areas, the program needs to indicate any significant and material changes that would impact its on-going compliance with the 2020 NAAB Conditions. Programs should note if they are addressing non-compliance in any of the following areas in a Plan to Correct but do not need to repeat documentation of progress that will be detailed in the Plan to Correct.

A: Program and Student Outcomes

Select the option that best describes whether or not the program has significant and material changes to program and student learning outcomes and/or to its ability to achieve its stated outcomes.

- The program HAS significant and material changes to program and student learning outcomes and/or to its ability to achieve its stated outcomes.
- The program has NO significant and material changes in this area.



Please note any **significant and material** changes to program and student learning outcomes (established as part of Condition 3: Program and Student Criteria). If no such changes occurred, please mark "no changes."

B: Curriculum Development and Faculty Resources

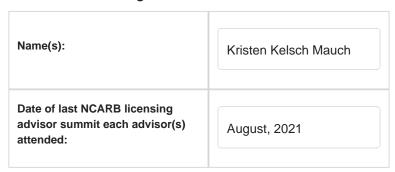
Select the option that best describes whether or not the program has significant or material changes to its process for assessing its curriculum and making adjustments based on the outcome of the assessment.

- The program has significant or material changes to the program's process for assessing its curriculum and making adjustments based on the outcome of the assessment.
- The program has NO significant or material changes in this area.

Please note any **significant and material** changes to the program s process for assessing its curriculum and making adjustments based on the outcome of the assessment. If no such changes occurred, please mark no changes.

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

C: Architect Licensing Advisor



If a program uses more than one architect licensing advisor, include each advisor.

D: Student Support Services

Select the option that best describes whether or not the program has significant or material changes to support services available to students in the program.

- The program has significant or material changes to support services available to students in the program.
- The program has NO significant or material changes to support services available to students in the program.

Please note any **significant and material** changes to 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. If no such changes occurred, please mark no changes.

E: Physical Resources

Select the option that best describes whether or not the program has significant and material changes to the program's physical resources and its ability to safely and equitably support the program's pedagogical approach and student and faculty achievement.

The program has significant and material changes to the program's physical resources and its ability to safely and equitably support the program's pedagogical approach and student and faculty achievement.

The program has NO significant or material changes in this area.

Please note any **significant and material** changes to the program s physical resources and its ability to safely and equitably support the program s pedagogical approach and student and faculty achievement. If no such changes occurred, please mark no changes. These changes include any of the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Resources to support all learning formats and pedagogies in use by the program.

E1. Describe any significant and material changes to the program's physical resources and its ability to safely and equitably support the program's pedagogical approach and student and faculty achievement.

The School of Architecture acquires additional studio spaces to accommodate three design sections. The School also acquires additional space to accommodate faculty research.

F: Financial Resources

Select the choice that best describes whether or not the program has significant and material changes to the program's institutional support and financial resources that would impact the program's ability to support student learning and achievement during the next term of accreditation.

The program has significant and material changes to the program's institutional support and financial resources that would impact the program's ability to support student learning and achievement during the next term of accreditation.

The program has NO significant and material changes in this area.

Please note any **significant and material** changes to the program s institutional support and financial resources that would impact the program s ability to support student learning and achievement during the next term of accreditation. If no such changes occurred, please mark no changes.

G: Information Resources

Select the choice that best describes whether or not the program has significant and material changes to its ability to ensure that all students, faculty, and staff have convenient and equitable access to information resources.

The program has significant and material changes to its ability to ensure that all students, faculty, and staff have convenient and equitable access to information resources.

The program has NO significant and material changes in this area.

Please note any **significant and material** changes to the program s ability to ensure that all students, faculty, and staff have convenient and equitable access to the following. If no such changes occurred, please mark no changes.

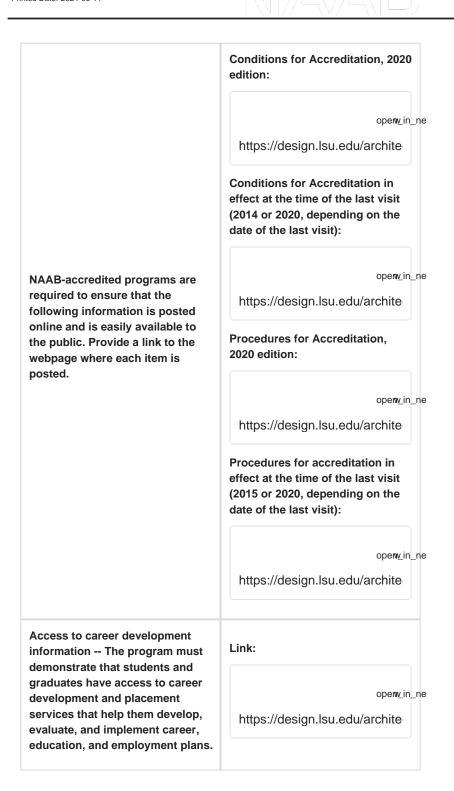
- Architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.
- Architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public. Provide a link to the webpage where each item is posted.

H: Public Information

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.





Public access to accreditation

reports and related documents --

To promote transparency in the

students, faculty, and the public, via the program s website:

process of accreditation in architecture education, the program must make the following

documents available to all

All interim progress reports and narratives of program Annual Reports submitted since the last team visit:

openv_in_ne

https://design.lsu.edu/archite

All NAAB responses to any Plan to Correct and any NAAB responses to the program Annual Reports since the last team visit:

openw_in_ne

https://design.lsu.edu/archite

The most recent decision letter from NAAB:

openw_in_ne

https://design.lsu.edu/archite

The Architecture Program Report (APR) submitted for the most recent visit:

openw_in_ne

https://design.lsu.edu/archite

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

openv_in_ne

https://design.lsu.edu/archite

The program s optional response to the Visiting Team Report:

openv_in_ne

https://design.lsu.edu/archite

Plan to Correct (if applicable):

openw_in_ne

https://design.lsu.edu/archite

NCARB pass rates:

nenwin ne

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

the institution. This

following:

procedures must include first-

time, first-year students as well as transfers from within and outside

documentation must include the

Application forms and instructions:

https://www.lsu.edu/admissic

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

https://design.lsu.edu/archite

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

N/A

Requirements and forms for applying for financial aid and scholarships:

https://www.lsu.edu/financiala

Explanation of how student diversity goals affect admission procedures:

https://www.lsu.edu/diversity/

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

https://www.lsu.edu/financiala

Student financial information

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. Link:

https://www.lsu.edu/bgtplan/

SECTION 8: SUBSTANTIVE CHANGES

Annual Report (Bachelor of Architecture: Annual Report: SECTION 8: SUBSTANTIVE CHANGE

1. Substantive Change

Indicate below whether the program has had a substantive change in any of the following areas during the past year. If so, provide the status of each change approval request: If the program has not had a substantive change in any of these areas, check "Does not apply -- no change." As a reminder, Substantive changes must be reviewed by NAAB **before implementation** by the program or institution. Substantive changes requiring review and the process for applying for approval of those changes is described in the 2020 Procedures.

Туре	Status	Date of Submission	Date of NAAB Decision	Date of Implementation
------	--------	--------------------	-----------------------	------------------------

Changes to the curriculum of an existing program or track for completing the program that affects the admissions requirements of the program (e.g., shifting from a single-institution M. Arch. to an M. Arch. that requires an undergraduate degree for admission).	Does not apply no (*	
Changes to the curriculum that effectively split an accredited single-institution program into a multidegree sequence that concludes with an accredited		
graduate degree and that may	Does not apply no ← ▼	
require an undergraduate degree for admission (e.g., changing from a B. Arch. to an M. Arch. that requires an undergraduate degree for admission).		

A program change that requires a significant change in pedagogy or the approach to delivering the professional degree (e.g., moving from traditional, on-campus learning to fully online learning).	Does not apply no (▼	
Programs seeking to convert an existing B. Arch. program to a single- institution M. Arch. program through modest adjustments.	Does not apply no (▼	
Programs seeking to convert an existing five- year, single- institution M. Arch program to a B. Arch. program through modest adjustments in the curriculum.	Does not apply no (▼	

Programs seeking to convert an existing M. Arch. program that requires an undergraduate degree (either in architecture or another discipline) for admission to a D. Arch.	Does not apply no ← ▼	
The addition of new tracks to existing accredited programs.	Does not apply no (▼	
Consolidating or merging an institution offering an accredited degree with another institution.	Does not apply no (▼	
Physical relocation of a program in a single institution, with multiple, additional teaching sites or remote sites (e.g., an institution consolidating the professional program at an additional teaching site or from multiple sites to a single location).	Does not apply no (▼	

Phasing out an existing NAAB- accredited program.	Does not apply no (▼	
Changes in the accreditation status of the institution.	Does not apply no (▼	