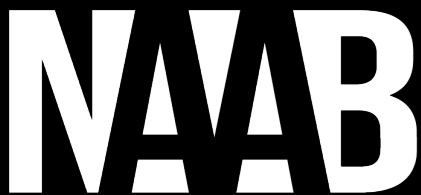


2023 Visiting Team Report

University of Louisiana at
Lafayette
School of Architecture and Design

M.Arch.

Continuing Accreditation Visit
March 13-15, 2023

The logo for the National Architectural Accrediting Board (NAAB) is displayed in large, bold, white, sans-serif capital letters. The letters 'N', 'A', and 'B' are significantly larger than the 'A' in the middle, and they are all interconnected, with the 'A' fitting between the 'N' and 'B'.

National
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I. Summary of Visit

a. Acknowledgments and Observations

The NAAB team extends its deepest appreciation to the many people at the University of Louisiana at Lafayette that made the team's efforts so effective and made the team feel so welcome. The enthusiasm and loyalty to the program expressed by the students, faculty, staff, and administration are contagious. Special thanks to program director Kari Smith, for orchestrating a great agenda, coordinating resources, and for preparing the team room. Many people, including students, faculty, staff, administration, alumni, and the professional practice community, deserve acknowledgment.

The team of volunteers followed a rigorous process of review and consensus to develop a VTR based on APR and digital materials. The site visit sought to verify and clarify the information in those materials. Additionally, the team interviewed **Director Kari Smith, Dean Daryl Moore**, Provost/VP of academic affairs **Dr. Jamie Hebert, Dean of the graduate school Mary Farmer-Kaiser, Graduate Coordinator Ashlie Boelkins**, and Chief Diversity officer **Kiwana McClung** as well as members of your graduate faculty, staff, and students in group meetings. The team also observed **ARCH 502: Advanced Architectural Design II** and **ARCH 565: Architectural Research and Programming** courses.

The School of Architecture has a great reputation within the university. The provost characterizes the school as a crown jewel. He is excited about the future of the university and the School of Architecture and Design. He is proud of the university's R1 research status. He recognizes the efforts of the university staff and faculty to balance the support of the graduate and undergraduate programs as a part of the university's mission.

The dean noted he was drawn to the university and the SoAD because of the people and the potential for growth in your learning community. He referenced his foundational career experience in design. The dean expressed a commitment to supporting the growth of the department and has begun to work strategically with the university to support the redistribution of infrastructure in support of the growing enrollment numbers.

The Master of Architecture (04.0201) was approved in September 2001 and the first graduating class was in December 2003. Since the last NAAB review in 2014, the program has clarified its various tracks. The Master of Architecture program provides a unique exploration of social equity in Architecture. This is a celebrated component of the school of architecture and the university. The elevation of a full-time faculty member to the Chief Diversity Officer is a celebrated victory as a "tradition of inclusion" was mentioned several times throughout the visit. In interviews with university personnel, a detailed description of the DEI framework highlighting the importance of belonging was expressed.

The school's student body is unique in its unity, with a mix of student demographics. The team was impressed with your engagement and loyalty to the program. In the team's discussions about your education at the University, you noted the depth to which you have learned the process of design. You also expressed appreciation for the acceptance from the faculty related to your interests and preferred project exploration.

Students expressed the value of the inherent community built into their studio culture and relationships built by working and supporting one another. When addressed as a group, many students expressed that they have a heavy academic load and workload but are excited to one day become architects. The meeting with the student organization's representatives, with both past and present leadership, was enlightening. The students present in the meeting were proud to be involved, expressing support from faculty advocates; and a few have become leaders in student groups outside of architecture. The students expressed excitement to work in philanthropy and pro bono projects for deserving communities.

The program is supported by a professional and knowledgeable staff that provides extensive services to the students and faculty. The staff team is lean but mighty as they collectively wear several hats to support the School of Architecture and Design. Several staff members admitted to serving the university for over a decade in various roles. The team viewed this group as integral to the success of students and faculty in the program.

The university is committed to assessment as a core part of the university's mission. The assessment program for architecture was cited by the dean of the graduate school as more robust than the university system. The university has since adopted SoAD's approach as the university's assessment procedure. Students are aware of the benefits of the assessment approach and procedure and utilize assessment as a means to inform their education. The feedback given when serving as a Graduate Assistant was highlighted as a feedback mechanism.

Faculty demonstrate mutual respect and speak highly of the efforts of their director, which is admirable. The NAAB team observed a healthy, collegial, and supportive environment that exists among faculty colleagues. The support from the broader architecture community is commendable. The relationships maintained between the SoAD faculty and the alumni are serving as a remarkable resource for present and future students. The architectural practitioners help to increase students' understanding of course content by reviewing work and providing professional experience feedback. Practitioners are incentivized by the offering of Continuing Education Units for health, safety, and welfare, but also participate out of regard and support for the department.

With so much going on all elements cannot be equally successful. The institution struggles, as do most universities, with infrastructure expansion and funding. As the department enrollment numbers increase so does the demand for spatial resources. The emphasis on core programming elements are well defined but the evidence and interviews revealed that little emphasis is currently placed on the exploration and integration of evolving digital tools in the search for design solutions and innovations for the profession. In addition, students noted the financial burden of educational materials, software, and studio furnishings.

b. Conditions with a Team Recommendation to the Board as Not Achieved (*list number and title*)

- SC.6 - Building Integration
- 5.1 - Structure of Governance
- 5.2 - Planning and Assessment
- 6.6 - Student Financial Information

II. Progress Since the Previous Site Visit

2009 Conditions Not 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.

Previous Team Report (2014): 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.

2020 Board IPR Review: After reviewing the 5-year Interim Progress Report (IPR) submitted by University of Louisiana at Lafayette, the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated satisfactory progress toward addressing deficiencies identified in the 2-Year Interim Progress Report. No further information is required at this time.

2023 Team Analysis: As of the Board of Directors' 2020 review of the program's 5-year Interim report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

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.*

Previous Team Report (2014): 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 B.Arch. degree and a non-preprofessional degree).

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

2020 Board IPR Review: After reviewing the 5-year Interim Progress Report (IPR) submitted by University of Louisiana at Lafayette, the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated satisfactory progress toward addressing deficiencies identified in the 2-Year Interim Progress Report. No further information is required at this time.

2023 Team Analysis: As of the Board of Directors' 2020 review of the program's 5-year Interim report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

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)

Previous Team Report (2014): 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**.

2020 Board IPR Review: After reviewing the 5-year Interim Progress Report (IPR) submitted by University of Louisiana at Lafayette, the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated satisfactory progress toward addressing deficiencies identified in the 2-Year Interim Progress Report. No further information is required at this time.

2023 Team Analysis: As of the Board of Directors' 2020 review of the program's 5-year Interim report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

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

Previous Team Report (2014): 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**.

2020 Board IPR Review: After reviewing the 5-year Interim Progress Report (IPR) submitted by University of Louisiana at Lafayette, the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated satisfactory progress toward addressing deficiencies identified in the 2-Year Interim Progress Report. No further information is required at this time.

2023 Team Analysis: As of the Board of Directors' 2020 review of the program's 5-year Interim report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

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.

Previous Team Report (2014): 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**.

2020 Board IPR Review: After reviewing the 5-year Interim Progress Report (IPR) submitted by University of Louisiana at Lafayette, the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated satisfactory progress toward addressing deficiencies identified in the 2-Year Interim Progress Report. No further information is required at this time.

2023 Team Analysis: As of the Board of Directors' 2020 review of the program's 5-year Interim report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

III. Program Changes

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

2023 Team Analysis:

The Master of Architecture (04.0201) was approved in September 2001 and the first graduating class was in December 2003. Since the last NAAB review in 2014, the program has clarified its various tracks. In response to the 2020 Accreditation Conditions the program and student criteria as described in the program's narrative are transitioning two significant courses from the preprofessional B.S. in Architectural Studies degree to the Master of Architecture curriculum. The transition of these changes were stunted by the COVID-19 Pandemic and delayed graduations. The program director mentioned the reliability on remote distance learning made implementation of the transition across the program difficult as everyone was not local. Everyone is now learning in person.

Also affected by the pandemic were the promotions of program Leadership, and the University's delay in

establishing a new University Strategic Plan.

As described in the narrative, **SC.5 Design Synthesis** and **SC.6 Building Integration** are described as achieved in courses that were historically in the pre professional degree curriculum. The program anticipates the implementation of the above-mentioned migration to be completed in 2023. The curriculum framework shift includes the migration of **ARCH 409(G): Architectural Design V** and **ARCH 464(G): Professional Practice and Contract Documents** to the graduate program. The program provided a mapping document illustrating the intent for meeting the corresponding student criteria. Explained by the program director and explained by the faculty that the mapping of these courses to the graduate level is in process with the current cohort.

In addition, in response to the 2020 Accreditation Conditions the program has developed shared values throughout the curriculum that integrate the NAAB program and student criteria. The curricular framework for the Master of Architecture program has led to on-going revisions to align criteria and student learning goals with outcomes. An example of this is the faculty's review of each course at the end of each semester to then incorporate needed areas of improvement. The 2020 Conditions are posted on the SoAD website.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission *(Guidelines, p. 5)*

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

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

Described

2023 Team Analysis:

Based on the provided information, the Narrative provided in the APR states that the University of Louisiana at Lafayette meets the criteria for providing context and mission information for the NAAB accreditation process. The program has described the institutional context and geographic setting of the University as a large, midsize urban, public, four-year institution with a student population of 16,225. The University is designated as a Research University with the highest research activity (R1) with graduate programs that are STEM-dominant. The program has also described the University's mission, which is to develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition. Also, the program benefits from the university's resources and leadership. The school's design/build projects provide hands-on learning and community service opportunities for students. The program and its faculty members participate in university-wide initiatives and contribute to the university's academic plan. The program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities. The program offers regularly scheduled field

trips, both domestic and international, and has established programs in France and Italy. The program also has a chapter of AIAS and NOMAS and recognizes students who have been inducted into the Tau Sigma Delta Honor Society. The lecture series offers faculty and students collective opportunities to glean new perspectives, and faculty may submit proposals for professional development opportunities. Additionally, the school offers several grants, fellowships, and seminars to support faculty development and provides regular advisor training workshops to improve advising effectiveness.

2—Shared Values of the Discipline and Profession *(Guidelines, p. 6)*

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

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession. *(p.7)*

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. *(p.7)*

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education. *(p.7)*

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. *(p.8)*

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work. *(p.8)*

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings. *(p.8)*

Described

2023 Team Analysis:

Design: Narrative provided in the APR states that six core values are defined by the program and are aligned with the NAAB Shared Values. Specific to the design core value, they have drafted "design commitments" as the basis of the program's framework. These commitments are social/cultural, technological, professional, and physical. The tenets of design: safety, equity, resiliency, and sustainability are identified as being key components in three distinct courses. Safety and equity comprise the "social climate" and are the primary focus of ARCH 501. The "environmental climate" tackles resiliency and sustainability as goals of sustainable development as the primary driver for ARCH 502. The third climate is "innovation" where ARCH 509 serves as the final studio where design themes introduced in earlier coursework are integrated by the student's tackling of a self-determined design problem.

Student work provided the evidence that these core values are being taught and that the students understand how to integrate them through design.

Environmental Stewardship and Professional Responsibility:

The program shows a strong commitment to environmental stewardship that is a premise for the health, safety, and welfare of the public. The course matrix references Arch 502 and Arch 532 as primary coursework, both of which were verified by syllabi, assignments, and assessment measures for the criterion of environmental stewardship. Students participate in a variety of relevant community projects including The Community Design Workshop, The Building Institute, and Living Knoll 2023. ARCH 502 students participate in the ASCA/AIA COTES competition. Professional responsibility is evidenced through the involvement of local practitioners who reinforce concepts of community involvement and volunteerism.

Equity, Diversity, and Inclusion: The program and the university have a stated commitment to Inclusion. In the provided evidence the university's Strategic Plan for Inclusive Excellence was provided. The Provost/ VP and the Chief Diversity Officer both made references to the strategic plan. The newly appointed Chief Diversity Officer (CDO) was promoted from the School of Architecture and Design faculty. During the Team's interview with her, she noted that in her new role, it is important to her that the effectiveness of the Inclusion Strategic Plan has measurable outcomes. The Chief Diversity Officer will continue with her full professorship, by continuing to teach a course per semester. She specifically teaches the **ARCH 563 Diversity and Social Equity Issues in Design** course. As an instructor, the CDO serves as a resource to students and faculty, by connecting them to NOMA and other STEM-supporting organizations as a liaison. In collaborative support, the SoAD faculty work together to identify topics of interest to underrepresented students and the student body at large to incorporate into courses. Her participation in "IChange alliance" The program has established a "Supply Leave Behind Program" to help with offsetting the hardships of architecture school supplies.

Knowledge and Innovation: The program takes advantage of community partnerships to innovate on solutions to real-world challenges faced by their community. Work undertaken by the students for programs such as the Sustainable Development Lab, the Community Design Workshop, the Building Institute, and the Coastal Community Resilience Studio demonstrates the student's ability to put their knowledge into action and innovate on projects as responses to triggering actions in the built environment. The program provides an extensive array of fabrication tools to provide students not only exposure to emerging technologies but also to help them become familiar with using these tools to develop test cases for innovative solutions. The pedagogy focuses on developing an understanding of the impact of strategic innovation on solving real world and wicked problems. Due to limited resources, innovation is focused solely on their core pedagogical objectives and does not venture into studies related to the impact of technological innovations on the future of design methodologies. It is an area of innovation that the program would be interested in moving toward should additional resources become available.

Leadership, Collaboration, and Community Engagement: The narrative describes a culture of collaboration, leadership, and community engagement through topics and requirements in two courses: ARCH 509 and ARCH 599. The content of these courses was verified through course syllabi. Assessment and evidence of ongoing improvement data were verified by Pre-Term and Post-Term documentation. A link to the university's web page on Community Service is evidence of student opportunities outside of the SoAD. A link to volunteer opportunities associated with architectural organizations was also verified.

Lifelong learning: The program connects to the university's mission statement "The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition." The program's stated intention is to pique the students' curiosity in the world around them and encourage their ability to act on that curiosity. A course and several School of architecture websites were listed as a reference.

3—Program and Student Criteria *(Guidelines, p. 9)*

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

3.1 Program Criteria (PC) *(Guidelines, p. 9)*

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

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline’s skills and knowledge. *(p.9)*

Met

2023 Team Analysis:

The program describes several courses and resources where the path to licensure is shared with students. Evidence was found in the syllabus for ARCH 540: Architectural Practice, ARCH 563: Diversity and Social Equity Issues in Design, and ARCH 464(G) Professional Practice and Contract Documents. In these courses, the traditional architect career path is demonstrated. The Program’s Career Opportunity website provides an extensive list of potential career path opportunities that utilize the discipline’s skills and knowledge. The program provided evidence of plans for recurring assessment and modification for the listed courses.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. *(p.9)*

Met

2023 Team Analysis:

The program identifies three sequential design studios and co-curricular activities and events to instill in students an appreciation of design. The narrative points to four courses as evidence of meeting this PC: ARCH 501: Advanced Architectural Design, ARCH 502: Advanced Architectural Design II, ARCH 509: Master’s Project or ARCH 599: Thesis. Two of these courses (ARCH 501 and ARCH 502) are identified as primary evidence in the course matrix. Documentation includes projects, assignments, exams, and lectures for these two courses. Evaluation rubrics and examples of student work were verified to include rigorous project requirements and clear expectations for demonstrating and understanding of the design process. Co-curricular activities such as lectures, study tours, and internships support PC.2. The program’s assessment of Fall 2022 ARCH 501 coursework was verified by measured outcomes. Continuous improvement was demonstrated through information gained from student exit interviews. Similarly, assessment of ARCH 502 in the Spring of 2022 was demonstrated, and modifications to the course were identified for future offerings.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. *(p.9)*

Met

2023 Team Analysis:

The program provided and the team reviewed evidence for two courses, ARCH 502 - Advanced Architectural Design II, and ARCH 532 - Advanced Building Systems. The information provided included

course syllabi, assignments, lectures and course assessments. As a body of work, the evidence indicates a well planned strategy for developing an understanding of architects role in the realms of climate action, sustainability, and how building systems can improve outcomes in energy performance, resource utilization, and user comfort. Several co-curricular opportunities were presented where students and faculty have outlets for further knowledge and engagement with peers and aligned organizations. The assessments indicate student comprehension of the topics generally exceeded preterm expectations and that in the case of presenting the topic of climate mitigation strategies, they will revise the curriculum to improve student understanding of the topic.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. (p.9)

Met

2023 Team Analysis:

The program identifies two required courses and two electives that build upon undergraduate requirements. Co-curricular activities for M.Arch. students include studio tours to different cities at each studio year to further expand on opportunities for translating classroom work into an understanding of the built environment. Evidence provided and reviewed by the team consisted of syllabi, course projects, quiz and exam samples, evaluation rubrics, and sample lectures. This evidence for courses ARCH 521 - Architectural History and Theory and ARCH 530 - Urban Theory, demonstrated the breadth and depth of knowledge shared on the topic. For ARCH 521, assessment has consisted of feedback from students and test scores. In the case of ARCH 530, the program's assessment is a combination of test scores and an analysis of the student's notebook assignment. The assessments show that the students are performing at or above the expected benchmarks, the sample assessments included in the APR indicate that the faculty will be taking steps to modify the coursework to further improve the students abilities to communicate concepts through diagramming and research.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field. (p.9)

Met

2023 Team Analysis:

The narrative provided in the APR states that the university met the PC.5 Research and Innovation criterion. The program's curriculum is designed to prepare students to engage in architectural research, starting with the undergraduate coursework and continuing through the Master's Project or Master's Thesis. ARCH 565: Architectural Research and Programming, provides a comprehensive survey of research methods to analyze relationships, systems, data, and objectives to test and evaluate architectural solutions. As confirmed in meetings with students, students also have the opportunity to engage in co-curricular activities, such as exhibitions, showcases, conference presentations, book publications, and competitions. The APR states the program supports student research through the Student Center for Research, Creativity, & Scholarship and faculty mentorship, and it has a Director of Research Initiatives and Fabrication Facilities to further develop Advance Student Research Initiatives.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems. (p.9)

Met

2023 Team Analysis:

The primary courses to address leadership and collaboration are ARCH 540: Architectural Practice, ARCH 509: Master's Project, and ARCH 599: Thesis. The ARCH 540 course syllabus includes PC.6 and describes the fundamentals of architectural practice through the use of readings, discussions, office visits, and case studies. Assessment includes a Fall 2021 assessment process that was verified, noting feedback from outside professionals that will be incorporated into future course offerings. A combined course syllabus for ARCH 509/599 also provides evidence for meeting PC.6. Assessment of the Fall 2022 course demonstrates measurable evidence. Co-curricular activities that support leadership in multidisciplinary teams is described, noting the many service-learning activities that are available campus-wide as evidence of this PC. Co-curricular documentation for AIAS and NOMA are provided, and include flyers and meeting notices. The team verified evidence for PC.6 that includes interviews with students, attendance records, and photographs from AIAS events. The assessment of ARCH 509/599 includes input from licensed architects. The program has incentivized architects to serve on the committee by providing Health Safety Welfare continuing education credits for their service, allowing them a first look at prospective hires, and engaging with and supporting the department that many have graduated from.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. (p.9)

Met

2023 Team Analysis:

The APR states that the program provides various courses and co-curricular activities that promote a culture of learning and teaching. Among these courses are ARCH 509: Master's Project, ARCH 599: Thesis, and ARCH 563: Diversity and Social Equity Issues in Design, which offer opportunities for students to investigate architectural issues and theories, develop critical thinking skills, conduct original research, and explore architecture's role in ecological knowledge, diversity, and social equity. In addition to these courses, the program also offers co-curricular activities such as participation in student organizations including AIAS, NOMAS, and the Graduate Student Organization. These organizations provide students with leadership opportunities and a structure for providing input into the program's learning and teaching culture. The program's assessment of student learning related to this criterion is conducted regularly, and the findings are used to make improvements to the curriculum or approach. The program provides research summaries related to this criterion that students can use to develop their own research projects. Furthermore, during student meetings, it is confirmed that the program fosters a respectful and supportive studio culture that emphasizes community engagement.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. (p.9)

Met

2023 Team Analysis:

The program cites two courses in the matrices where topics of Social Equity and Inclusion are the central focus. Evidence was found in the course materials for ARCH 563: Diversity and Social Equity Issues in Design and ARCH 521: Architectural History and Theory. In the course syllabus as is evident in the lecture slides the course instruction is diverse in content to inform students to develop an understanding of social equity and diversity in the context of architectural design, professionalism, and practice. The program provided evidence of plans for recurring assessment and modification for these courses in response to student learning outcomes.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (Guidelines, p. 10)

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. (p.10)

Met

2023 Team Analysis:

The program provided and the team reviewed evidence for courses ARCH 409(G) and ARCH 464(G) consisting of the program's lectures, evaluation rubrics, course syllabi, and sample student work. For each course the evidence demonstrates a commitment by the faculty to instill an understanding of the impact of the built environment on human health, safety, and welfare. The Program's focus centers on "a building in an urban setting". The coursework assignments for ARCH409(G) indicate requirements for students to write papers on urban environments based on required course readings. The sample student work which was provided and reviewed indicates the students have a level of understanding of the multiple factors which go into the creation of an urban fabric, analyzing those factors, and the ability to articulate these observations diagrammatically. The student work for this course appears to start as team-based work. As a result, it is difficult to ascertain the level of mastery each student has of the concepts presented in their primary urban analysis of form, scale, materiality, and site arrangement. The provided rubrics were unclear on the transition between group and individual work. While review of completed rubrics may have shared insight on individual mastery, such information was not included in the APR. ARCH464(G) is a continuation studio where students further refine their individual building solutions from the ARCH 409(G) course and address complexities related codes, accessibility, life safety systems, economics, bidding, negotiation, and construction contract administration in the execution of their building solution. The assessments focus on a need to enhance cross-course instruction to further educational outcomes. Documentation of meeting this SC is ARCH 464(G): Professional Practice and Contract Documents. One course assessment (Fall 2021) found that 93% of the class demonstrated competency. A result of the assessment is that faculty plans to increase time and emphasis on HSW site issues in the Spring 2023 course. Other enhancements to take place as a result of the assessments include additional focus on building details to improve technical knowledge and additional field study opportunities. The program indicates that a network of practitioners is utilized to provide additional input on the student's coursework, and that the learning objectives of ARCH 409(G) are evaluated with both faculty and practitioners.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. (p.10)

Met

2023 Team Analysis:

The program's matrices indicate two courses across the curriculum where this criterion is addressed **ARCH 464(G): Professional Practice and Contract Documents** and **ARCH 540: Architectural Practice**. The team found evidence at the level of understanding for this student criteria in the course lecture notes and syllabus that students are ARCH 540: Architectural Practice. In reviewing the evidence the team notices that the information presented in the slides date back to 2016. A couple of specific example are illustrated in Lecture slides titled ARCH 540_Pro Prac **Week 2 Professional Life.pdf** with a reference the 2012 AIA Code of Ethics. The current version of the code of ethics is the 2020 AIA Code of ethics. Also the slides reference a summary of the "State of the profession" on page 32 by Robert Ivy, FAIA, as the CEO of the AIA. The present CEO for the AIA is Lakisha Woods. The program provided evidence of plans for recurring assessment and modification for these courses through student work.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. (p.10)

Met

2023 Team Analysis:

The APR identifies ARCH 409(G): Architectural Design V and ARCH 540: Architectural Practice courses to demonstrate this SC. The course matrix additionally identifies ARCH 464(G) Professional Practice & Construction Documents as primary evidence. The APR narrative describes the course as covering management, contract services and administration, and professional ethics and relationships through the use of case studies, discussions, and readings. ARCH 409(G) is verified as evidence of the SC through the course syllabus, assignments, and lectures. The team reviewed evaluation rubrics and the Fall 2021 assessment. Through a panel of faculty and architects, the program identified areas of improvement. The learning objectives are reviewed on a multiple year rotation so that each objective is externally evaluated at least twice in an eight year period. The program engages external architectural practitioners to increase students' understanding of course content. One example of such is a former member of the Louisiana Code Council who has also served on International Building Code committees that will be brought in to conduct code reviews for the students. Course assessment of ARCH464(G) in Spring 2022 further demonstrates use of continuous improvement to meet this SC. For example, after faculty reviewed the end of term data, the pre-term expectations goal was increased from 80% to 90% based on the post-term finding success rate of 88%.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (p.10)

Met

2023 Team Analysis:

The APR provides narratives on courses ARCH 409(G) Architectural Design V and ARCH 532 Advanced Building Systems as applicable to fulfilling this SC's requirements. However, upon further research it was discovered that the program lists ARCH 464(G) Professional Practice and Contract Documents and ARCH 532 Advanced Building Systems in their "UL Lafayette Matrix 2020 Conditions" document as the courses fulfilling this SC. The Program's "MOODLE" website, where evidence was provided, also identified only courses ARCH 464(G) and ARCH 532. Upon reviewing the evidence for ARCH 409(G), the team concluded that this program was inadvertently listed in the APR narrative and that the programs identified in the program's matrix and on their evidence website were the relevant courses for this SC. Evidence provided by the program and reviewed by the team consists of course syllabi, lectures, assignments, grading rubrics, and an assessment for courses ARCH 532 - Advanced Building Systems and ARCH 464(G) - Professional Practice and Contract Documents. The information presented demonstrated the breadth and depth of knowledge shared on the topic. The program provided and the team reviewed examples of student work demonstrating an understanding of building systems, assemblies of building construction and how architects communicate this knowledge to owners, building officials, and contractors. Several co-curricular opportunities were presented where students and faculty have outlets for further knowledge and engagement with peers and aligned organizations. The assessments show that the students are performing at or above the expected benchmarks. The assessments also indicate that the faculty will be taking steps to improve the students' understanding of technical knowledge and climatic mitigation strategies.

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

requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. ([p. 12](#))

Met

2023 Team Analysis:

The program provided examples of student work which were reviewed by the team. The work provided demonstrates an understanding of the challenges faced when integrating user requirements, regulatory requirements, site conditions, accessible design, and consideration of the measurable environmental impacts into a design solution. The program describes how learning to recognize and respond to these conditions are threaded and developed over multiple design studios prior to the student's enrollment in the master's program. The program provided and the team reviewed syllabi, assignments, lectures, and evaluation rubrics for ARCH 409(G) - Architectural Design V and ARCH 501 - Advanced Architectural Design I. The information provided demonstrated the breadth and depth of knowledge shared on the topic. While the provided assessments show that the students are performing at or above the expected benchmarks, the program indicates that the faculty for course ARCH 409(G) work with the faculty of ARCH 434(G) to strengthen concepts that are common to each course. Course ARCH 501 notes in the assessment that to improve comprehension of measurable environmental impacts, the material will be introduced at a different point in the course.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. ([p. 12](#))

Not Met

2023 Team Analysis:

The program reports that faculty are in the process of curriculum mapping the studio sequence with the goal of transitioning the content of ARCH 409 and 464 courses to the graduate program. The ARCH 501 Advanced Architectural Design studio is identified as the course that is beginning to develop the learning objectives into a studio that ensures students understand building integration. The course matrix identifies ARCH 409(G) and 464(G) as primary evidence of this criterion.

Student work is inconsistent in demonstrating an understanding of the integration elements of this SC, especially mechanical/electrical systems and life safety systems. There is a lack of documentation of measurable outcomes of building performance. The presentation of student work is limited in text and graphic annotation, thereby limiting the reviewer's understanding of the elements that are depicted in the documents. The visiting team verified that the examples of student work were presented orally during the course.

The Visiting Team verified evidence of continuous improvement for specific courses of this SC. For example, the Fall 2021 ARCH 409(G) assessment indicated that post-term findings resulted in improved faculty coordination between courses. Students verified that faculty will consider adjusting assignment deadlines when conflicts occur. The individual assessments also identify strategies for addressing learned shortcomings of courses. The assessment stated that average grades on individual assignments are tracked each semester, but evidence was not provided to verify this. Assignment rubrics and final evaluation criteria are present, and the visiting team verified that student work is assessed at various points throughout the term, but use of the assessment tools on student work is not demonstrated.

4—Curricular Framework ([Guidelines, p. 13](#))

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

4.1 Institutional Accreditation ([Guidelines, p. 13](#))

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

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

Met

2023 Team Analysis:

The university's reaffirmation of accreditation by the Southern Association of Colleges and Schools Commission on Colleges was completed in 2020. Evidence of the successful re-affirmation is a letter included in the Appendix of the APR. A link to a university web page provides information about the accreditation process.

4.2 Professional Degrees and Curriculum (Guidelines, p. 13)

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

- 4.2.1 **Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. (p.13)
- 4.2.2 **General Studies.** An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge. In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. (p.14)
- 4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. (p.14)

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

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

- 4.2.4 **Bachelor of Architecture.** The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.
- 4.2.5 **Master of Architecture.** The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.
- 4.2.6 **Doctor of Architecture.** The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Met

2023 Team Analysis:

The program's website links identify M.Arch. program course requirements. The course requirements for preparatory degrees are described and the links to applicable web pages were verified. The APR lists the Professional Studies courses for both the 75 credit hours BS Architectural Studies Program and the 36 credit hours Master of Architecture Program. The General Studies requirements totaling 42 credit hours over 9 curriculum areas are set by the Louisiana Board of Regents. The APR identifies the requirements and provides web page links to specific course options within each curriculum area. These were verified by the team. Optional Studies courses for M.Arch. students were described in faculty interviews. The review process for ensuring that all students have access to optional courses was also described.

4.3 Evaluation of Preparatory Education *(Guidelines, p. 16)*

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

- 4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.
- 4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.
- 4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Met

2023 Team Analysis:

The program documents its processes for evaluating a student's prior academic work on their webpage for the Master of Architecture program in a section titled "Evaluation of Preparatory Education" and contains links to the program's curriculum for the previous three academic years. Information provided by the program and found on both the program's and the university's website documents a standard process for evaluating preparatory education experience. The program includes a narrative on the evaluation process for evaluating the student's performance. Per the team's discussion with Graduate Coordinator and Associate Professor Ashlie Boelkins the team was informed that the program has established standards for ensuring accreditation criteria are met and for identifying gaps if any gaps exist. Both the program's website for the Master of Architecture graduate degree and the university's program catalog list the degree requirements based on the pre-degree earned by the applicant. The degree track is fully explained for each applicant type. The web-based narrative indicates students are informed of which credits to apply for transfer to the university and which courses they will be exempt from completing as part of their Master program education. With this information a student would be able to ascertain the length of time required to complete their professional degree.

5—Resources

5.1 Structure and Governance *(Guidelines, p. 18)*

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

- 5.1.1 **Administrative Structure:** Describe the administrative structure and identify key personnel in the program and school, college, and institution.
- 5.1.2 **Governance:** Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Not Described

2023 Team Analysis:

5.1.1 The program describes its administrative structure and identifies key personnel. As a state university, the top hierarchy is the Governor and the Board of Regents. The university President is the chief executive officer of the UL campus, and the Master of Architecture program reports to the dean of the graduate school. The administrative structure of the School of Architecture and Design (SoAD) consists of a Director (Kari Smith) and five program coordinators. Verified evidence consists of university, college, and school website links with identification of key personnel.

5.1.2 Institutional governance structures for faculty are described, and university website links were verified. Faculty meetings are scheduled regularly, and seven standing faculty committees are established to help the Director maintain the school's quality and effectiveness. The roles of staff and students are not described in program or institutional governance structures, and no evidence is provided. Staff and student interviews confirmed that little or no opportunities for those voices are incorporated into the academic unit's governance. Students expressed concern that when their suggestions are noted in end of year exit interviews, for example, they are not implemented.

5.2 Planning and Assessment *(Guidelines, p. 18)*

The program must demonstrate that it has a planning process for continuous improvement that identifies:

- 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

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

Not Demonstrated

2023 Team Analysis:

5.2.1 While the program has embraced the 2020 NAAB Conditions for M.Arch. coursework, it does not address multi-year strategic objectives to further continuous improvement. An example of this is that individual course assessments were evidenced in 2021 and 2022; however, comprehensive analysis of data over longer periods is not yet occurring, as stated by the program director. Additionally, there was no evidence of an SoAD Strategic Plan that is interrelated with the larger institution's strategic planning and assessment efforts.

5.2.2. The narrative describes Key Performance Indicators for student achievement and graduation rates for the institution, but does not address Key Performance Indicators for the M.Arch. program.

5.2.3 The narrative does not describe how well the program is progressing toward its mission and stated multi-year objectives.

5.2.4 The program identifies personnel and facilities as primary challenges for the program while simultaneously demonstrating a flexible "can do" attitude with the resources that are available. Evidence of the personnel challenges is provided by lists of retirements, resignations, and internal appointments. There is much evidence of the desire to meet students' needs and outcomes. Although not directly part of the M.Arch. program, it should be noted that the program has made significant efforts to meet the incoming first year class of students "where they are" and to remove barriers that prevent success.

5.2.5 The APR describes many successful ways that outside practitioners interface with students and events. These were expanded upon by faculty and students during the Team visit. As confirmed by the Program Director, there is a lack of data that documents the participation of practitioners so as to demonstrate the value of this resource as part of the planning effort for continuous improvement.

5.3 Curricular Development *(Guidelines, p. 19)*

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

- 5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Demonstrated

2023 Team Analysis:

The content provided meets the requirement of analyzing the relationship between course assessment and curricular development, including NAAB program and student criteria. The APR describes how curricular changes are initiated when the program needs to align with the NAAB 2020 Conditions, when there are identified curricular gaps, or when faculty research initiatives are decoupling with specific courses. A task force may also be formed to examine necessary curricular changes, such as when the university admits students who do not meet the criteria for guaranteed admission. In addition, adjustments and changes to the curriculum are often discussed in program meetings and sent to the

SoAD Curriculum Committee for review, which evaluates the proposed changes based on criteria such as student learning outcomes and methodology. If approved, the director communicates the changes to relevant parties and makes necessary revisions to the academic catalog, schedules, and even hiring. Curricular changes are also discussed regularly during end-of-term assessment meetings. The content provided demonstrates the roles and responsibilities of the personnel and committees.

5.4 Human Resources and Human Resource Development *(Guidelines, p. 19)*

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

- 5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
- 5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
- 5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- 5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Demonstrated

2023 Team Analysis:

The narrative states that “full-time faculty are afforded sufficient time to meet the expectations for research, scholarship, and service.” Documentation such as the Lafayette Faculty Handbook Faculty Personnel Policies and the Lafayette Faculty Handbook Workload Policy were provided. These policies outline the workload tracks that faculty are to follow as well as other policies related to leave, tenure, faculty amenities, grievance procedures and other pertinent information for faculty. The faculty confirmed during their interviews that they felt their workload was balanced. The program identifies Ashlie Boelkins as a licensed architect who serves as the Architect Licensing Advisor and as the person who participates in the NCARB licensing advisory program. Associate Professor Boelkins confirmed this role during an interview conducted during the site visit. It is stated that she has NCARB staff present to students and that she attends “the Summit and Community Hours.” Additionally, she conducts workshops for students regarding NCARB’s AXP and encourages students to begin their NCARB record as soon as they are eligible. Web links were provided to the University’s Academic Affairs Division. Both the website and the program’s narrative provide information on the opportunities for faculty and staff professional development. Topics such as Chairs and Professorships, Grants and Funding, and Faculty Development through orientation, workshops, online seminars, and discussion groups. The Computing Support Services office of the university provides training on the use of the university’s computing system and Moodle, the course management software used on campus. The program manages an enhancement budget to fund faculty attendance and/or make presentations at conferences, meetings, and workshops. This was confirmed during faculty interviews. Other earmarked funds are available through the UL Lafayette Foundation for faculty development. Links were provided to the University’s Office of Career Services, Counseling and Testing Center, Academic Success Center, and the program’s focused website. When combined these resources provide support for the student ranging from advising, to physical and mental health. The program’s website provides information on common areas of employment and common career opportunities for graduates. Additionally, links to industry related websites for additional career information are provided. During the interviews the program indicated that they have very good ties to their alumni and are frequently contacted for recommendations for both

summer intern and graduating students for employment consideration. Recently the program established a Job Board to simplify the connection between students and potential employers.

5.5 Social Equity, Diversity, and Inclusion (*Guidelines, p. 20*)

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

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.
- 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
- 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

Demonstrated

2023 Team Analysis:

5.5.1 The program describes the strategic plan set forth by the university Present in 2019. The plan includes a framework for campus-wide initiatives and is focused on the following imperatives related to diversity, equity, and inclusion: 1) access and success; 2) education, scholarship, and professional development; 3) institutional climate and intergroup relations; 4) institutional infrastructure; and 5) community engagement.

5.5.2 The campus-wide initiative to support the STEM fields is hoped to aid the program's efforts to diversify its faculty. Membership to the Aspire Alliance was described at length. The assessment and analysis of the organization's findings were up for analysis in early 2022. The current university demographics were described based on rations of gender and race/ethnicity at the university and School of architecture and design levels. Numbers and percentages were offered as evidence with a comparison made between 2020 and 2021. The diversity benchmarks were described at the university level. The program noted success in hiring two adjunct-level instructors to teach courses. The plan to increase Tenure track faculty demographics was not discussed.

5.5.3 The current university demographics for students were described based on rations of gender and race/ethnicity at the university and School of architecture and design levels. Numbers and percentages were offered as evidence with a comparison made between 2019 and 2021. The diversity benchmarks were described at the university level.

The program noted the findings from enrollment data indicating the increased percentage of women enrolling in college and the increased percentage of women majoring in Architecture. The aspirational benchmark stated in the visit interviews and the APR is for the diversity of the enrolled students in the SoAD to closely reflect the local population demographics.

Curricular changes to address issues of cultural diversity, social equity, and non-western cultures are evident in the addition of the course ARCH 563: Diversity and Social Equity Issues in Design is a required course for the second year of the graduate degree. The course is under evaluation at the university level to be offered as an option for University General Education.

5.5.4 Links to the Office of Equal Opportunity are accessible through the University web portal along with Affirmative action and nondiscrimination policies.

<https://academicaffairs.louisiana.edu/sites/academicaffairs/files/Document%20I-Affirmative%20Action-EEO.pdf> and <https://personnel.louisiana.edu/employment-opportunities/policy-nondiscrimination>

5.5.5 At the university level there is an Office of Disability Services (ODS). The program provided links to resources on the university's website to support students, faculty, or staff seeking support or accommodations.

5.6 Physical Resources *(Guidelines, p. 21)*

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

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

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

Demonstrated

2023 Team Analysis:

Through the use of narratives and floor plans, the program describes each of the components which are utilized in the instructional program. A web link was provided to the "Studios, Labs, & Facilities" tab of the School of Architecture's website. On the website, the spaces are described with a level of detail sufficient for a general understanding of each space. The master's program has access to three specific fabrication labs, a digital fabrication lab, a metal works fabrication lab, and a general fabrication lab. These fabrication laboratory spaces are outfitted with equipment specific to the needs of each laboratory. The fabrication lab spaces are well utilized per information gleaned during the faculty interview. The program narrative describes the purpose, function, and location of each space utilized by the program. Adjacencies are highlighted in the narrative and color coded, and labeled floor plans were provided which further demonstrate the relationship between each type of space. The studio space and general instruction spaces for the Masters' program are adequate for the current enrollment. The quantities of faculty offices and faculty support spaces provided are sufficient as well. Faculty offices are located adjacent to design studios. In interviews with the faculty, it was noted that there were no concerns associated with their physical space being incapable of supporting their ability to fulfill their roles and responsibilities. The APR narrative indicates that there were several resources available to support the faculty with teaching in hybrid and online environments in direct response to the COVID pandemic. At this time, however, all course work instruction has transitioned back into a traditional setting. The SoAD has seen growth in the program, even during the COVID period, and has begun to feel the pinch in facility space that comes from growth. The current infrastructure is not capable of supporting more space for the program's needs. There is support from the Dean of the College of Arts and from the provost to provide space for the program as opportunities become available on the campus.

5.7 Financial Resources *(Guidelines, p. 21)*

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

Demonstrated

2023 Team Analysis:

The narrative indicates that the university has a sound financial base. Evidence of financial stability is documented through bond ratings and financial health management tools such as Composite Financial Index (CFI) and the Enterprise Resource Planning (ERP) management information system. Website links to financial compliance documents through 2018 are provided. The APR identifies the university's Strategic Plan as the guide for its budget. A webpage link to the 2015-2020 Strategic Planning Report was verified. The provost explained that the Strategic Plan for the current period was delayed due to the pandemic. It is currently underway and will be published soon. UL leadership expressed confidence in the state's funding of the university for the near future. Continued growth in undergraduate enrollment also supports increased funding. While M.Arch. enrollment is limited by current staffing and facilities, optimism about growth and financial soundness was heard from program faculty, administration, and UL leadership.

5.8 Information Resources (*Guidelines, p. 22*)

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

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

Demonstrated

2023 Team Analysis:

The criterion is demonstrated. The program indicates that the Architecture Collection is housed in the University Library and that architectural titles are housed in a separate space with shelving, reading stations, and periodicals. It is stated that the collection meets the criteria for "Research Level" per Guidelines for Collection Development, 1990. A list of online databases was provided in the APR along with a web link to read descriptions of the cited titles. The collection of databases provides a robust set of resources for professional education for faculty and students. Additional links were provided to the University Library Department where information on circulation services, distance learning, interlibrary loans, reference and research services, and instructional services are provided. Research librarians are available to assist users in finding and accessing information. The library website states that Departmental Librarians offer the following services: instructional classes, support of student projects, customized subject guides, online support through email, and Moodle integration. Departmental Librarians are assigned to each academic department as a collection development liaison. In an interview with the University Library representative to the SoAD she provided additional clarity on how the students and faculty are supported and trained to use the library's collection of resources. The majority of the library's collection is housed in the campus library. Some SoAD faculty have gathered a smaller collection of books that they utilize for instruction as part of their course teachings. At this time there are not sufficient resources available to consider creating a satellite library dedicated to just the architectural program.

6—Public Information

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

6.1 Statement on NAAB-Accredited Degrees *(Guidelines, p. 23)*

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

Met

2023 Team Analysis:

The program provided weblinks to the School of Architecture and Design's Homepage, and the University's Course Catalog. The School of Architecture website contains a subheading for accreditation where a full webpage is dedicated to introduction to accreditation, the statement on NAAB accredited degrees, and application and admission requirements. Degree requirements such as credit hours required based on the pre-professional degree obtained by the applicant are provided. The process for evaluating preparatory education is described on the webpage as well. Additionally, there are links to NAAB Conditions and Procedures, and links to prior Accreditation Reports including annual reports to NAAB for each year of the current and prior accreditation term. All promotion for the program is strictly online.

6.2 Access to NAAB Conditions and Procedures *(Guidelines, p. 23)*

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

- a) *Conditions for Accreditation, 2020 Edition*
- b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) *Procedures for Accreditation, 2020 Edition*
- d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Met

2023 Team Analysis:

The University of Louisiana at Lafayette Architecture Department website includes links to the 2020 Conditions and Procedures on the NAAB website.
[School of Architecture and Design website](#)

6.3 Access to Career Development Information *(Guidelines, p. 23)*

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

Met

2023 Team Analysis:

The University of Louisiana Lafayette provides career development information on the program's website. This information includes the road to licensure through AXP and AREs. Weblink - <https://soad.louisiana.edu/programs/architecture/career-opportunities> The website also contains several other links to connect students to other information on NCARB's website. The department also hosts a job and internship fair. Information is posted on the Career Services page <https://career.louisiana.edu/> In meetings with Graduate faculty the newly established job listing board was discussed as a new tool for faculty to collect and distribute inquiries for emerging professional new hires. The students confirmed the name of the AXP coordinator.

6.4 Public Access to Accreditation Reports and Related Documents *(Guidelines, p. 23)*

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

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

Met

2023 Team Analysis:

The program provides public access to all required accreditation documents and reports through several pages on its website. Evidence of ARE passage rates through 2021 is additionally offered through a table provided in the APR and hard copies of this information is offered in the school's main office. The passage rate data was verified to be consistent with NCARB-published data.

6.5 Admissions and Advising *(Guidelines, p. 24)*

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

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

Met

2023 Team Analysis:

The program provides public access to admissions information through its website, and through UL graduate school web pages. The admissions requirements for persons of various educational backgrounds are described. The process for evaluating applications was described during the team visit, and programs to encourage diverse personal backgrounds of applicants were described. The team verified website access to admissions processes and viewed a redacted application.

6.6 Student Financial Information *(Guidelines, p. 24)*

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

Not Met

2023 Team Analysis:

The program has provided links to the University of Louisiana at Lafayette's Office of Student Financial Aid, as well as to information on their Graduate School Graduate Assistantships program. The weblink to the Office of Student Financial Aid provides informative links to various aid programs such as grants, scholarships, work-study, federal and private student loans. The University's information provides an explanation of each of the types of aid listed on their website. Additionally, the program identified their Graduate Assistantships program and provided a link to the website where the program is further explained and clarified that students who participate in the Graduate Assistantships program earn money "in the form of a tuition waiver and/or a monthly stipend." The website provides information about the program and includes a link to the application form to be utilized for being considered for the program. Additional links were provided to the Bursar's office website, the Office of University Housing and Residential Life website, and the Graduate School Tuition and Costs website. The financial aid website provides estimated costs for tuition and fees, books and supplies, room and board and "other costs". These costs are further refined to identify "with parent (commuter)," "campus housing," and "off campus" categories. Worksheets and price calculators are provided to assist prospective students with assessing costs. The housing website provides costs for different housing locations and room occupancy configurations. Meal plan options are also included on the housing website. The Bursar's website breaks down tuition and fees and provides an explanation of how those numbers are developed. The Graduate School website provides actual per credit hour tuition and fees for several categories of residency, Resident/US Resident, Resident/International Resident, Non-Resident/US Resident, and Non-Resident/International. However, regarding 6.6.2, the program does not provide an initial estimate for the specialized costs associated with the master's program such as computer hardware, software, specialized lab fees, consumable materials, printing, and/or travel. Upon discussing this observation with both the Graduate Coordinator, Ashlie Boelkins, and with the Dean of the graduate school, Mary Farmer-Kaiser they acknowledged that these costs are not captured and presented to the students. During the student interview, they indicated that they were unaware of these program-specific costs prior to starting their education. Chief Diversity Officer Kiwana McClung indicated during her interview that she has worked with Undergraduate program faculty to streamline supply lists and set expectations for the quality of materials to be used for projects in an effort to lessen the financial burden for all students.

V. Appendices

Appendix 1. Conditions Met with Distinction

PC.6 Leadership and Collaboration The UL Masters of Architecture Program provides substantial evidence of this PC. Students actively participate in a variety of opportunities to experience multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts. The program is effectively supported in many ways by local practitioners, including the assessment of student work, office visits, internship experiences, and interactions with professional organizations such as the AIA and NOMA. The program has incentivized architects to serve on assessment committees by providing Health Safety Welfare continuing education credits for their service, allowing them a first look at prospective hires, and engaging with and supporting the department that many have graduated from. The students spoke enthusiastically of the leadership opportunities that they have undertaken and their appreciation to faculty for making real world connections to practitioners.

SC.3 Regulatory Context The Program demonstrates a strong commitment to students understanding the fundamental principles of life safety, land use, and laws that apply to buildings and sites. The distinction is this SC is how the program incorporates real world applications of local conditions into the curriculum and wraps social context into the work. The program also engages external architectural practitioners in the assessment of projects, as well as the course review process to maintain relevance of students' understanding of course content. One example of such is a former member of the Louisiana Code Council who has also served on International Building Code committees that is brought in to conduct code reviews for the students. Students also engage with topics of Diversity, Equity, Inclusion, and Belonging while considering Regulatory Context through projects that consider the unique needs of people including those who experience disabilities.

PC.8 Social Equity and Inclusion The program's commitment to diversity, equity, and inclusion is supported across the University. The development of required courses as a part of the curriculum is an explanatory commitment made by the SoAD. The Master of Architecture program provides a unique exploration of Social Equity in Architecture. This is a celebrated component of the school of architecture and the university. In addition, the elevation of a full-time faculty member to the Chief Diversity Officer is a celebrated victory as a "Tradition of Inclusion" was mentioned several times throughout the visit. In interviews with university personnel, a detailed description of the DEI framework highlighting the importance of belonging was expressed.

Appendix 2. Team SPC Matrix

UL Lafayette B.S. Architectural Studies / Master of Architecture Programs

	Preparatory Education		BA/BS COURSES		Year 1				Year 1	Year 2		Non-Curricular Activity													
			Fall	Spring	Fall	Spring			Summer	Fall															
	ARCH 409 (G)	ARCH 464(G)	Arch. Design V	Pro. Pract. & Con. Doc.	ARCH 501	ARCH 540	ARCH 521	ARCH 502	ARCH 532	ARCH 565	ARCH 530	ARCH 509/599	ARCH 563	ARCH 565	Masters Project/Thesis	Div. & Social Eq. Issues	Adv. Research Topics	Student Organization Participation	Lecture Series, Townhalls, Workshops	Alumni & Practitioner Engagement	Internship, Fellowships, Assistantships	Studio Study Tours	Study Aboard	Peer Reviewed Activities	
Shared Values																									
Design					X			X				X													
Environmental Stewardship and Professional Responsibility								X	X																
Equity, Diversity & Inclusion						X						X													
Knowledge & Innovation						X						X													
Leadership, Collaboration, and Community Engagement					X																				
Lifelong Learning																									
Program Criteria																									
PC.1 Career Paths				X		X							X												
PC.2 Design						X		X																	
PC.3 Ecological Knowledge and Responsibility								X	X																
PC.4 History & Theory							X			X															
PC.5 Research & Innovation																									
PC.6 Leadership & Collaboration						X																			
PC.7 Learning & Teaching Culture												X	X												
PC.8 Social Equity & Inclusion						X						X	X												
Student Criteria																									
SC.1 Health, Safety, and Welfare in the Built Environment		X		X																					
SC.2 Professional Practice						X																			
SC.3 Regulatory Context		X		X																					
SC.4 Technical Knowledge				X				X																	
SC.5 Design Synthesis		X			X																				
SC.6 Building Integration		X		X																					

Appendix 3. The Visiting Team

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VI. Report Signatures

Respectfully Submitted,

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