National Architectural Accrediting Board, Inc.

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August 8, 2017

Dr. Leslie K. Guice, President
Office of the President
Louisiana Tech University
1310 Railroad Avenue
Ruston LA 71272

Dear Dr. Guice,

At their July 2017 meeting, the directors of the National Architectural Accrediting Board (NAAB) reviewed the Visiting Team Report (VTR) for Louisiana Tech University.

On behalf of the Board, it gives me great pleasure to inform you that the **Master of Architecture** degree program was granted eight-year term of accreditation. The term is effective January 1, 2017 and the program is scheduled for its next visit for continuing accreditation in 2025.

Please be reminded that continuing accreditation is predicated on two reporting requirements:

a) Annual Statistical Reports. These reports capture statistical information on the institution and the program. The next statistical report is due on or before November 30, 2017.

b) Interim Progress Reports. Programs that receive an eight-year term of accreditation must submit an Interim Progress Report (IPR) two years after a visit and again five years after the visit. Louisiana Tech's first interim progress report is due November 30, 2018. There is more information on the IPR process in Section 10 of the *NAAB 2015 Procedures for Accreditation.*

Finally, public dissemination of both the Architecture Program Report and the VTR is a Condition of accreditation. These documents must be made public electronically in their entirety. Please see Condition II.4.4 of the *2014 Conditions for Accreditation* and Section 5 of the *NAAB Procedures for Accreditation, 2015 Edition.*

On behalf of the NAAB and the visiting team, thank you for your support of accreditation in architectural education.

Very truly yours,

Judith Kinnard, FAIA
President

cc: Karl Puljak, Director ✓
Paul G. May, AIA, LEED®AP, Team Chair

Enc: Final Visiting Team Report

Louisiana Tech University
School of Design

2017 Visiting Team Report

Master of Architecture

(138 undergraduate credit hours + 30 graduate credit hours)

The National Architectural Accrediting Board
March 29, 2017

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I. Summary of Visit

a. Acknowledgements and Observations

The visiting team would like to thank its hosts at Louisiana Tech University. The evidence locker in the team room was well organized and compact. The team had very helpful discussions with administrators, faculty, and students.

- Nearly 75% of the architecture student body attended the meeting with the team.
- The faculty was engaging and welcomed the team as part of the Louisiana Tech architecture family.
- The Director of the School of Design and the Program Chair of Architecture were available and ready to answer every question.
- The dean, vice-president for academic affairs, and president were eager to discuss architecture program topics with the team.

The architecture program is collaborative, collegial, and full of passion for learning. The faculty and student body exhibit a collective pride in their work and in their institution. The program takes the responsibility of preparing students for the profession of architecture very seriously, and responded well to the comments of the previous NAAB visiting team by refining course pedagogies rooted in the SPC outcomes.

The program is solid and is gaining recognition. The team observed student work that has received awards from the Association of Collegiate Schools of Architecture (ACSA) and the Louisiana chapter of the Architecture Institute of America (AIA). Students have been National Steel Design Competition winners and have received leadership recognition from the American Institute of Architecture Students (AIAS). The school culture embraces community design and social equity.

b. Conditions Not Achieved

- B.2 Site Design
- II.4.1 Statement on NAAB-Accredited Degrees

II. Progress Since the Previous Site Visit

III. 2009 Condition 2.1, Human Resources and Human Resources 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 descriptions*[1].
- *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.

Previous Team Report (2011): This Condition was Not Met in the 2005 VTR, with progress reported in the APR (pp. 140-142). Specific issues of concern at that time included: faculty travel, visiting lecturers, field trip support, faculty sabbatical/reassignment leaves, and faculty RPT opportunities. Most relevant to the current evaluation is the VTR statement, "...many faculty found that the time that should have been available to them for their own scholarly and professional development is being eroded by the demands of providing support services, particularly in the IT area. As a result, faculty research is not as substantial as is desirable in a university with ambitions to raise its research standing."

This Condition remains "inadequate" ("not met") in the 2011 review for Faculty & Staff portions.

Responses submitted in annual reports to these concerns have been primarily through provision of graduate assistants (3), one (1) graduate assistant from architecture to serve IT needs (this is a particularly acute need since the infusion of funds to establish the digital fabrication capacity), limited grants for peer-reviewed research presentations, and the Board of Regents grant for digital technology enhancement.

This inadequate assessment is due to the objective measurement of resources as impacts the program's capability to reach its strategic goals: degree program changes, enhanced research / creative scholarship expectations and productivity, and infrastructure expansion at a time of resource reduction. While faculty adhere to the university goal of assigning its faculty annual teaching loads of 70% (previously 60%) of the referenced load "to encourage and support scholarly/creative work," faculty bear operational responsibility for advising, budget control, workshop and IT management, facility maintenance (minimally), and supplemental program offerings like international programs and community learning.
In policy and in practice, the school has implemented appropriate procedures for teaching assignment, workload compliance, IDP coordination (verified with students), and clear criteria for faculty reappointment, promotion, and tenure.

2017 Visiting Team Assessment: This condition is now **Demonstrated**. A detailed response regarding faculty teaching loads, new faculty, adjunct salaries, the addition of a shop technician, faculty course releases, university policies on sabbaticals, professional development opportunities, and admissions can be found in the APR The visiting team appreciated this thorough response.

2009 Criterion 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.

Previous Team Report (2011): Most studio projects include "big picture" accessibility items such as ramps and elevators. However, accessible dimensional criteria are almost never used in door and furniture arrangements, resulting in interior environments that are habitually not designed for people with disabilities. Study of basic accessibility guidelines also cannot be found in the building systems or professional practice courses. The lack of ability to design accessible sites, facilities, and systems is especially noticeable within the context of the Program's otherwise socially-conscious studio project types.

2017 Visiting Team Assessment: This SPC is now **Met**. Criterion B.2 has been subsumed under B.3 Codes and Regulations. The team found evidence in ARCH 315 Core Design IV, ARCH 335 Core Design VI (Design/Build), and the final comprehensive studio project spanning the final year in ARCH 510 Comprehensive Design I, ARCH 520 Comprehensive Design II, and ARCH 530 Comprehensive Design III. The final comprehensive studio design exhibited projects in which accessibility was clearly addressed in plans and sections. The strongest evidence that this criterion has been met exists in ARCH 335. This is now a required course, and, for the past 3 years, the projects taken on in the course, which have been co-programmed by students, have involved a summer camp for children with disabilities. Students have not only designed a boat launch for all campers, including those in wheelchairs, but they have also had to lift classmates into boats to understand the challenges that their clients face every day. The immersive nature of this experience designing for people with disabilities is exemplary and has been typical of this studio for the past 3 years.

2009 Criterion B.6, Comprehensive Design: 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
A.4. Technical Documentation
A.5. Investigative Skills
A.8. Ordering Systems
A.9. Historical Traditions and Global Culture
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.7. Environmental Systems
B.9.Structural Systems

Previous Team Report (2011): Comprehensive design project documentation does not adequately demonstrate the ability to integrate all required SPC's, specifically accessibility, life safety and environmental systems.

2017 Visiting Team Assessment: This criterion is now **Met.** Criterion B.6 Comprehensive Design from the 2011 visit has evolved into C.3 Integrative Design in the *2014 Conditions for Accreditation*. The visiting team found the program sequence involving ARCH 504 Pre-Design Research, ARCH 510 Comprehensive Design I, ARCH 520 Comprehensive Design II, and ARCH 530 Comprehensive Design III at the graduate level to be rigorous and responsive to the integrative design requirements.

2009 Criterion 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.

Previous Team Report (2011): For the Habitat for Humanity (HabiTech) projects, students analyze square foot construction costs, historical data, and other expenses. They also track grant and donation sources, and design to the resulting budget. However, these are not required projects and financial considerations are not adequately covered in required coursework, such as Professional Practice. Where they are covered, sample projects are very small and limited in scope, making it difficult for students to understand a full range of building cost fundamentals.

2017 Visiting Team Assessment: This criterion is now **Met.** Criterion B.7 Financial Considerations from the 2011 visit is now B.10 Financial Considerations. The visiting team found evidence in ARCH 335 Core Design VI (Design/Build) and ARCH 414 Professional Practice I. ARCH 335 is a required course. Students develop cost estimates, track grant and donation sources, and are responsible for keeping to a budget. This project teaches students the importance of understanding and managing financial considerations in order to achieve design goals. In ARCH 414, students exhibited an understanding of life-cycle costs and project financing through projects and quizzes.

II. Compliance with the 2014 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 shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2017 Analysis/Review: The architecture program was established in 1968. The program has sought to bring together educators, students, lecturers, practitioners, and interested members of the public to mutually collaborate in an architecture education that blends tradition and innovation with craft and technology in order to impact the program's region and operate globally.

Additionally, throughout its history, the architecture program has acknowledged that the conscientious making of the built environment is a collaborative endeavor. Consequently, a founding principle has been to provide accredited degree programs in allied fields of study that share responsibility for influencing the nature and quality of the built environment. In 2014, the Louisiana Board of Supervisors approved the formation of the School of Design, which combined the former School of Art and the School of Architecture. The architecture program is the largest of the four programs (architecture, graphic design, interior design, and studio art) in the School of Design.

In 2016, the architecture program's enrollment was approximately 150 undergraduate and graduate students pursuing the preprofessional Bachelor of Science in Architectural Studies (BSAS) degree or the professional Master of Architecture degree. This degree sequence has been accredited by the NAAB since January 1, 2005. This is the first NAAB accreditation visit since the School of Design was formed in 2014.

The program's mission is a hands-on approach. As stated in the APR, the mission is to provide a comprehensive and uncompromising, balanced, and demanding education in the art (poetic expression), craft (technical processes), and practice (professional services) of ethical building through the polytechnic tradition of hands-on experiences and empirical learning, which prepares an individual to be an architect in the fullest sense of the term. This approach engages the community through Design/Build endeavors, the work of the Community Design Activism Center (CDAC), and collaborative research within the College of Liberal Arts Design Research Center (CO:Lab).

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages 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.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular

evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work- school-life balance, and professional conduct.

- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2017 Analysis/Review: A studio culture policy statement is included in the APR (pp. 9-11). It outlines the "Tenets of Tech" as they apply to the architecture program and the studio environment. These tenets include establishing a setting where optimism, respect, sharing, engagement, innovation, and integrity are exhibited and promoted. The studio culture policy is exhibited in Hale Hall, which is the architecture building. It can also be found on the university website (http://design.latech.edu/architecture/career-resources/), is discussed in the architecture program meetings at the beginning of each academic year, and is included in the course syllabi. The students told the team that they were aware of the written studio culture policy, and generally understood its content.

Experiences outside the classroom include program-organized field trips to major U.S. and international cities, including New Orleans, Dallas, Houston, St. Louis, Los Angeles, Berlin, and Paris. Students have access to organizations such as the AIAS, including the Freedom by Design program; the U.S. Green Building Council (USGBC) Students organization; and the National Organization of Minority Architecture Students (NOMAS). Students said that they participate in campus-wide activities and student government.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2017 Analysis/Review: The University and the architecture program have written policies and procedures for disability services, accessibility, and grievances related to harassment and discrimination. The program has documented the university-wide policies for EEO/AA and the university-wide diversity initiatives in the APR (pp. 13-16) and through web links to the full policy language.

The diversity of the architecture program's student population reflects the diversity of the university's student population as a whole. Female students make up nearly 50% of the students in the undergraduate architecture program, which is similar to the percentage nationwide. The percentage of female students in the graduate architecture program is slightly lower—approximately 20 students are in this program, which can fluctuate from year to year. The faculty recruitment process described in the APR and verified by the team encourages diversity. There is not a wide range of geographic, age, and professional diversity among the architecture program faculty. It is a challenge to recruit an ethnically diverse staff to a non-urban campus context.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

A. **Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.

B. **Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.

C. **Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.

D. **Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.

E. **Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment

2017 Analysis/Review: The program addresses the five defining perspectives through many avenues. Some are stand-alone activities and events (field travel, the AIAS Career Focus Day), while others are integrated into the academic studio sequence and culture. The program has created strategies to address objectives that have been identified in the university's Vision 2020 Strategic Plan.

Collaboration and Leadership. Collaboration and leadership within the studio sequence begin in the undergraduate-level courses through team projects and continue throughout the graduate-level courses. Highlights include the CDAC and the Design/Build studios, where students work together to visualize, design, fabricate, and construct a project for a local civic or non-profit client (such as Habitat for Humanity, Ruston Parks and Recreation, and MedCamps). A stated goal of the program's Strategic Plan is "building a collaborative educational community comprised of life-long students of architecture." Identified strategies for collaboration involve university support services, alumni, practitioners, members of the arts and crafts community at the state and local levels, and local non-profit organizations. Students also have opportunities to gain leadership experience through extracurricular organizations such as the AIAS, the USGBC Students organization, and NOMAS.

Design. The design emphasis in the School of Design has a solid tactile and tectonic foundation, which is integrated through the methodologies of exploration, critical thinking, and complexity. Visualizations occur using hand drawing and physical modeling, as well as digitally, which provides a comprehensive set of tools for students to work with in the design world. An emphasis on making begins in the foundation-level courses and moves from the abstract to the concrete, as well as from the analogue to the digital, as students progress through the curriculum. Studios throughout the program address the various stages of the design process, culminating in the year-long design process in the graduate

program's comprehensive design studios. The program's design activities prepare graduates for the profession by addressing complex issues, most notably through the CDAC and the Design/Build studios. The emphasis on collaboration in the Strategic Plan reflects the program's understanding of design as a multi-disciplinary endeavor.

Professional Opportunity. Professional opportunities are available to the students. There is an Architect Licensing Advisor. Students are offered a number of outside activities, including an architecture lecture series, field travel, and the Career Focus Day. Louisiana Tech also requires students to complete 400 hours of practical experience and/or community service, including participation in the CDAC, prior to being awarded their degrees. Through the Professional Practice courses and the Career Focus Day, students connect with architecture firms, are exposed to job opportunities, and develop a broader understanding of the profession. The program has identified objectives within the university's Vision 2020 Strategic Plan, and has aligned strategies to engage alumni and practitioners. Objectives 1.8 and 2.10 in this plan are addressed by Strategy 2: "identify and engage alumni as resources to facilitate and support field trips; as critics/reviewers; as guest lecturers or technical support; as recruiters of prospective students; as members of the Strategic Planning Group; and as providers of continuing education programs." Objective 1.5 declares that the program "will identify and establish a cadre of practitioners capable of ongoing engagement in, and contribution to, the life and work of the School and its academic programs."

Stewardship of the Environment. This perspective is presented, experienced, and modelled through the studio sequence (including the Sustainable studio and the Design/Build studio) and through options to participate in the USGBC Students organization and the CDAC.

Community and Social Responsibility. This perspective is introduced through the architectural history coursework and throughout the years that each student is at Louisiana Tech. Responsiveness to local context and cultural situations is part of each studio and requires insights into site and context, including, frequent engagement with the community and clients throughout the different design projects. The Strategic Plan identifies areas where the school engages the community to support the current programs at Louisiana Tech and improve the region's built environment. The Design/Build studios provide hands-on learning, and opportunities such as the Freedom by Design program offer other related perspectives.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2017 Analysis/Review: The APR (pp. 23-26) outlines the history of the planning process. The architecture program has had a series of 5-year Strategic Plans (1996-2001, 2002-2007, and 2008-2013), the last of which assisted in creating the School of Design by combining the former School of Art and School of Architecture. Currently, the latest Strategic Plan for the program is being "renewed and refreshed" with input from the Dean of the College of Liberal Arts, Director of the School of Design, Program Chair of Architecture, Program Chair of Interior Design, Foundation Level Coordinator, Professional Concentration Coordinator, President of the AIAS, President of the American Society of Interior Designers (ASID) Student Chapter, and members of the Program Advisory Council. The program provided a 2014-2016 update to the Strategic Plan to the team. It shows the alignment of the program's plan to the university's Vision 2020 Strategic Plan. Input into this planning process also includes data from student exit surveys, physical inventory data, University Foundation data, and critiques and reports from faculty conferences, alumni, faculty and student evaluations, and guest lecturers.

The architecture program is also aligning its planning with the university-wide "Tech 2020" roadmap, which outlines four themes for leading the university's undergraduate and graduate programs into the future.

- Theme One: Recruiting and retaining a diverse undergraduate and graduate student body and university community.

- Theme Two: Integrating learning, discovery, and development for an unparalleled education.
- Theme Three: Elevating research and graduate programs to national prominence.
- Theme Four: Maximizing the economic impact of the innovation enterprise.

The program is addressing these themes through the five Defining Perspectives as a way to develop appropriate long-range initiatives. These areas continue to be examined through the Administration and Curricula Committee.

I.1.6 Assessment:

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

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

B. **Curricular Assessment and Development:** The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify 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.

2017 Analysis/Review: Program self-assessment is carried out through evaluations, surveys, critiques, and other input from multiple sources. These include the Administration and Curricula Committee, the School of Design Standing Committee, exit surveys of graduates, faculty and student evaluations, and external audits. The program made numerous changes to the content of the coursework in order to respond to the NAAB criteria. These changes are noted in the course syllabus material. The visiting team found the coursework to be very structured in response to these criteria.

Curricular assessment and development, outlined in the APR (pp. 28-30), utilizes the Administration and Curricula Committee as the mechanism for new proposals for coursework. The relatively recent change from a B. Arch degree to the current M. Arch degree (2006) and the creation of the School of Design from the former School of Art and School of Architecture (2014) have provided opportunity and positive results regarding curriculum changes to the program. There are university-wide policies for self-assessment, which can be accessed through links provided in the APR.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has 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.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2017 Team Assessment: After formal meetings with faculty and various levels of the administration, the team observed a high degree of collegiality and an overall understanding of the current financial climate in the State of Louisiana education system. The faculty acknowledged that their teaching load is heavy due to higher enrollment in recent years. There was an inconsistent response from upper administration regarding approval of a new search for a candidate to fill a full-time position to replace the two recently departed faculty members.

There is an Architect Licensing Advisor. The APR describes his role and activities (pp. 89-90). AIAS students coordinate the Career Focus Day each spring, where 12-15 firms come to the campus to review student portfolios and conduct interviews.

Faculty salaries are described in the most recently available Annual Statistical Report. While the Instructor and Assistant Professor rates are within 10% of the university average, Associate and Full Professor salaries are 25% less than those of the rest of the faculty at Louisiana Tech.

Faculty members participate in national conferences through funding from both the architecture program and the School of Design. While the team was on site, two faculty members returned from the ACSA Conference having won an award for their work in the Design/Build studios with MedCamps.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited, to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including 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.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Described

2017 Team Assessment: The team toured the facilities occupied by the architecture program. First-year studios in the Wyly Tower are adequate, and there is currently a plan to provide more secure access to them through a key-fob system. The remaining studios and faculty offices are in Hale Hall, which was constructed within the past 15 years. The team visited the CO:Lab building, the MedCamps site, and the Art and Architecture Workshop. Team members observed students and instructors in both ARCH 453 Building Systems IV and ARCH 530 Comprehensive Design III during the Monday afternoon studio session.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2017 Team Assessment: The APR sufficiently describes the various funding sources available to support the architecture students, including scholarships, funded lectures, and funding for field trips. A few Work-Study opportunities and Graduate Assistantships are available. The student fees were recently restructured; $80 is assessed on a quarterly basis from all students to provide a more consistent and predictable source of funding for student activities. Support for the CO:Lab building, which was gifted to the university by a 2015 alumna's family, is about to be shifted to the state from the University Foundation. Fifty-seven percent of the enrolled students received either institutional or program grants at the end of 2015-2016.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

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

[X] Demonstrated

2017 Team Assessment: Evidence of sufficient information resources was demonstrated. The funding for the acquisition of new titles in the library is limited through the state. The team observed both the reference section and the NA section in the Prescott Memorial Library. The librarian told the team that the university recently reinstated library orientation for the freshman seminar. At the all-student meeting with the team, individuals said that they rely primarily on the internet for information and the generosity of the faculty, who lend their personal resources to the students.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2017 Team Assessment: A description of the administrative structure of Louisiana Tech is found in the APR (pp. 114-116), which includes working links to the university website.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND 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: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

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

A.1 **Professional Communication Skills:** *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

[X] Met

2017 Team Assessment: Evidence showing written ability was found in ARCH 334 Theories of Architecture; spoken ability was found in ARCH 335 Core Design VI (Design/Build) and SPCH 110 Fundamentals of Public Speaking; and graphic ability was found in ARCH 530 Comprehensive Design III. The students were articulate and thoughtful during the visiting team's formal and informal meetings with them.

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

2017 Team Assessment: This criterion is **Met with Distinction**. Evidence of this was found in student work prepared for ARCH 435 Core Design IX. The art of making was evident and present at a consistently high level beginning in the initial foundation-level courses and continuing throughout the entire studio sequence.

A.3 **Investigative Skills:** *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student

work prepared for ARCH 415 Core Design VII.

A.4 **Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 315 Core Design IV and ARCH 425 Core Design VIII (environmental principles).

A.5 **Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 135 Foundation Design III, particularly in the Iteration Through Interpolation, Tectonic Exploration, and Hybrid Scheme assignments.

A.6 **Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 415 Core Design VII. Precedent assignments examined a range of building design principles, including building performance.

A.7 **History and Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 211 Architectural History I.

A.8 **Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for PSYC 455 Environmental Psychology. Quizzes and group field assignments provided excellent evidence of this criterion.

Realm A. General Team Commentary: Louisiana Tech has a comprehensive and well-coordinated approach to Critical Thinking and Representation. Spending time with the faculty and students made it apparent that the school takes a serious position on effective visual and verbal communication. The program encourages and stresses the importance of the creative singular voice for each student to explore and develop. All the students, who were articulate and clear, also seemed to be on the same page regarding the importance of exploring the multiple facets of a design challenge through both formal and less structured means to inform decision making. Students have exposure to a diverse array of real-world issues through coursework on the history of architecture and architectural theory and through practical experience gained in ARCH 335 Core Design VI (Design/Build) and participation in the CDAC.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 **Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 315 Core Design IV and ARCH 510 Comprehensive Design I.

B.2 **Site Design:** *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

[X] Not Met

2017 Team Assessment: Evidence of student achievement was not found at the prescribed level in student work. A student response to the site elements in written and graphic work was not evident, particularly in developmental patterning, and soils and topography. Site presentation was undeveloped and did not thoroughly reflect the criterion. Site drainage, hardscape materials, and site lighting were not described in student work, and there was a lack of site section drawings. The team requested additional evidence, which was provided by the department. The team was still unable to locate the appropriate material.

B.3 **Codes and Regulations:** *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 315 Core Design IV and ARCH 520 Comprehensive Design II.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 530 Comprehensive Design III and ARCH 335 Core Design VI (Design/Build)

B.5 **Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 341 Structural Systems I, ARCH 343 Structural Systems II, and ARCH 520 Comprehensive Design II.

B.6 **Environmental Systems:** *Understanding* of the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 352 Building Systems II and ARCH 353 Building Systems III.

B.7 **Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 325 Core Design V and ARCH 530 Comprehensive Design III. Large-scale wall sections and sectional models exhibited an understanding of this criterion.

B.8 **Building Materials and Assemblies:** *Understanding* of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 453 Building Systems IV and ARCH 530 Comprehensive Design III

B.9 **Building Service Systems:** *Understanding* of the basic principles and appropriate

application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 353 Building Systems III.

B.10 **Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 414 Professional Practice I and ARCH 335 Core Design VI (Design/Build).

Realm B. General Team Commentary: The team found all criteria in Realm B to be met with the exception of B.2 Site Design. The criterion formerly identified as B.6 Comprehensive Design, which was previously not met and which is now subsumed under C.3 Integrative Design in Realm C Integrated Architectural Solutions, is now met. The team's review of the criteria in Realm B revealed an effective balance between the various modes of studio output: preliminary sketch and research work, exploration with model-making, and final presentation of solutions and analysis. The program's rigorous and disciplined use of section models from the first year through the final comprehensive graduate project results in outstanding technical documentation and building envelope assemblies in particular.

The team did not find adequate evidence of the B.2 Site Design ability to manipulate and document topography. There were no topographical plans with contour lines, and those with spot elevations lacked sufficient points to interpret topography. With the exception of projects involving rainwater collection, there was no evidence of site (green or hardscape) drainage or resolution of storm water management. Site design evidence did not include site sections, descriptions of hardscape or softscape materials, or site lighting.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

C.1 **Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 504 Pre-Design Research.

C.2 **Evaluation and Decision Making:** *Ability* to demonstrate the skills associated with

making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

2017 Team Assessment: This criterion is **Met with Distinction.** Evidence of this was found in student work prepared for ARCH 510 Comprehensive Design I and ARCH 520 Comprehensive Design II. The demonstration of this ability in the ARCH 335 Core Design VI (Design/Build) was quite unique and commendable, as students worked together and successfully navigated the decision-making processes of a project from concept through design development, materials determination, and procurement site layout and construction. This ability is also represented at a very high level in the comprehensive Design Studio sequence.

C.3 **Integrative Design:** *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for the following course sequence: ARCH 504 Pre-Design Research, ARCH 510 Comprehensive Design I, ARCH 520 Comprehensive Design II, and ARCH 530 Comprehensive Design III.

Realm C. General Team Commentary: The program has successfully transitioned its approach from that noted in the previous Visiting Team Report—where Comprehensive Design was not met--to its creation of a strong sequence of courses at the graduate level that responds to the aspirations of this realm. Students are encouraged to research and develop unique projects that reflect their own individual design voice. Beginning with ARCH 504 Pre-Design Research, a summer course, students continue to build upon and develop their design approach and solution over the next 3 quarters. Students follow a process that is similar to the process used within the profession: concept design, design refinement, integration of structural and infrastructure systems, and design detailing. Producing work that is graphically solid and accurate, students emerge from this process with the ability to integrate the complex factors of architectural design. The visiting team felt that the skills and abilities learned within the unique Design/Build studio situation were to be noted in addition to the many core design studios leading up to the graduate-level studio sequence.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 **Stakeholder Roles in Architecture:** *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 414 Profession Practice I and ARCH 335 Core Design VI (Design/Build).

D.2 **Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Met

2017 Team Assessment: This criterion is **Met with Distinction**. Evidence of student achievement above the prescribed level (ability rather than simply understanding) was found in student work prepared for ARCH 335 Core Design VI (Design/Build) and ARCH 414 Professional Practice I. Quizzes in ARCH 414 indicated an understanding of project delivery methods, and there was ample evidence of project management skills in action in the ARCH 335.

D.3 **Business Practices:** *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 414 Profession Practice I.

D.4 **Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 414 Profession Practice I and ARCH 514 Profession Practice II.

D.5 **Professional Ethics:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 414 Professional Practice I and ARCH 514 Professional Practice II.

Realm D. General Team Commentary: The program demonstrated the capacity of the students to both understand and apply the professional facets of architecture. This occurred in the classroom, in the offices of firms visited, and in built projects. The students showed an understanding of business practices through assignments that required interaction with architecture firms of their choosing, as well as through the exercise of visioning their own firms, which involved business planning, marketing, organizational structure, and entrepreneurial strategy. An understanding of project management in design and construction was shown and tested in the Design/Build studios. This unique experience illustrated the role of the architect in the community, and his/her responsibility and relationship to the user and client. Complementing these approaches, evidence from a traditional classroom setting showed an understanding of the legal and ethical responsibilities of the profession.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. 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 Higher Learning Commission (formerly the North Central Association of Colleges and Schools); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2017 Team Assessment: The program is accredited by the Southern Association of Colleges and Schools (SACS), as exhibited in a letter dated January 19, 2016, in the APR (pp. 118-119).

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch), the Master of Architecture (M. Arch), and the Doctor of Architecture (D. Arch). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

The B. Arch, M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

Any institution that uses the degree title B. Arch, M. Arch, or D. Arch for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *NAAB Conditions for Accreditation*. Every accredited program must conform to the minimum credit hour requirements.

[X] Met

2017 Team Assessment: The M. Arch program requires a minimum of 168 semester credit hours,

of which at least 30 semester credit hours are at the graduate level. This information was found in the APR (pp. 120-126).

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2017 Team Assessment: The studio sequence and the structure of the M. Arch program have resulted in a very limited number of applications from pre-preparatory programs at the graduate level. Transfers are more frequent into the lower-level BSAS program within the school. The Director of the School of Architecture provided information regarding the occasional transfer of a student into the M. Arch program. The information covered course equivalency evaluations and transcripts. The primary source of students entering the 5-year BS/M. Arch program is through freshman enrollment, although approximately 8-12 students per year transfer into the freshman class from other majors.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Not Met

2017 Team Assessment: The text found on the architecture program website (http://design.latech.edu/architecture/accreditation/) does not follow the guidelines in Appendix 1 of the *NAAB Conditions for Accreditation*. The website notes the terms of accreditation as 6-year, 3-year, and 2-year, while the updated terms of accreditation are 8-year, 4-year and 2-year.

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2017 Team Assessment: The link found on the architecture program website (http://design.latech.edu/architecture/accreditation/) leads to the NAAB website, which provides the *2014 NAAB Conditions for Accreditation* and the *2015 Procedures for Accreditation.*

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2017 Team Assessment: Evidence of advising material for student career development was found through the architecture program website: http://design.latech.edu/architecture/student-resources/.

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 electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.[2]
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2017 Team Assessment: Evidence of all these documents was found through the links provided on the architecture program website: http://design.latech.edu/architecture/accreditation/.

[2] This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Met

2017 Team Assessment: Evidence of ARE pass rates was found through the link provided on the architecture program website (http://design.latech.edu/architecture/accreditation/), which leads to the NCARB website on ARE pass rates.

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2017 Team Assessment: This information was found at http://design.latech.edu/architecture/admissions-and-advising/. This is indicated in the APR (p. 136).

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- 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.

[X] Met

2017 Team Assessment: Student financial Information was found at http://design.latech.edu/architecture/student-financial-information/. This is indicated in the APR (p. 136).

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the 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.

[X] Met

2017 Team Assessment: The 2016 Annual Statistical Report was found on the (secure) NAAB Team Website: http://www.naab.org/team/.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation,* 2015 Edition).

[X] Met

2017 Team Assessment: The 2013 Interim Progress Report and 2013 Interim Team Decision were found at http://design.latech.edu/architecture/accreditation/.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

A.2: Design Thinking Skills

The program has established a distinct culture and excellence for the art of making. Beginning in the first-year freehand drawing studios, the students, from all backgrounds, are taught and encouraged to see and explore the design world through making. Subsequent studios build upon this hand-craft exploration and discovery through the introduction of other media and communication tools, without losing this initial art of making.

C.2: Evaluation and Decision Making

One of the results of the collegial culture established within the program is that the students have developed a strong ability for teamwork and decision making. This ability for collaboration, problem identification, and solution-making is evident across many courses and has a distinct social equity design emphasis. The required Design/Build studio creates built form at the local MedCamps site and through the elective work in the CDAC program.

D.2: Project Management

The students achieve a level that exceeds *understanding*; they achieve an *ability* level. The Design/Build studio thrusts the students into real-life project management, which is a pedagogy that is to be highlighted and recognized for its strength in team assembly and task distribution, time and project schedules, and true delivery of a project.

Appendix 2. Team SPC Matrix

School of Design, Department of Architecture
2014 NAAB Student Performance Criteria Matrix

Appendix 3. The Visiting Team

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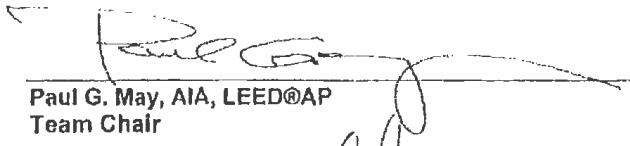
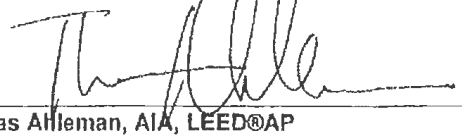
V. Report Signatures

Respectfully Submitted,



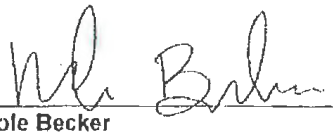
Paul G. May, AIA, LEED®AP
Team Chair

Representing the NCARB



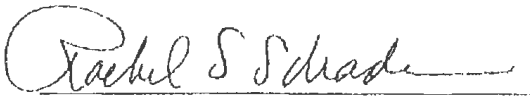
Thomas Alleman, AIA, LEED®AP
Team Member

Representing the AIA



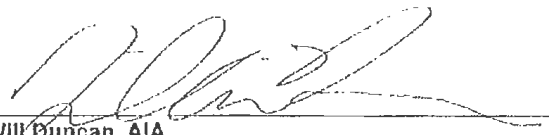
Nicole Becker
Team Member

Representing the AIAS



Rachel S. Schade, AIA, NCARB
Team Member

Representing the ACSA



Will Duncan, AIA
Non-voting Team Member