

**University of Louisiana at Lafayette
School of Architecture and Design**

Visiting Team Report

Master of Architecture

(preprofessional degree plus 45 hours of graduate credit)

(non-preprofessional degree plus 90 hours of graduate credit)

The National Architectural Accrediting Board
5 November 2014

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

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I. Summary of Team Findings

1. Team Comments & Visit Summary

The Team was well received and appreciated the School of Architecture and Design's work to prepare the 2013 APR, Team Room and other resources needed to conduct its work. Particularly appreciated was the generous time extended to the team by the students, faculty and administrators of the School of Architecture and Design, especially its Director Thomas Sammons.

The Program has endured the challenges of severe State budget cuts over the past five years and disruptions associated with the renovations to its home, Fletcher Hall. Thanks to the dedication and resiliency of its students and its faculty a high level of academic performance has been maintained throughout. The Team was impressed by the level of public outreach and engagement that students and faculty maintain across the University and across State and the region. The work of students and faculty provided through the Community Design Workshop, Building Institute and Resiliency Institute warrant special recognition. University leaders and alumni noted these efforts as highly valuable contributions made by the School of Architecture and Design to the community and region.

2. Conditions Not Met

A. 9. Historical Traditions and Global Culture

II.4.1 Statement on NAAB-Accredited Degrees

II.4.2 Access to NAAB Conditions and Procedures

II.4.3 Access to Career Development Information

II.4.4 Public Access to APRs and VTRs

3. Causes of Concern

A. *Written Communication Skills are Met as noted below for SPC II1.1.A.1.* The Team noted that the rigor in word usage, grammar, spelling, citations and similar writing conventions is inconsistent across all of the students' course work, which may erode the perception of the Program's professionalism.

B. The Institutes housed in the School of Architecture and Design are important programs to the learning culture of the School as well as contributors to the University and regional communities. The Team is concerned that the current administrative structure (particularly reporting responsibilities), faculty staffing, and funding of the Institutes activities places their long-term viability at risk. A proposal to seek Board of Regents approval to create a center to house the Institutes within the School of Architecture and Design is forthcoming and could address this Concern.

4.

Progress Since the Previous Site Visit (2008)

2004 Condition 3, Public Information: *To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.*

Previous Team Report (2008): Condition 3, Public Information, is considered “Not Met” based upon the following:

The information provided in the SoA/D’s printed public information is not in compliance with the prescribed information required by the NAAB in its Conditions for Accreditation. Specifically the SoA/D’s information excludes the “Doctor of Architecture” as a NAAB accredited degree. The team was presented evidence that the university had been notified of the discrepancy along with the correct language to be added into the 2009-2011 documents. While the printed information will be delayed until the next university printing, the program director was able to have the information corrected on the university and SoA/D’s websites during the visit.

2014 Visiting Team Assessment: As noted in this VTR, Condition II.4 –Public Information subsections II.4.1 Statement on NAAB Accredited Degrees, II.4.2 Access to NAAB Conditions and Procedures, II.4.3 Access to Career Development Information and II.4.4 Public Access to APRs and VTRs are currently **Not Met**. These Conditions were deemed Not Met for a number of reasons as described below including incomplete or conflicting statements between websites and printed material, broken or missing website links and missing required information. As the Team requested clarifications of the locations of such information from the program’s Director he became aware of the issues and began the process to correct the School’s websites.

2004 Condition 6, Human Resources: *The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.*

Previous Team Report (2008): Condition 6, Human Resources, is considered “Not Met” based upon the following:

The Master of Architecture provides inadequate human resources for a professional degree program. The faculty complement of the SoA/D is comprised of twenty full-time faculty members; however, only eleven are in the architecture program. One of these positions is a program director’s position that serves as the administrative head. While the Team recognizes the Program Director is an effective administrator with outstanding time management skills, his administrative responsibilities for the SoA/D go beyond those required by the Architecture program. In addition to the Architecture program, the Program Director administers and coordinates the Interior Design, Fashion Design, Industrial Design and Merchandising programs. The Team feels this work load is excessive and for the Program Director to effectively administer and manage the Architecture program as it moves forward, there must be additional support staff added for the Program Director beyond clerical staff.

The faculty members are highly organized, committed and passionate about teaching architecture to their students; however, the total teaching load of the faculty members does not allow faculty members adequate time to pursue research, scholarship and practice to enhance their professional development. The university has identified criteria for faculty to pursue for an “ideal professor” in the area of teaching (60%), research (20%), and service (20%), and has indicated a workload track for architecture professors. However few faculty members have had the opportunity to take sabbaticals, had adequate time to prepare for the ARE (a goal established by the SoA/D), or had time for personal research. The Team determined most faculty were

experiencing difficulty managing this myriad of academic commitments, especially with family obligations.

As noted earlier in this report, the architecture program has a total of 269 undergraduate and graduate students. Based upon these 2007 student statistics, the composite faculty/student ratio for the architecture program is 1:16.8.

Adequate time for effective tutorial exchange between the teacher and student is evident by the university's policy to have the average architecture faculty member advise between 22 – 35 students per semester. The university has also made a strong commitment to advising by offering fifty - \$1,000 advising awards to faculty each year. Fifty percent of the architecture faculty has received advising awards for outstanding advising.

The dean of the college is actively involved in the architecture program and provides significant support, advocacy and leadership to the program. He is very approachable and accessible to the students, staff, faculty and other administrators.

While the Team appreciates the efforts made to address the Human Resources concerns expressed in the 2002 VTR, inadequate administrative support for the Program Director as well as the program faculty remains a continuing deficiency as noted in the previous 2002 VTR.

2014 Visiting Team Assessment: Adjustments to the School of Architecture and Design's Administrative Structure, Condition I.2.2 Administrative Structure & Governance, are described in the 2013 APR. The Team discussed these changes with the program Director. These changes have improved the School of Architecture and Design's Human Resource situation and this Condition is now deemed to have been **Met**. The faculty distribution of effort related to teaching, research and service remains essentially unchanged since the last visit. On an individual basis faculty can apply for and may receive release time to begin new initiatives or take on special assignments. Such release time creates opportunities to enhance teaching opportunities through faculty research interests. Thanks to the resiliency of the faculty a positive learning culture is maintained and additional opportunities to situate their research within the academic community continue to arise.

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

Previous Team Report (2008): Condition 8, Physical Resources, is considered "Not Met" based upon the following:

Fletcher Hall houses the SoA/D, with the architecture program being the largest program. The building was originally built to house the School of Art and Design, is owned by the University, and is shared with the programs in Industrial Design, Interior Design and Visual Arts. Architecture studios are also held off-campus in the Community Design Workshop space located in the Postal Square Building in downtown Lafayette. This building is not owned by the university and is slated for demolition to make way for the Rosa Parks Transportation Center. A replacement for that facility will have to be secured to continue the work of the CDW, allowing it to serve the local Lafayette community.

Fletcher Hall contains the following amenities:

- A woodshop of adequate size, two spray booths and a photo lab.

- A twenty one station computer lab and a dedicated twenty station architectural computer lab are located on the second floor and are shared by the sister programs housed in this building. Printing is facilitated by one fine arts printer, several small format color printers and two three-dimensional printers. A professional printing service in the vicinity of the college is the preferred method of printing for students because the school current plotting capacity is inadequate to accommodate student needs at peak times. Students are required to provide their own computer but the signal strength of the wireless internet access is very weak throughout the building.
- A kiln area outside the building and a metal workshop at a separate building nearby are available to architecture students as well as other departments.
- Faculty offices are provided for all faculty and are of sufficient size.

Fletcher Hall was built in 1976 and is no longer adequate to support the mission of the SoA/D. Fletcher Hall deficiencies include the following:

- The building envelope has deteriorated with roofs, terraces and walls leaking, MEP & fire safety systems in dire need of update, as well as acoustic and lighting deficiencies.
- There is a shortage of classrooms, making the scheduling of courses a challenge every semester.
- The first year class studio space is not adequate to meet the present needs of providing a design studio desk work space, storage locker space and support facilities to house and teach the entering class.
- Second and third year class studios are similarly very crowded and not conducive towards an acceptable learning environment. Fourth year studio is also situated in less than acceptable design space with overcrowded conditions.
- Fifth year classes are currently housed off-campus at the Community Design Workshop which offers adequate space but is windowless and not ideally situated to foster interaction with the lower year students. This space will not be available to the program once the Rosa Parks transportation center is under construction and the university will need to secure a replacement.

A major addition and renovation project is planned for Fletcher Hall, and the university president indicated he was optimistic the budget surplus of the state would allow the project to proceed. The state legislature will convene in special session within a couple of weeks of this visit to develop funding plans for state projects and Fletcher Hall is high on the list of projects being considered. If Fletcher Hall's funding is approved, the SoA/D will also have reason to be optimistic about its future building needs. While approval of funding will be a major step forward, the process to ultimately move into new and renovated space could be many years off.

2014 Visiting Team Assessment: As noted in this VTR, Condition I.2.3 Physical Resources has been significantly improved since the last visit. Construction is underway on a major renovation and expansion to Fletcher Hall which is scheduled for completion before the start of the 2015 -2016 academic year. This approximately 20,000 square foot addition will address the issues noted above and result is this Condition is deemed to be **Met.**

II. Compliance with the Conditions for Accreditation

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

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

I.1.1 History and Mission: *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

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

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

[X] The program has fulfilled this requirement for narrative and evidence

2014 Team Assessment: The APR provides a comprehensive description of the School of Architecture and Design's history and evolution as an integral part of the University and Southern Louisiana communities. The University President and Provost expressed the importance of the Program's value to these communities as evidenced by faculty participation in University-wide committees and community institutes housed in the School of Architecture and Design. Such programs as the Institutes, entry into the 2009 Solar Decathlon, and related community efforts have enhanced the image of both the School of Architecture and Design and the University.

I.1.2 Learning Culture and Social Equity:

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

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

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

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

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which in each person is equitably able to learn, teach, and work.

2014 Team Assessment: The APR describes the academic consulting, mentoring and evaluation processes used to understand and assist each student to determine their individual path through the Program. In meeting with the Team, the faculty elaborated on the importance they place on creating a culture of making, a focus on regional cultural specificity, hands-on learning, discovery and community engagement as fundamental to the Program. Those characteristics are evident in the student work. The studio team teaching approach used throughout the program assures that faculty peer-to-peer mentoring occurs and students receive multiple points of view that advance their work. Through discussion with students and faculty it was clear to the Team that students receive a high level of personalized attention, which enables them to reach their highest level of academic achievement.

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

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

[X] The program is responsive to this perspective.

2014 Team Assessment: As demonstrated in the course materials, printed articles, peer-reviewed publications, awards, as well as the Team's conversations with the University Administration (President and Provost), the Dean and Associate Dean of the College, the Program Director, faculty, and students, it is clear that the program plays a significant role in bridging the academy, community, and the profession. The program's value to the University is clear in the incorporation of the program's work in the University's marketing materials, faculty appointments to University committees and their participation in the redesign of the University quad at the heart of campus. The value to the professional community is particularly clear in the number of alumni who participate in the frequent studio reviews, many of them traveling from beyond the immediate geographic region to do so. The value to the community is evident in the support of the program's initiatives stemming directly from the reputation of School of Architecture and Design's Institutes that translate the classroom into community-based three-dimensional textbooks. There is general faculty support for the students' participation in "outside-of-the-college" courses but, anecdotally it has been conveyed to the Team that such participation is "at the discretion of the individual student." Faculty and students often locate exhibits of their work in the Library Learning Commons of Dupre Library (the University's main library) further validation of the program's interaction and value at the University level.

- B. Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-

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

worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

2014 Team Assessment: Foundation studios are an integral way that students develop individual confidence and identity. Students develop connections with both peers and local professionals through the variety of the program's initiatives. Students are encouraged by faculty to take on leadership opportunities in the studio, student organizations, College, University and community. Having these chances for mentorship while still in the academic community encourages students to continue to pursue new knowledge after graduation. Generally the students did voice a concern to have increased exposure to hands on construction activities earlier in their school careers. Students also expressed a desire to receive increased knowledge of IDP, ARE, and licensure's importance.

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

[X] The program is responsive to this perspective.

2014 Team Assessment: Upon graduation, the Master's Degree students will be well prepared to enter the professional world. The Professional Practice course, ARCH 540, introduces students to the regulatory environment that will govern their practice. The course gives them knowledge about internship, IDP and the ARE. Both faculty and student IDP coordinators have been recently designated and their efforts are just beginning to address concerns that additional support for the transition from student to practitioner be provided.

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

[X] The program is responsive to this perspective.

2014 Team Assessment: The course descriptions and lecture notes for Courses such as ARCH 401 Arch Design V, ARCH 402 Arch Design VI, ARCH 464/464G Professional Practice/Contract Documents, ARCH 501 Advanced Arch I, ARCH 509 Thesis, ARCH 540 Practice and ARCH 599 Thesis illustrate that the concepts and principles necessary to practice architecture in the 21st century are provided to the students. The student work, both written and graphic, demonstrates that those concepts and principles of the profession are an integral part of their academic experience. As several attendees at the alumni reception noted to the Team, the graduates of the Program were ready to work upon entering their offices, a characteristic that these alumni clearly valued.

- E. Architectural Education and the Public Good.** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and

economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

2014 Team Assessment: Students of the School of Architecture and Design are afforded the unique opportunity to participate in four distinctly different studio courses each requiring that students to become engaged in their community in a meaningful way. These studios offer hands-on or applied research project work that aligns with the mission of the program and University to strengthen and support the culture and growth of the region. These courses are associated with the following Institutes: Community Design Workshop (urban planning), Design/Build Institute (teamed with Habitat for Humanity), Coastal Community Resiliency Studio (an interdisciplinary studio) and the Historic American Building Survey (HABS).

Through their work in these Institutes, students make presentations to the public, interact with clients and other professionals to gain real world experience that will inform their future professional lives and stimulate them to be active participants in public service and leadership.

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

[X] The program's processes meet the standards as set by the NAAB.

2014 Team Assessment: The Team noted the program and college have an established strategic plan that aligns with the University's strategic plan. However, in conversation with the University it is clear that the University is undergoing a transition to new multi-year planning and visioning process under the direction of a newly-arrived Provost. As a result the program will need to prepare a new strategic plan aligned with both the near-term and long-term goals of the University.

The program has established processes to identify and monitor educational and professional trends that reciprocally feed into one another. Metrics have not been established to gauge educational success. To this end, the University administration recognizes the need for better institutional monitoring, metrics, and measurement. To address this need University-wide changes will be implemented in the ways data is gathered, assessed, and made actionable by faculty. A new software platform is expected to enable long-term forecasts to support deans, directors and faculty to better align their missions with the University's and enable strategic hires. The Team notes that this could be an area where the program could take advantage of long-term gains and opportunities.

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

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*

- *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
- *Individual course evaluations.*
- *Review and assessment of the focus and pedagogy of the program.*
- *Institutional self-assessment, as determined by the institution.*

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

[X] The program's processes meet the standards as set by the NAAB.

2014 Team Assessment: All of the design studios are team-taught which allows for continuous peer-to-peer faculty evaluation and student involvement to assess progress during the course of each semester. The faculty has established two courses, ARCH 401 Arch Design V and ARCH 599 Thesis, as critical thresholds from which to assess the entire curriculum. Faculty utilize end of the year retreats to vet the effectiveness of all of the program's courses and identify potential improvements.

The program utilizes WEAVE (a University-wide system) as its assessment mechanism for these two threshold courses and manage faculty assessment data of student outcomes. Faculty has expressed concern that the process to use WEAVE is cumbersome and the University is investigating implementing a more robust assessment-based platform. WEAVE does provide an opportunity for reflective feedback of learning goals and objectives. However WEAVE is based upon only faculty analysis of student work, without student input. Thus WEAVE's assessment comes from a single point of view. These faculty measurements are not done against predetermined metrics of student achievement. The evidence is unclear that interpretations of the WEAVE's assessment points toward areas of improvement of undergraduate level classes. As a result there is challenge to consistently identify areas for potential improvements that could project greater success for the entire program.

PART ONE (I): SECTION 2 – RESOURCES**I.2.1 Human Resources & Human Resource Development:**

- *Faculty & Staff:*
 - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions².*
 - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
 - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement*
 - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

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

2014 Team Assessment: The Team found that the School of Architecture and Design has adequate human resources to support the program. In the past few years, the University has had to overcome severe budget deficits brought on by the effects of Hurricane Katrina and the general downturn of the economy. During this period, the School of Architecture and Design administration had to utilize several temporary emergency faculty positions to maintain the program. Many of these positions have now become funded permanent faculty positions and other faculty have been promoted. While limited additional funding has made new faculty hiring a challenge, academic priorities have allowed faculty support for travel in order to meet the requirements for promotion and tenure to be preserved. The University EEO/AA policy was provided in the APR. The designation of specific funds for the recruitment and hiring of minority faculty illustrates the institutional commitment to diversity. This recruitment effort was successful and contributes the program's resources. The balance of teaching, research and professional work is afforded the faculty through the Director's ability to adjust the ratios based on individual requests. There is support for younger teachers to team-teach with more experienced instructors. This tradition allows recent faculty hires time to acclimate to the program's teaching methodology, as well as develop and strengthen their own teaching style within the program's framework.

- *Students:*
 - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
 - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

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

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

2014 Team Assessment: Student admissions policies and procedures are clearly outlined and available to prospective and current students online. Academic Advisors are available to review prior academic experience and guide the choice of elective courses to augment required courses that enable a well-rounded education tailored for each individual student. There are opportunities for student participation in student organizations, field trips, and off-campus activities that broaden their experience at the University. Networking opportunities with local professionals are available and provide mentorship opportunities. Through the work of the program's four Institutes, students make presentations to the public, interact with clients and other professionals to gain real world experience that will inform their future professional lives and stimulate them to be active participants in public service and leadership. Both faculty and student IDP coordinators have been recently designated and their efforts are beginning to address concerns that additional support for the transition from student to practitioner be provided.

I.2.2 Administrative Structure & Governance:

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

[X] Administrative Structure is adequate for the program

2014 Team Assessment: In response to the previous Team's Assessment (2008) the University and School have revised the administrative structure to include an Associate Dean position within the College. A development officer, shared with other the University programs, has been placed in the College offices and is supporting the College's development efforts. Administrative staff has been added specifically to assist the Director to improve workflow. As a result of a University review, the Fashion Design program, previously housed in the School, was terminated. The resulting reduction in the administrative requirements and additional staff affords the Director additional time to guide the School's three programs. These modifications of administrative structure have enhanced the Program's autonomy and flexibility to respond to the changing conditions in the community it serves.

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

[X] Governance opportunities are adequate for the program

2014 Team Assessment: Based upon evidence provided in the APR and augmented by discussions with students, faculty and staff during this visit the Team deems governance is adequate. The program's students, faculty and staff have autonomy to determine the goals to be pursued through the Self-Assessment and Long-Range Planning processes and the ability to enact curriculum and administrative changes they believe necessary to achieve their goals.

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

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

[X] Physical Resources are adequate for the program

2014 Team Assessment: Previously identified shortcomings in Physical Resources are being addressed through the current Fletcher Hall construction scheduled to be finished before the 2015 -2016

academic year. After construction is complete, the majority of classes will move back into Fletcher Hall, giving each studio and the Institutes their own workspaces. The Coastal Resilience studio will continue to occupy Abdalla Hall in Research Park because of the immense amount of interdisciplinary, collaborative resources that are available in that location. The reallocation of space within Fletcher Hall will allow for a significant increase in pin-up and gallery space. Resources within Fletcher Hall available to students are sufficient including multiple computer labs and a woodshop. A well-stocked and staffed architectural library is located within the Edith Garland Dupre Library on campus. A unique resource and point of pride for the College and University is the Beau Soleil Solar Decathlon house that won first place in People's Choice Award at the 2009 Solar Decathlon. The house is now used as a demonstration project, research tool as well as providing a small-scale meeting/seminar space and two offices.

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

[X] Financial Resources are adequate for the program

2014 Team Assessment: The impact of severe budget cuts across the University has seen State support move from near 80% state assistance to 20% state assistance. The University allocation of financial resources has maintained the support of its core academic and research missions. This support has protected the program from furloughs of faculty and reduction in course offerings, but has also necessitated the hiring of "emergency faculty" (full-time with benefits-not tenure-track) and adjunct faculty. The new Provost also codified university-wide hiring procedures that better enable the program to identify faculty hiring needs well in advance so that suitable faculty can be identified and hired. Since the implementation of those protocols, the program has hired several new faculty and reduced the number of adjunct hires. While financial resources are adequate, the University administration remains committed to assisting the program to secure needed financial resources as well as additional funding through the placement of a development office in the College offices.

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

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

[X] Information Resources are adequate for the program

2014 Team Assessment: Information Resources adequate to support the program are provided through two functions and distinct locations - the Visual Resources Center located in Fletcher Hall and the Architecture Collection in Dupre Library, the University's main library. In the recent past, the State's budget crisis negatively impacted these resources. According to the Dean of Libraries, the architecture budget of \$20,000 per academic year (inclusive of periodicals, books, binding, e-books, etc.) appears to be adequate to support the program's academic and research missions. An appointed College librarian liaison will be the bridge between the Main Library and the program's faculty to assist in prioritizing the ordering of books and other materials. In the near future, a University-initiative will provide all incoming students a personal librarian, assisting students in both tutoring and writing. In addition, to further support the program's research initiative the University participates in a multi-institutional consortium - LOUIS and the Louisiana Digital Library (LDL). The LDL will digitize historic documents and provide online access to them for researchers across the country. One of the first archives scheduled to be digitized is the program's historic documentation of regional architecture, further enabling faculty research.

PART I: SECTION 3 –REPORTS

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

- Program student characteristics.
 - Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the student population for the institution overall.
 - Qualifications of students admitted in the fiscal year prior to the visit.
 - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
 - Time to graduation.
 - Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.
 - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Program faculty characteristics
 - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the full-time instructional faculty at the institution overall.
 - Number of faculty promoted each year since last visit.
 - Compare to number of faculty promoted each year across the institution during the same period.
 - Number of faculty receiving tenure each year since last visit.
 - Compare to number of faculty receiving tenure at the institution during the same period.
 - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

[X] Statistical reports were provided and provide the appropriate information

2014 Team Assessment: The team was provided the required Statistical Reports in the APR. This information, while complete, did not seem to be used to inform the School of Architecture and Design Long Range Planning efforts. In discussion with the University Provost the Team learned that a transition was planned for the campus-wide student data management and assessment platform from Isis to Banner. The change will provide the University and the College with increased levels of data and additional analytics in the future.

The Team greatly appreciated the provision of course pass/fail statistics in each course binder provided in the Team Room.

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

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

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

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

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

2014 Team Assessment: The annual reports provided in the APR and Team Room were appropriate.

I.3.3 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

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

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

2014 Team Assessment: There is a mix of tenured, tenure-track, and adjunct faculty with appropriate education and experience to deliver the required curriculum.

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

PART ONE (I): SECTION 4 – POLICY REVIEW

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

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

2014 Team Assessment: Policy Documents listed in Appendix 3 were available in the Team Room and adequate for accreditation purposes.

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

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

Realm A: Critical Thinking and Representation:

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

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

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 560 Theory as noted in the Program's Course Matrix and documented in that course's published booklets. The Team noted that the SPC is also Met in the student work from ARCH 501 Advanced Arch I, ARCH 502 Advanced Arch II and in the work of the Institutes.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 501 Advanced Arch I, ARCH 509 Thesis and ARCH 599 Thesis where critical intellectual bridges connecting project and thesis statements and local contexts to develop responsive architectural solutions.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 405 Principals of Building Design, ARCH 509 Thesis and ARCH 599 Thesis through the students' use of varying analog and digital media to relay information through diagrams, technical drawings, renderings and physical models.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 464/464G Professional Practice/Construction Documents that requires technical drawings and notebooks that include outline specifications, code analysis and cost estimates. The Team noted that the SPC is also Met in the student work from ARCH 509 Thesis and ARCH 599 Thesis. The Team referenced the *Explanatory Note: 2009 NAAB Conditions for Accreditation Part Two (II): Section 3 – Evaluation of Preparatory/ Pre-Professional Education, Category II* in making the determination that this SPC is Met.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 409 Arch Design V, ARCH 464/464G Professional Practice/Construction Documents. The Team noted that the SPC is also Met in the student work of ARCH 509 Thesis, ARCH 599 Thesis and ARCH 565 Research. Students illustrated the ability to articulate a range of possibilities that examine precedents and synergistically link them to decision-making “idea trees” where data is gathered, assessed, recorded, applied, and evaluated. These findings are then visually conveyed as presentations as written descriptions and visual diagrams. The Team referenced the *Explanatory Note: 2009 NAAB Conditions for Accreditation Part Two (II): Section 3 – Evaluation of Preparatory/ Pre-Professional Education, Category II* in making the determination that this SPC is Met.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 405 Principals of Building Design and ARCH 410 Arch Design V. The Team referenced the *Explanatory Note: 2009 NAAB Conditions for Accreditation Part Two (II): Section 3 – Evaluation of Preparatory/ Pre-Professional Education, Category II* in making the determination that this SPC is Met.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 502 Advanced Arch II and ARCH 565 Research. The Team noted that the SPC is also Met in the student work from ARCH 501 Thesis and ARCH 599 Thesis.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 202 Arch Design II and ARCH 404G Principals of Building Design. The Team noted that the SPC is also Met evident in the student work program-wide. The Team referenced the *Explanatory Note: 2009 NAAB Conditions for Accreditation Part Two (II): Section 3 – Evaluation of Preparatory/Pre-Professional Education, Category II* in making the determination that this SPC is Met.

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

[X] Not Met

2014 Team Assessment: Evidence this SPC is **Not Met** was observed in the student work from ARCH 520 History of Arch I and ARCH 530 Urban Theory. The students receive an understanding of Western culture and its development through the built environment in these courses. However there is little exposure to the history and culture of the Eastern and Southern hemispheres leading to the Team's determination the condition is Not Met.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 565 Research and ARCH 410 Arch Design VI. The Team noted that the SPC is also Met is evident in the student work from ARCH 405 Principals of Building Design. The Team referenced the *Explanatory Note: 2009 NAAB Conditions for Accreditation Part Two (II): Section 3 – Evaluation of Preparatory/Pre-Professional Education, Category II* in making the determination that this SPC is Met.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 509 Thesis, ARCH 599 Thesis, ARCH 532 Advanced Topics and ARCH 579 Advanced Topics. The Team noted that the SPC is also Met is evident in the student work from ARCH 597, ARCH 598 and ARCH 580 related to the program's Institutes.

<p>Realm A. General Team Commentary: The Team believes that students completing this program are provided a solid foundation for entering the design profession.</p>

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

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

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 565 Research that precedes ARCH 509 Thesis. A program based on building typology, client needs assessment, code analysis and site studies are required student deliverables.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 464 Professional Practice and ARCH 441/441G Site Design + Sustainability. The Team noted that the SPC is also Met is evident in the student work from ARCH 509 Thesis and 599 Thesis. The Team referenced the *Explanatory Note: 2009 NAAB Conditions for Accreditation Part Two (II): Section 3 – Evaluation of Preparatory/ Pre-Professional Education, Category II* in making the determination that this SPC is Met.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 441/441G Site + Sustainability. The Team noted that the SPC is also Met is evident in the student work from ARCH 501 Advanced Architecture I. The Team referenced the *Explanatory Note: 2009 NAAB Conditions for Accreditation Part Two (II): Section 3 – Evaluation of Preparatory/ Pre-Professional Education, Category II* in making the determination that this SPC is Met.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 410 Arch Design VI and ARCH 501 Advanced Arch I. The Team noted that the SPC is also Met is evident in the student work from ARCH 509 Thesis and ARCH 599 Thesis. The Team referenced the *Explanatory Note: 2009 NAAB Conditions for Accreditation Part Two (II): Section 3 – Evaluation of Preparatory/ Pre-Professional Education, Category II* in making the determination that this SPC is Met.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 409 Arch Design V and ARCH 464/464G Professional Practice/Construction Documents. The Team noted that the SPC is also Met is evident in the student work from ARCH 509 Thesis and ARCH 599 Thesis. The Team referenced the *Explanatory Note: 2009 NAAB Conditions for Accreditation Part Two (II): Section 3 – Evaluation of Preparatory/ Pre-Professional Education, Category II* in making the determination that this SPC is Met.

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

A.2. Design Thinking Skills

B.2. Accessibility

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills

B.4. Site Design

A.8. Ordering Systems

B.7. Environmental Systems

A.9. Historical Traditions and Global Culture

B.9. Structural Systems

B.5. Life Safety

[X] Met

2014 Team Assessment: Evidence this SPC is Met were observed in the student studio work provided from ARCH 401 Arch Design V, ARCH 409 Arch Design V and ARCH 464/464G Professional Practice/Construction Documents as noted in the Program’s Course Matrix. The Team referenced the *Explanatory Note: 2009 NAAB Conditions for Accreditation Part Two (II): Section 3 – Evaluation of Preparatory/Pre-Professional Education, Category II* in making the determination that this SPC is Met.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 464/464G Professional. The Team noted that the SPC is also Met is evident in the student work from ARCH 501 Advanced Arch I. The Team referenced the *Explanatory Note: 2009 NAAB Conditions for*

Accreditation Part Two (II): Section 3 – Evaluation of Preparatory/ Pre-Professional Education, Category II in making the determination that this SPC is Met.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 531 Building Systems and Arch 331 Environmental Systems. The Team referenced the *Explanatory Note: 2009 NAAB Conditions for Accreditation Part Two (II): Section 3 – Evaluation of Preparatory/ Pre-Professional Education, Category II* in making the determination that this SPC is Met.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from CIVE 335 Structural Engineering I and CIVE 336 Structural Engineering II. The Team referenced the *Explanatory Note: 2009 NAAB Conditions for Accreditation Part Two (II): Section 3 – Evaluation of Preparatory/ Pre-Professional Education, Category II* in making the determination that this SPC is Met.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 464/464G, 532 Advanced Topics, and ARCH 579 Advanced Topics as noted in the Program's Course Matrix. The Team referenced the *Explanatory Note: 2009 NAAB Conditions for Accreditation Part Two (II): Section 3 – Evaluation of Preparatory/ Pre-Professional Education, Category II* in making the determination that this SPC is Met.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 331 Environmental Systems and ARCH 531 Building Systems. The Team noted that the SPC is also Met is evident in the student work from ARCH 532 Advanced Topics and ARCH 579 Advanced Topics. The Team referenced the *Explanatory Note: 2009 NAAB Conditions for Accreditation Part Two (II): Section 3 – Evaluation of Preparatory/ Pre-Professional Education, Category II* in making the determination that this SPC is Met.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 441/441G Site + Sustainability and ARCH 534 System Construction. The Team noted that the SPC is also Met is evident in the student work from ARCH 464/464G Professional Practice/Construction Documents. The Team referenced the *Explanatory Note: 2009 NAAB Conditions for Accreditation Part Two (II): Section 3 – Evaluation of Preparatory/ Pre-Professional Education, Category II* in making the determination that this SPC is Met.

Realm B. General Team Commentary: The Team believes that students completing this program acquire the appropriate technical knowledge and skills to integrate the systems into a building design.

Realm C: Leadership and Practice:

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

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

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 501 Advanced Arch I, ARCH 502 Advanced Arch II, and ARCH 580/597/598 of the program's Institutes.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 402 Arch Design VI and ARCH 410 Arch Design VI. The Team noted that the SPC is also Met is evident in the student work from ARCH 509 Thesis. The Team referenced the *Explanatory Note: 2009 NAAB Conditions for Accreditation Part Two (II): Section 3 – Evaluation of Preparatory/ Pre-Professional Education, Category II* in making the determination that this SPC is Met.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 501 Advanced Arch I and ARCH 540 Practice as noted in the program's course matrix. The Team noted that the SPC is also Met is evident in the student work from ARCH 502 and the program's Institutes

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 540 Practice as noted in the program's course matrix. The Team noted that the SPC is also Met is evident in the student work from ARCH 501 Advanced Arch I.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 540 Practice as noted in the program's course matrix. The Team noted that the SPC is also Met is evident in the student work from program's Institutes.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 501 Advanced Arch I and ARCH 502 Advanced Arch II as noted in program's course matrix. The Team noted that the SPC is also Met is evident in the student work from program's Institutes

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 540 Practice as noted in program's course matrix.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 502 Advanced Arch II and ARCH 540 Practice as noted in program's course matrix. The Team noted that the SPC is also Met is evident in the student work from ARCH 509 Thesis and the program's Institutes.

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

[X] Met

2014 Team Assessment: Evidence this SPC is **Met** was observed in the student work from ARCH 502 Advanced Arch II and ARCH 597/598/580 Advanced Topics.

Realm C. General Team Commentary: The graduates of the program develop leadership, decision making and collaboration skills to enable them to become leaders in the profession and in their community.

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PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

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

[X] Met

2014 Team Assessment: The Southern Association of Colleges and Schools reaccredited the University January 7, 2011 for a term of accreditation extending until 2020 with an update report scheduled for 2015.

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

[X] Met

2014 Team Assessment: This information is located on the University's website with specific links to the required coursework to complete the Master of Architecture program. It is also in the advising forms used during the admissions process provided in the Team Room for review.

II.2.3 Curriculum Review and Development

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

[X] Met

2014 Team Assessment: The Review and Development process, including the Committee overseeing the process, is described in the APR. In discussion with the Director and faculty the Team understands the faculty has established two courses ARCH 401 Arch Design V and ARCH 599 Thesis as benchmark indicators from which to assess the effectiveness of the entire curriculum. The faculty utilizes an end-of-the-year retreat to identify potential areas of improvement. Practitioners participating in studio reviews and critiques provide additional feedback to this process.

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

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

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

[X] Met

2014 Team Assessment: The program's Director has a well-established process for the review of the academic performance and required portfolio of each student applying to the program from another institution or with a non-preprofessional degree. The checklists utilized for this process were provided in the team room for review. Students progressing from the undergraduate preprofessional program at UL are reviewed by the faculty individually and jointly as part of this process.

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PART TWO (II): SECTION 4 – PUBLIC INFORMATION**II.4.1 Statement on NAAB-Accredited Degrees**

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

[X] Not Met

2014 Team Assessment: Language on the University Graduate Programs website: gradschool.louisiana.edu/graduate-programs/masters-degrees/architecture-march does define both preprofessional and non-preprofessional degree tracks.

Language on the School of Architecture and Design website: architecture.louisiana.edu/about-us/accreditation/ architecture reflects the APR language that does not note the two (both preprofessional and non-preprofessional degree) tracks.

The published Graduate School Catalogue provided in the Team Room defines three tracks to achieving the M. Arch Degree (a preprofessional degree, a 5-year BArch degree and a non-preprofessional degree).

Because of the conflicting language provided in these three venues this Condition is deemed **NOT MET**.

II.4.2 Access to NAAB Conditions and Procedures

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

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Not Met

2014 Team Assessment: The School of Architecture and Design's website: architecture.louisiana.edu/about-us/accreditation/ architecture contains a link to the NAAB website and its Conditions and Procedures. No clarification of which version of the Conditions and Procedures the programs are accredited under is provided by the School's website which could confuse the reader about which accreditation criteria are currently in effect.

In another link the 2014 Conditions are linked, however these Conditions do not apply to this visit.

Because of the multiple versions of the Conditions and Procedures accessed by these links and the lack of clarification as to the appropriate versions in effect this Condition is deemed **NOT MET**.

II.4.3 Access to Career Development Information

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

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aias.org

www.acsa-arch.org

[X] Not Met

2014 Team Assessment: Career services on the School of Architecture and Design's website: architecture.louisiana.edu/about-us/accreditation/ architecture link to general campus resources that while valuable are not specific to architecture or NAAB-required resources. Missing from the School of Architecture and Design website are links/references to ARCHCareers.org, NCARB Handbook for Interns and Architects, Emerging Professionals Companion, AIAS.org or acsa-arch.org.

There is a studio culture page on the School's website that enumerates many of the Studio Culture reports by AIAS. However the report itself, *Toward an Evolution of Studio Culture*, is not referenced per NAAB requirements.

Because many of the specific documents required are not linked nor referenced this Condition is deemed **NOT MET**.

II.4.4 Public Access to APRs and VTRs

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

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

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

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

[X] Not Met

2014 Team Assessment: The APR that this 2014 Team is using for this visit is linked to the School of Architecture and Design's website at architecture.louisiana.edu/about-us/accreditation/ architecture.

Excerpts of the 2008 VTR are included in the APR but not the entire VTR. Nor is there a link to the 2008 VTR included on the School of Architecture and Design's architecture.louisiana.edu/about-us/accreditation/ architecture website

The Annual Reports, NAAB Annual Report Responses, and 2008 NAAB Decision letter referenced or are not linked to the School of Architecture and Design's architecture.louisiana.edu/about-us/accreditation/ architecture website.

Because many of the specific documents required are not linked nor referenced this Condition is deemed **NOT MET**.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to

parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Met

2014 Team Assessment: The correct link to the NCARB ARE passage is provided at the School of Architecture and Design's website architecture.louisiana.edu/about-us/accreditation/architecture
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III. Appendices:

1. Program Information

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

A. History and Mission of the Institution (I.1.1)

Refer to University of Louisiana at Lafayette, 2013 *APR*, pp. 5-7

B. History and Mission of the Program (I.1.1)

Refer to University of Louisiana at Lafayette, 2013 *APR*, pp. 7-14

C. Long-Range Planning (I.1.4)

Refer to University of Louisiana at Lafayette, 2013 *APR*, pp. 22-26

D. Self-Assessment (I.1.5)

Refer to University of Louisiana at Lafayette, 2013 *APR*, pp. 27-38

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2. Conditions Met with Distinction

SPC A.11, C.1, C.6, C.9 Community Design Workshop (ARCH 502),

SPC A.11, C.1, C.6, C.9 Building Institute (ARCH 597),

SPC A.11, C.1, C.6, C.9 Coastal Community Resilience Institute (Arch 598)

SPC A.4 HABS Program (Arch 479),

SPC B.10 - Advanced Building System (Arch 532 and 579)

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3. The Visiting Team

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IV. Report Signatures

Respectfully Submitted,

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