NAAB

Mississippi State University
College of Architecture, Art and Design
School of Architecture

2016 Visiting Team Report

Bachelor of Architecture (152 semester credits)

The National Architectural Accrediting Board
February 24, 2016

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

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

Table of Contents

I.   **Summary of Visit**

a.   **Acknowledgements and Observations**

The team would like to acknowledge Michael Berk, director of the School of Architecture (S|ARC), and Jim West, dean of the College of Architecture, Art and Design (CAAD), for the warm welcome they have given the team. Creating a NAAB team room is a superhuman task, involving dedicated cooperative efforts by students, faculty, staff, and administration. The result of these efforts was an outstanding exhibit that greatly facilitated the review of student work for every class and studio in the curriculum. Administrative and library staff gave generously of their time, both in preparing written descriptions of their responsibilities and in meeting with the team. Students and faculty participated enthusiastically in scheduled meetings, even those scheduled on Sunday.

Observations

The team found much to admire in the architecture program:

- The S|ARC enjoys excellent relationships with the dean of the college, the Provost's Office, and the president of the university. These relationships are an invaluable resource for the program in ensuring its ongoing success. The team frequently heard the dean acknowledged personally for the creation and nurturing of these relationships.

- Students in the program frequently mentioned the generous availability of architecture faculty for questions and consultation. This availability helps students gain additional perspective on class assignments and creates an informal mentoring system around education and career issues.

- The program that the team observed during this visit is significantly improved from the one reviewed 6 years ago. Key to this improvement has been passionate effort by the director of the school. Evidence of his leadership can be found throughout the program in the hiring of excellent junior faculty, in the persistent development of challenging new forms of instruction, and in the provision of ongoing mentoring and support for faculty and students.

- The collaborative structure of award-winning studios in the second and third years is highly innovative. Collaboration in these studios occurs at two levels: between students on a common team, and between the disciplines of construction science and architecture. Both of these forms of collaboration are unusual in architecture programs more generally. Creation of these studios was not a simple matter. It required several years of dedicated preparation, experimentation, and revision by program administrators and faculty. The result is a radically new form of pedagogy of which the program can be proud. The success of this effort is directly visible in the quality of student work posted in the team room. The team recognizes the ongoing work required to continue this exciting effort.

- The team found a highly energetic student body that is exceptionally engaged in a community of learning around architecture and the profession. The best evidence of this engagement is the lively participation of students in the full spectrum of student professional organizations, including AIAS, Alpha Rho Chi (APX), the National Organization of Minority Students (NOMAS), and Tau Sigma Delta Honor Society (TSD).

The team also found several areas in need of continued attention on the part of school administrators and faculty:

- Mississippi State University (MSU), as a public institution in a highly diverse state, has a responsibility to promote diversity in its students and faculty.

- Student advising within the school is in flux due to the departure of the sole full-time staff person with responsibilities in this area.

- Students in Jackson, Mississippi, for their fifth year are provided with the support necessary for their academic studies. A way has not been found, however, for the school's lecture series to be made easily available to these students, either through subsidized transportation or video transmission.

- Upgrade of the physical facilities to comply with contemporary safety standards is not complete, as observed, for example, in the design of stair and balcony railings, and in the provision for exterior door security in Giles Hall.

    b. Conditions Not Achieved: The 2016 visiting team found no "Conditions Not Achieved."

II.   Progress Since the Previous Site Visit

2004 Criterion 13.14, Accessibility: Ability to *design both site and building to accommodate individuals with varying physical abilities.*

Previous Team Report (2010): Although this subject matter was introduced in some of the lectures, the Visiting Team was unable to find evidence that students exhibited the ability to design buildings and sites adhering to ADA standards.

    2016 Team Assessment: The 2016 visiting team found evidence in lectures and coursework that the ability to design sites and buildings that address accessibility standards was evident. Work included site layout, parking, accessible transportation, and accessible rooms/spaces (bathrooms, etc.). Evidence was found in ARC 3713 Assemblages, ARC 4546 Design 4B, and ARC 4733 Site Planning.

2004 Criterion 13.23, Building Systems Integration: Ability to *assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design.*

Previous Team Report (2010): The team found little evidence in student work presented in the binders that corresponded to Building Systems Integration, and even less evidence in design studio projects that students demonstrated the ability to integrate technical systems into their designs. The work does not exhibit the level of ability as currently required by NAAB for the integration of structural, environmental, life-safety, building envelope and assembly systems

    2016 Team Assessment: The school has intensified its instruction of building systems integration since the last visit. This area is now one in which the students excel (see Student Performance Criteria C.1, C.2, and C.3 below).

2004 Criterion 13.26, *Technical Documentation:* Ability to *make technically precise drawings and write outline specifications for a proposed design.*

Previous Team Report (2010): No evidence of students' ability to write outline specifications was found by the team. Representations of building details do not demonstrate students' ability to denote or understand detailing. For example, wall sections do not incorporate appropriate flashing details and foundations are not correctly indicated. In addition, proper structural systems are not represented in building or wall sections/details.

> **2016 Team Assessment: Technical Documentation** The program has improved the teaching of technical documentation so that it is no longer an issue. See team comments on Student Performance Criterion C.3.

2004 Criterion 13.28, Comprehensive Design: Ability to *produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability*

Previous Team Report (2010): While ARC 3546 Design 3B and ARC 4546 Design IV-B both require students to produce a comprehensive design, insufficient evidence was found that students were able to demonstrate a consistent understanding of the integration of structural, environmental and building envelope systems, building assemblies and sustainability, as shown in the drawings and models in the team room.

> **2016 Team Assessment:** A number of changes to the program's curriculum and teaching method have been implemented to improve the teaching of comprehensive design, which is now one of the well-met Student Performance Criteria (see C.1, C.2, and C.3, which are **Met with Distinction**).

III.   Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.

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

2016 Analysis/Review: The culture and context of MSU positively impacts and shapes the pedagogical direction and mission of the School of Architecture. Likewise, the school's prepared narrative provides detailed descriptions of the manner in which the university benefits the school and the role that the school plays in augmenting and reinforcing the university's land grant mission as a state university.

As a Carnegie Foundation classified Research Tier One Land Grant University, there is the expectation that the school will reinforce and enhance the overarching MSU goals to positively impact the citizens of the State of Mississippi. This is accomplished through excellence in on-campus teaching and a variety of significant outreach programs, such as the Carl Small Town Center (CSTC), the Jackson Fifth Year Urban Center, and the Gulf Coast Community Design Studio (GCCDS). Other benefits to the university provided by the school and college include multiple service learning opportunities and programs, an active lecture series of national significance, gallery exhibitions, and faculty involvement in teaching in the university's core curriculum. Faculty are required, as part of their approved workload, to actively participate in service activities at the college and university levels.

The school's curriculum and students' educational opportunities are enhanced by participation in the University Honors College, through the university core curriculum, and by extensive field-trip travel opportunities to major U.S. urban centers. In addition, all fifth-year students gain international experience through a collaborative opportunity provided by the University of Arkansas Center in Rome, Italy. Meaningful and active collaboration with disciplines inside and outside the college is commonplace.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.

- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that

include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2016 Analysis/Review: The program has demonstrated that it provides a positive and respectful learning environment. Students are aware of the studio culture policy; it has been broadly shared through digital media. The S|ARC works to find new opportunities to broaden its students' awareness through its Co-Op and Externship Programs as well as the optional semester exchanges that take place in the fourth year, where MSU students travel abroad or to the Washington Alexandria Architectural Center (WAAC). The team found evidence that students and faculty learn from each other through the CSTC and through a series of nationally relevant field trips that occur from the first through the fourth year.

The Fifth Year International Field Trip allows students to diversify their portfolios and international experience by spending 10-15 days in Rome, Florence, Amsterdam, or Rotterdam. The trip is mandatory and provides financial aid incentives.

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

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.

- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2016 Analysis/Review: The program has demonstrated that it fosters a cohesive environment in which each person is able to learn, teach, and work. The S|ARC follows the requirements of equal opportunity/affirmative action in all faculty and staff searches. Faculty actively engage in seeking equity and diversity in the hiring process. The S|ARC also works to ensure that students with disabilities have access to all university facilities and programs. The buildings are fully accessible. The S|ARC has accommodated chair-bound students; when necessary, special transportation arrangements for these students are made for field trips.

The school's director is actively involved in recruiting qualified minority students as well as faculty. The students are heavily involved in NOMAS, where they invite lecturers to meet with the students and discuss issues of equity and diversity. NOMAS is made up of many non-minority students, which emphasizes a broad student commitment to social and equity issues.

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

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

   2016 Analysis/Review: The majority of the courses in the S|ARC include group or collaborative assignments, including two in conjunction with the Building Construction Sciences (BCS) department (Tectonics 1 ARC 2536 Design 2A and Tectonics 2 ARC 3546 Design 3B). In addition, there are team projects in ARC 5576 Design 5A, shared research components of Architectural Programming and Theory of Urban Design, and readings/lectures in Architectural Practice. The level of collaboration that occurs within the CAAD between the S|ARC, the Art

Department (graphic design), the Interior Design Department, and specifically the BCS seems to be a truly unique opportunity for students to learn to work together across disciplines and with outside communities. In addition, the collaborative studios allow students to have leadership opportunities that are unique to this program.

The S|ARC encourages participation in AIAS, APX, NOMAS, and TSD. Involvement in these programs garnered the 2014-2015 ACSA Collaborative Practice Award for the Green Building Demonstration Pavilion at the Oktibbeha County Heritage Museum, and the 2014-2015 ACSA Design/Build Honorable Mention for the "STOP TRAFFIC" MBCI Public Transit Shelters. The high level of participation in the S|ARC's student organizations was very evident at the student meeting.

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

2016 Analysis/Review: The MSU design program curriculum consists of a carefully structured series of design studios. Each semester of the five-year program includes a required 6-credit studio. The first-year studio covers two- and three-dimensional design, the testing of architectural ideas, body/space awareness, basic site design principles, and architectural ordering principles. Year 2 includes a collaborative design/build project in the first semester and a first building design in the second. Year 3 adds technical requirements with a multi-family dwelling design in the first semester and a public building in the second. Year 4 promotes the development of an independent creative process with a topical studio or research-based project in the fall and a comprehensive architectural design in the spring. For their final, fifth year, students move to Jackson for a year of urban focused study with an urban intervention project in the fall and an urban-based comprehensive building design studio in the spring.

Skills in architectural representation are taught in a structured framework: digital media in Year 1; AutoCad, Photoshop, and Sketch-Up in Year 2; and BIM in Year 3.

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

2016 Analysis/Review: MSU provides students with knowledge of architectural opportunities in both small town/rural environments (through the CSTC program) and in urban environments (through the fifth-year program in Jackson). Cooperative experience is available to students in their fourth year through the university's Office of Cooperative Education. An in-house Architecture Licensing Advisor (ALA) provides an Intern Development Program (IDP) orientation session to first- through fourth-year students, with participation by NCARB and the Mississippi State Board of Architecture on alternating years. A robust week-long externship program is offered to students every spring. A Professional Practice course, ARC 5493, addresses professional responsibilities to the community, project management, client relations, and traditional and non-traditional career paths. The executive director of the State Board of Architecture is an ex officio member of the school's advisory board. The dean is currently a board member in the Mississippi Chapter of the AIA.

D. **Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the

environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.

2016 Analysis/Review: The S|ARC takes stewardship of the environment seriously. In many ways, the school is on the front lines of environmental impact and stewardship due to its proximity to the Gulf Coast and the impact of Hurricane Katrina. Stewardship of the environment occurs in three areas at the school: teaching, research, and service and outreach. Teaching (coursework) includes learning to draw details/material/assemblages, coordinate detailed drawings (overall projects), and physically build projects (in collaboration with the BCS). Success is clearly shown in studio work. Research by faculty is occurring and is supported by the administration. This includes research work on housing, resilience planning, and rural sustainability. The work includes student input. It is clear that having faculty who believe stewardship is important overflows into coursework. The CSTC and GCCDS research centers are both visible to the greater public and are perceived as an important community outreach arm of MSU and the S|ARC in particular. Environmental service and outreach occurs through student groups, including an annual NOMAS event called TRASHIONshow that creatively incorporates recycled materials into clothing for sale, and an annual tree planting event with AIAS, NOMAS, and TSD in conjunction with Arbor Day.

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

2016 Analysis/Review: The S|ARC promotes civic engagement. Evidence of this includes work with the Mississippi band of Choctaw Indians, the design of local volunteer fire stations, and a program of "Symbiotic Commerce" with the City of Starkville, Mississippi. In addition, students assisted with community planning in the wake of a 2012 tornado. Current collaborative studios continue to work on community projects.

Additional civic engagement occurs through two research centers: the CSTC and the GCCDS. The CSTC is located at MSU and focuses on work in small communities, particularly sustainable planning design as a direct result of migration out of urban areas in Mississippi and into more rural and suburban communities. The CSTC provides lectures and sometimes assists with design studios. In addition, it hires approximately 10 interns a year from the S|ARC program.

The GCCDS, established as a result of Hurricane Katrina, is located in Biloxi (approximately 4 hours/260 miles from Starkville) and is actively working to expand design education by providing opportunities for graduates of the S|ARC to continue their education in a certificate program specializing in community-based design, design-build, and sustainability. While this is not a program that is actively utilized by S|ARC students, the benefit to the school, the CAAD, and MSU, in general, is important with respect to how the greater community perceives the value of the MSU architecture program. The Architects Foundation, previously the AIA Foundation, named the GCCDS a regional resilience design studio in 2015.

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

2016 Analysis/Review: Long-term planning is clearly articulated in the APR with five major goals supported by the rigor of identified actions and anticipated outcomes. Evidence of current and ongoing work in this direction was supported by a link to the MSU Strategic Plan, conversations with participating faculty during the visit, and the consistency of purpose expressed in meetings with the college's dean and the university's provost.

I.1.6 Assessment:

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

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

- Progress against its defined multi-year objectives.

- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.

- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

2016 Analysis/Review: The school utilizes a variety of internal assessment strategies to ensure that it is meeting its stated objectives and goals. These include an annual retreat at the beginning of each academic year, faculty meetings scheduled for every 3 weeks, actions of the college strategic planning committee, and annual faculty peer reviews. There is also an annual assessment of the faculty by the school's director and of the director by the dean of the college. The school has an energetic and committed professional advisory board, which provides feedback twice a year regarding stated initiatives and performance objectives. Additionally, the dean has established a student advisory council with which he meets regularly. The school utilizes the results of the NCARB-sponsored Architect Registration Examination (ARE) as an outcome assessment tool. The exam results from test candidates with degrees from the school are analyzed annually to determine strengths and weaknesses in the curriculum. Recommendations for dealing with any inconsistencies are addressed at the curriculum committee level.

    B. **Curricular Assessment and Development:** The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

2016 Analysis/Review: Curriculum assessment and development is primarily dealt with by the school's curriculum committee, which meets tri-weekly. The committee is appointed by the school's director; however, because of the relatively small faculty size, all faculty are invited to participate in the committee. This inclusive practice ensures meaningful input from junior as well as senior faculty. The committee evaluates the broad curriculum effectiveness (design sequence, history/theory, technology, etc.) and considers new course proposals. There is also a studio coordinating committee (with participation by each of the five, year-level coordinators) to ensure logical and appropriate content sequencing in the design studios. The university-required annual course evaluations provide feedback to the individual instructor and to the school's director regarding all course content and course effectiveness. Additionally, the director chairs a student advisory council whose mission, among other duties, is to provide feedback regarding curriculum issues and course success.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.

- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.

- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2016 Team Assessment: The school has approved faculty lines for 21 positions: 14 full-time positions and 7 adjunct or lecture positions. The studio faculty/student ratio ranges from 1:10 to 1:19, which is well within or below the norm for professional Bachelor of Architecture programs across the U.S. and in Canada.

The educational background of the majority of the faculty is the post-professional Master's degree. Three of the faculty hold a Ph.D. A majority of the faculty members are registered architects, and all are active in producing exemplary scholarship and applied research of a regional and national scope. For example, one of the faculty was recently awarded the NCARB Award, one of only three recipients from the most recent round of awards. Two faculty-authored books are currently under contract to be published.

The school's director is the primary mentor to the junior faculty regarding guidance related to course preparation, research, service, and other issues concerning the tenure process. Other than the director, there are currently only two senior faculty in the school, and they direct the two off-campus centers. Consequently, junior faculty opportunities for mentoring other than by the director are limited. Other than the deans and the director, the majority of the faculty are either very recently tenured or involved with the tenure-track process. An annual evaluation and a rigorous third-year pre-tenure evaluation reinforce the tenure process and requirements. In spite of the limited mentoring opportunities, this evaluation process has led to significant success in the tenure approval process at the college and university levels.

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

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

- Space to support and encourage studio-based learning.

- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.

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

- Information resources to support all learning formats and pedagogies in use by the program.

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

[X] Described

2016 Team Assessment: After reviewing the detailed description of physical resources in the school's APR and visiting the facilities described in it, the visiting team concluded that MSU has the full range of physical resources needed to mount an architecture program. The MSU architecture program has two separate sites separated by a 2-hour drive. One site is the main university campus in Starkville, where the first four years of the program take place. The second site is in Jackson, where fifth-year students complete their final year. Importantly, we found excellent physical resources at both sites, even when that required the doubling of certain resources. For example, both sites have studio space, in addition to architectural libraries, faculty offices, wood shops, and computer laboratories.

Studio space is provided for all students. On the main campus, studios are located in a dynamic multi-level space, which is affectionately called "the Barn." Each faculty member has a private office. A large auditorium, a smaller jury room, and other seminar and classroom spaces provide facilities for class-based instruction. A library and gallery are seamlessly integrated into the studio environment. Workshops include separate wood, metal, and digital fabrication labs. The CSTC, where architecture students serve internships, is located in the architecture building.

Studio space, faculty offices, and associated workrooms for the fifth-year program are located in a 21,000 square-foot building in the historic section of Jackson. Facilities there include studio space for each student, administrative offices, a plot lab and digital fabrication workshop, gallery and jury spaces, a library, and a wood/metal shop.

Facilities both in Starkville and Jackson are fully networked. A full-time IT manager provides support to students, faculty, and staff. Each faculty and staff member has a desktop or laptop with appropriate software for their needs. A CADCAM Lab in Starkville includes two laser cutters, two 3D printers, a CNC router, and a Vacuum Form.

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

[X] Demonstrated

2016 Team Assessment: The school is adequately funded with regard to the necessary financial support required for faculty to become and remain actively engaged in the research and scholarship agenda of the college and the university. All tenure-track faculty are provided with a minimum of $2,000 annually to cover the travel costs involved in presenting scholarly or research papers at regional or national conferences. Additional funds are available when faculty have opportunities that exceed the base amount. Likewise, the University Office of Research and Economic Development has recently begun to provide a generous "start-up" package for all new tenure-track faculty. This package includes travel

monies (in addition to the base amount provided by the school and the college), general research funds (the amount depends upon the specific research requirements), and necessary or required equipment.

Course release time is provided for tenure-track faculty to help develop their research agendas and teaching materials. Also, a viable sabbatical leave policy is in effect, which allows a faculty member to be "away on leave" after 6 consecutive years of teaching. The faculty member chooses from two options: one semester away at full pay, or two semesters away at half pay.

Research contracts have been secured on a consistent basis since the most recent NAAB site visit. The amount received annually has ranged from a low of approximately $700,000 to a high of just over $1 million.

Faculty salary levels have experienced small incremental increases over the past several years, but they still remain significantly lower than national averages for architecture programs in public universities. This is particularly true for the associate and full professor lines.

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

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

[X] Demonstrated

2016 Team Assessment: The team found the hard copy and digital resources in the Bob and Kathy Luke Architecture Library, centrally located in Giles Hall, and in the Jackson Center Architecture Library, located in Jackson, to be adequate. These are easily accessible to both faculty and students. First-year students attend an orientation on how to fully engage the library resources and understand where to locate the appropriate materials. Visual materials include: a subscription to Art Store; approximately 1,750 architectural and art slides; more than 787 media items (DVDs, VHS, and film); 1,300 microfiche; 500 reels of microfilm; 250 maps; 95 blueprints; and numerous drawings. Over 22,102 titles are cataloged in the Library of Congress N collections. In the libraries, 36 current journals are received, and full-text electronic journals are accessed through various databases and indexing services. The S|ARC and BCS faculty have worked directly with the Library Coordinator to purchase new materials each year. The team noted a significant recent decrease in the annual budget, which detracts from the ability to acquire needed materials.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.

- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2016 Team Assessment: The S|ARC is located in the CAAD. The administrative head of the school is the director, who answers to the dean of the college. The BCS, a relatively new construction program, also resides in the college. Like the S|ARC, it is administered by a director who also answers to the dean of the college. The two programs are independent of one another. However, due to the fact that they are housed in the same college, there is significant collaboration between the two programs, including jointly enrolled coursework. This is unique in architectural education.

The school's director manages the day-to-day affairs of the architecture program, including admissions, long-range planning, assessment, and faculty/staff assignments. Other responsibilities of the director include the off-campus fifth-year program in Jackson, NAAB assessments and issues, budget issues, and marketing. All design studio coordinators report directly to the school's director.

There are also several administrative staff that report to the school's director. They include a shop supervisor, an IT director, a coordinator of admissions and advising, and two administration assistants (one who resides in Jackson). The fifth-year director, who reports to the school's director, is responsible for all financial and curricular issues of the center in Jackson. In addition, the fifth-year director has administrative responsibility for all adjunct faculty who teach in the Jackson program.

Several college positions, including research center directors, the financial manager, the development director, the associate dean, and the communications coordinator, carry school responsibilities. The positions report directly to the dean of the college.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE
CRITERIA

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

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

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

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in work prepared for ARC 5443 Architectural Programming, ARC 4313 Architectural Theory, and ARC 3323 History of Architecture III.

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

[X] Met

2016 Team Assessment: Evidence of the ability to perform design thinking skills was found in the following studios: Tectonics 1 ARC 2536 Design 2A (collaborative studio), ARC 3536 Design 3A, ARC 4536 Design 4A, and ARC 5576 Design 5A. This criterion is **Met with Distinction**.

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

[X] Met

2016 Team Assessment: Evidence of the ability to perform investigative skills was found in studios ARC 4536 Design 4A and ARC 5589 Design 5B. Additional ability was found in the three architecture history courses—ARC 2313 History of Architecture I, ARC 3313 History of Architecture II, and ARC 3323 History of Architecture III—specifically relating to how to support conclusions.

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

[X] Met

2016 Team Assessment: The first-semester design studio in each of the five years of the program teaches architectural design skills in a well-coordinated curriculum (ARC 1536, ARC 2536, ARC 3536, ARC 4536, and ARC 5576).

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 2546 Design 2B, ARC 1546 Design 1B, and ARC 1536 Design 1A. The exhibited work demonstrated the ability to apply the fundamentals of natural and formal ordering systems and relate each to two- and three-dimensional design.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 3536 Design 3A and ARC 5443 Architectural Programming

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in work prepared for ARC 2313 History of Architecture I. Students have mastered concepts related to divergent histories of architecture and the cultural norms of a variety of critical factors.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 2313 History of Architecture I and ARC 5623 Theory of Urban Design.

> **Realm A. General Team Commentary:** S|ARC students have a strong command of critical thinking and representation skills. The work shown in design studios throughout the five years demonstrates both the ability and understanding to investigate, explore thoughtfully, communicate clearly, order information and systems, and synthesize information through the use of precedents. It is clear that the school has an emphasis on critical thinking skills described in this realm; without a doubt, the collaborative design studios play a key role in this success.

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

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.

- Comprehending constructability.

- Integrating the principles of environmental stewardship.

- Conveying technical information accurately.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in work prepared for ARC 5443 Architectural Programming. There is a demonstration of the mastery of issues such as the definition of user needs, space inventory and requirements, codes, sustainability requirements, and criteria related to site selection and assessment criteria.

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

[X] Met

2016 Team Assessment: The ability to respond to the majority of the site characteristics mentioned is clearly found in ARC 4733 Site Planning (urban context, developmental patterning, topography, building orientation, and watershed) and in studios ARC 2546 Design 2B and ARC 4546 Design 4B (urban context, developmental patterning, and building orientation).

Evidence of an understanding of historical fabric is found in the ARC 3536 Design 3A studio.

The ability to work with soils is found in readings/tests in ARC 3713 Assemblages and ARC 4733 Site Planning. The S|ARC does not specifically teach "climate" as a topic; however, the ability to address issues relating to resilience, sustainable design, and stewardship plans is shown in ARC 4546 Design 4B.

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

[X] Met

2016 Team Assessment: Evidence of the ability to design sites, etc., that are consistent with life-safety and accessibility standards, including other codes/regulations, is found in ARC 3713 Assemblages and the ARC 4546 Design 4B studio.

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

[X] Met

2016 Team Assessment: Evidence of an ability in technical documentation was found in ARC 3713 Assemblages and studios Tectonics 2 ARC 3546 Design 3B and ARC 4546 Design 4B.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 3904 Structures I and ARC 3914 Structures II.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 2713 Passive Building Systems and ARC 3723 Active Building Systems.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in work prepared for Tectonics 2 ARC 3546 Design 3B and ARC 3713 Assemblages. This criterion is **Met with Distinction**.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Tectonics 1 ARC 2536 Design 2A, Tectonics 2 ARC 3546 Design 3B, ARC 2723 Materials, and ARC 3713 Assemblages.

B.9   **Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 3723 Active Building Systems and ARC 5589 Design 5B. The level of understanding was demonstrated through student research, calculations, and drawings (including plans, sections, and details).

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5443 Architectural Programming and Tectonics 2 ARC 3546 Design 3B.

Realm B. General Team Commentary: The level of collaboration that occurs in the S|ARC between studios and across disciplines within the larger CAAD (Department of Interior Design, Graphic Design, and Building Construction Sciences) is impressive. This has had an impact on how building practices, technical skills, and knowledge are facilitated. In particular, the work shown in both the coursework and the collaborative studios provides for an interesting way to develop these particular skills in a manner that results in a finished (built) product. Coursework found in the school's technology sequence is taught in a manner that becomes directly relevant to subsequent studios.

While the two tectonic studios are taught at the end of the third year and the beginning of the second year, it is clear that many of the lessons learned from building an actual structure inform how questions are asked and answered in future studio work.

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

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.

- Responding to environmental stewardship goals across multiple systems for an integrated solution.

- Evaluating options and reconciling the implications of design decisions across systems and scales.

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

[X] Met

2016 Team Assessment: There is clear evidence that students demonstrate this understanding through sustained research preparatory to their design work. An indication of this was found in two design studios (ARC 4546 and ARC 5589) and in the ARC 5443 programming course. This criterion is **Met with Distinction**.

C.2   **Evaluation and Decision Making:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

2016 Team Assessment: Student design work in ARC 4546 offered clear evidence of students' ability to make effective decisions throughout a complex design process. This criterion is **Met with Distinction**.

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

[X] Met

2016 Team Assessment: Evidence of integrative design ability was found in ARC 4546 and ARC 5589. This criterion is **Met with Distinction**.

Realm C. General Team Commentary: Since the last visit, the school has made extraordinary progress in teaching research methodologies and practice. Most importantly, weekly assignments for Studio 5B are now carefully structured to cover the full range of issues necessary for a comprehensive design project, including code issues, building programs, design concepts, structure, mechanical systems, and cost estimating. Student final presentations for this studio include thoughtful site and building plans, detailed wall sections, perspective renderings, and key details.

These changes were the result of concerted direction on the part of departmental administration and highly creative syllabus development and teaching on the part of studio faculty. The result is the transformation of what was once a weakness of the program into a defining strength. Students can now exit the program confident that they are able to address architectural design through a vigorous, integrated, comprehensive design process.

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

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.

- Discerning the valuable roles and key players in related disciplines.

- Understanding a professional code of ethics, as well as legal and professional responsibilities.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in the work prepared for ARC 4536 Design 4A. Detailed drawings, models, and professional reports demonstrated an understanding of client, contractor, and architect relationships and the architect's responsibility in managing the needs of these stakeholders.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5493 Architectural Practice, ARC 5383 Legal Aspects of Architecture, and Tectonics 2 ARC 3546 Design 3B.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in ARC 5383 Legal Aspects of Architecture and ARC 5493 Architectural Practice.

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

[X] Met

2016 Team Assessment: Evidence of student work meeting the requirements of this criterion was found in ARC 5383 Legal Aspects of Architecture, which is an in-depth course much valued by students.

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

[X] Met

2016 Team Assessment: Evidence of student work meeting the SPC requirement concerning professional conduct was found in ARC 5493 Architectural Practice.

Realm D. General Team Commentary: The school provides a solid educational foundation in areas of professional practice that are critical in providing an understanding of stakeholder relationships and the role of the architect in dealing with and reconciling stakeholder needs. Likewise, an understanding of the legal aspects of practice, project delivery methods, and consultant selection processes is a key component of several required upper-level courses. The relatively unique and innovative collaborative design studios, jointly taught with construction students and by architecture and construction faculty, provide an excellent platform for these areas of subject expertise. This emphasis on collaborative studio teaching is unique in architectural education and provides the MSU graduate with practical practice understandings that are rare in graduating students.

The off-campus fifth-year center in Jackson immerses the student in the professional architectural community and thereby provides an excellent context for teaching the legal aspects of architecture and Professional Practice courses. The Jackson setting affords the student the opportunity to gain a cognitive and practical understanding of elements critical to professional practice first-hand and to observe how these issues "play out" in the offices of local architects.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

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

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

2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2016 Team Assessment: Published materials from Mississippi State University attest to its accreditation by the Southern Association of Colleges and Schools.

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

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

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

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

[X] Met

2016 Team Assessment: The school offers the five-year professional Bachelor of Architecture undergraduate degree and is the only architecture program in the state. The degree requires the completion of 152 semester hours over a 10-semester time frame. Of the 152 required semester hours, 39 are taught through the university as part of the general education requirements. Of the 39 university core hours, 9 hours are selected from a group of non-architecture approved electives. An additional 12 hours of free electives are required. The school teaches the remaining 101 hours through its professional coursework offerings. A variety of educational minors is available whereby students can devote 12-15 hours of their electives to an approved specific subject area.

The studio design sequence covers the full 10-semester enrollment, with each studio offering a 6-hour credit course, except for the final comprehensive design semester, which totals 9 studio credit hours. The fifth year is taught off campus in Jackson, the state's capital and largest city. Classes are taught in an excellent satellite facility located in the heart of the central business district. The Jackson program emphasizes urban issues through courses such as those covering urban theory and legal aspects of practice, and through an urban-context studio emphasis.

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

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

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.

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

- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2016 Team Assessment: The team reviewed a transfer student folder and the policies for transfer students with the S|ARC director. It found that the school's policies meet this requirement. On average, 1 student transfers annually from another NAAB-accredited institution, and an average of 10 students transfer from community colleges (only general education courses are accepted).

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2016 Team Assessment: The exact language required in the 2014 *NAAB Conditions for Accreditation* is easily located on the CAAD website under a tab labeled "Accreditation."

II.4.2 Access to NAAB Conditions and Procedures:

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

> The 2014 NAAB Conditions for Accreditation

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

> The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2016 Team Assessment: The exact language required in the 2014 *NAAB Conditions for Accreditation* is easily located on the CAAD website under a tab labeled "Accreditation."

II.4.3 Access to Career Development Information:

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

[X] Met

2016 Team Assessment: A link to the Mississippi State University Career Center website provides students and alumni with access to career development needs. Job postings were also observed on the school's information board (http://www.career.msstate.edu/).

II.4.4 Public Access to APRs and VTRs:

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

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).

- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).

- The most recent decision letter from the NAAB.

- The most recent APR.[1]
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2016 Team Assessment: All NAAB Annual Reports (narrative only), NAAB Responses to the Annual Reports, the most recent decision letter from the NAAB, the most recent version of the Architecture Program Report (2009), and the MSU Visiting Team Report (2010), including attachments and addenda, are made available to the public. These can be found online at: http://www.caad.msstate.edu/sarc/accreditation.php.

II.4.5 ARE Pass Rates:

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

[X] Met

2016 Team Assessment: A link on the CAAD website provides public access to the ARE pass rates (http://www.caad.msstate.edu/sarc/accreditation).

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

[X] Met

2016 Team Assessment: The school utilizes a secondary admissions process regarding the manner in which students are admitted into the design studio sequences of courses, and, therefore, into the School of Architecture. Enrollment is limited and highly competitive. Admission to the university does not necessarily guarantee admission into the school. An online process is utilized that includes an evaluation based on academic, artistic, and personal qualifications. Students become engaged in the school's culture upon admittance into the design studio sequence as freshmen. Once admitted, the student must maintain a minimum 2.0 grade point average to continue in the design studio sequence. Studios are offered only once annually, so a full year can be lost should a student not meet the minimum requirements and desire to continue.

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

Students are counseled by both their faculty (the small faculty/student ratio allows for a close relationship between the students and their studio faculty) and the school's Academic Advising Center. This center is composed of one staff member who also oversees and manages student IT needs and issues. Over time, the school has become aware that the advising time demands and needs have been greater than the IT needs. Further, the Academic Advising Center director recently resigned, so all advising needs outside of faculty responsibilities are currently being met by the school's director. The expectation is that a new advising director will be hired by June 2016, and that individual will no longer be responsible for student IT needs. The advising director normally meets with individual students prior to each semester to monitor progress and to provide advice regarding any academic issues and recommended course selection. For students enrolled in the Jackson fifth-year satellite campus, the fifth-year director fulfills this role. The school is also an active participant in the Architecture Licensing Advisor program and participates in the annual Architecture Licensing Advisor Summit. For students with emotional issues or problems, the school relies on the University Student Counseling Center. Likewise, the University Office of Disabled Student Services is utilized for students with physical disabilities.

II.4.7 Student Financial Information:

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

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

[X] Met

2016 Team Assessment: At the beginning of each academic year, the school's director meets with the assembled student body at a school-wide convocation to brief the students on pertinent student financial information. The subject is also covered with students and parents during new student orientation sessions. These sessions include information regarding "total costs of attendance" and financial aid/scholarship information. The school has a portal on the university website that is devoted to specific information regarding the process of applying for financial aid and for university- and school-sponsored scholarships. PowerPoint presentations are made during the beginning-year convocation that "walk the student through" the website, and explanations are provided regarding the application process. A specific Dean's Office staff member is charged with verifying and monitoring the process. Student financial opportunities and information were demonstrated and verified by accessing the university and school websites, observing the "total cost of attendance" package, obtaining verification by staff, and having students confirm that these opportunities and information were available.

Currently, the school awards approximately $90,400 in scholarships annually and provides an additional $2,500 annually to allow participants to attend the summer design camp. The week-long summer camp scholarship funds are devoted to enrolling five minority students.

PART THREE (III): ANNUAL AND INTERIM REPORTS

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

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

[X] Met

2016 Team Assessment: Annual Statistical Reports have been provided for years 2009 through 2014. Narrative reports have been provided through 2012. The narrative reports were discontinued by the NAAB in 2012. The reports indicate the impact of the 2008 recession on enrollment. The number of degrees awarded dropped by approximately one-third between 2009 and 2014, from a high of 44 in 2009 to a low of 25 in 2012. Enrollment now appears to have stabilized and has shown small incremental growth over the past 3 years. Average faculty salaries at each level (assistant, associate, and full professor) have shown a slight increase since 2009. However, the salary figures are significantly below national averages for architecture programs located in public universities.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation,* 2012 Edition, Amended).

[X] Met

2016 Team Assessment: The narratives adequately addressed both the NAAB "Conditions Not Met" and the "Issues of Concern," and described the strategies and actions taken to rectify the issues raised.

IV.   Appendices:

Appendix 1. Conditions Met with Distinction

<u>A.2 Design Thinking Skills</u>

Tectonics 1 ARC 2536 Design 2A, the collaborative studio with the BCS, requires the use of design thinking skills and is an example of the power of the collaborative model used by the S|ARC. The work shown in the classroom and studio assignments requires that students work with a different discipline (the BCS), which pushes them to work literally with diverse points of view and thus learn to defend their own positions. They learn to actively interpret information and test alternate outcomes in a very real way, as the resulting project is a built object that is in use by a nearby community. Recent examples of built projects include Golf Shelters, and Bus Shelters, and a small Potager Landscape Lab.

<u>B.7 Building Envelope Systems and Assemblies</u>

The work displayed in drawings, technical reports, and detailed models demonstrated a thorough understanding of the basic principles involved regarding technical documentation, buildability, and architectural skin applications. Large-scale models and architectural section drawings exhibited a professional level of understanding relative to fundamental performance, aesthetics, moisture protection, durability, and material specifications as integral components of the architectural design process. This work was consistently evidenced in the team room, in gallery exhibitions, in displays throughout the school, and in interim work that appeared on student desks. The school is to be commended for the significant progress made in this area since the most recent NAAB visit, when technical documentation was seen as an area of concern. It is now an area of program strength.

<u>C.1 Research</u>
<u>C.2 Evaluation and Decision Making</u>
<u>C.3 Integrative Design</u>

Since the last visit, the school has made extraordinary progress in teaching research methodologies and practice (C.1), the design decision-making process (C.2), and integrated comprehensive design (C.3). Several initiatives account for this improvement. Comprehensive design is now emphasized at several points in the curriculum, not just one, as can be seen in the work of Studios 3A, 4B, and 5B. Key comprehensive design studios are now team-taught in a way that ensures relevant SPC standards are met by all students. Most importantly, weekly assignments for Studio 5B are now carefully structured to cover the full range of issues necessary for a comprehensive design project, including code issues, a building program, a design concept, structure, mechanical systems, and cost estimating. Student final presentations for this studio include thoughtful site and building plans, detailed wall sections, perspective renderings, and key details.

These changes were the result of concerted direction on the part of departmental administration and highly creative syllabus development and teaching on the part of studio faculty. The result is the transformation of what was once a weakness of the program into a defining strength. Students can now exit the program confident that they are able to address architectural design through a vigorous, integrated, comprehensive design process.

DESIGN STUDIO SEQUENCE

- ARC 1536 Design 1A
- ARC 1546 Design 1B
- TECTONICS 1 ARC 2536 Design 2A
- ARC 2546 Design 2B
- ARC 3536 Design 3A
- TECTONICS 2 ARC 3546 Design 3B
- ARC 4536 Design 4A
- ARC 4546 Design 4B
- ARC 5576 Design 5A
- ARC 5589 Design 5B

HISTORY/THEORY

- ARC 2313 History of Architecture I
- ARC 3313 History of Architecture II
- ARC 3323 History of Architecture III
- ARC 4313 Architectural Theory
- ARC 5353 Philosophy of Arch.

TECHNOLOGY SEQUENCE

- ARC 2713 Passive Bldg. Systems
- ARC 3723 Active Bldg. Systems
- ARC 2723 Materials
- ARC 3713 Assemblages
- ARC 3904 Structures I
- ARC 3914 Structures II
- ARC 4733 Site Planning

PRO-PRACTICE SEQUENCE

- ARC 5443 Architectural Programming
- ARC 5623 Theory of Urban Design
- ARC 5383 Legal Aspects of Arch.
- ARC 5493 Architectural Practice

Realm A: Critical Thinking and Representation

- A.1 Professional Communication Skills
- A.2 Design Thinking Skills
- A.3 Investigative Skills
- A.4 Architectural Design Skills
- A.5 Ordering Systems
- A.6 Use of Precedents
- A.7 History and Global Culture
- A.8 Cultural Diversity and Social Equity

Realm B: Building Practices, Technical Skills, and Knowledge

- B.1 Pre-Design
- B.2 Site Design
- B.3 Codes and Regulations
- B.4 Technical Documentation
- B.5 Structural Systems
- B.6 Environmental Systems
- B.7 Building Envelope Systems and Assemblies
- B.8 Building Materials and Assemblies
- B.9 Building Service Systems
- B.10 Financial Considerations

Realm C: Integrated Architectural Solutions

- C.1 Research
- C.2 Integrated Evaluations and Decision-Making Design Process
- C.3 Integrative Design

Realm D: Professional Practice

- D.1 Stakeholder Roles in Architecture
- D.2 Project Management
- D.3 Business Practices
- D.4 Legal Responsibilities
- D.5 Professional Conduct

Ability = A   Understanding = U

Appendix 3. The Visiting Team

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V. Report Signatures

Respectfully Submitted,

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