NAAB National Architectural Accrediting Board

Architecture Program Report (APR)

2020 Conditions for Accreditation / 2020 Procedures for Accreditation

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials, to accreditation@naab.org. APR submissions must include at a minimum the PC/SC matrix and one-page faculty resumés.
- The APR template document must not be reformatted. Font size should not be less than size 10. Programs may add bullets, paragraphs headings, etc. to aid in the clarity of the narrative.
- The APR must not exceed 20 MB and 150 pages, excluding appendices.
- If more than one program is applying for a term of accreditation in this APR, each program must be described separately (see template for two programs).

Institution	Mississippi State University
Name of Academic Unit	School of Architecture
Date of APR Submission	September 7, 2024
Degree Described in the APR **Track(s)** *Include all tracks offered by the program under the respective degree, including total number of credits required for completion.* *Examples of tracks:* • *150 semester undergraduate credit hours* • *Undergraduate degree with architecture major + 60 graduate semester credit hours* • *Undergraduate degree with non-architecture major + 90 graduate semester credit hours*	☒ Bachelor of Architecture Track: 150 semester undergraduate credit hours ☐ Master of Architecture Track: Track: ☐ Doctor of Architecture Track: Track:
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2016
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Director/Administrator *Name, Title, Email*	Karen Cordes Spence, Director, kspence@caad.msstate.edu
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Individual to Whom Questions Should Be Directed *Name, Title, Email*	Karen Cordes Spence, Director, kspence@caad.msstate.edu

INTRODUCTION
(limit 5 pages)

Progress Since the Previous Visit

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response:

N/A

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

Program Response:

Accreditation Conditions have changed since the previous visit. The previous visit fell under the 2014 Conditions for Accreditation and the 2015 Procedures for Accreditation. Both of these have been replaced with the 2020 Conditions for Accreditation and 2020 Procedures for Accreditation. In response to these new conditions as well as faculty and leadership changes at the School of Architecture (S|ARC), the program developed an assessment process, revised its mission and vision statements, crafted a strategic plan, and started a review of the curriculum. These changes increase alignment between the program and the university, identify and focus on core values, and strengthen the overall experience of the design education we offer at Mississippi State University.

Developing an Assessment Process

Developing an assessment process to examine teaching effectiveness in the program is now employed through a standing assessment committee and end-of-semester faculty meetings dedicated to reviewing the work produced in that period. The assessment committee has the singular purpose of helping faculty review outcomes of courses. The end-of-semester faculty meeting identifies both successes and concerns of the courses, viewed from both inside and outside the classroom. Both these efforts have introduced a desire by the faculty to review the curriculum, which is beginning in Fall 2024.

The formation of an assessment committee was introduced in Fall 2021 to review and evaluate student learning outcomes and identify the strengths and weaknesses in student work. Four faculty members serve on this committee. The committee balances the perspective of the curriculum committee, which focuses on curriculum development. The separation of these two responsibilities avoids the problem of one body performing both a critique and design of the curriculum. Faculty members do not serve on these committees simultaneously. The assessment committee provided reports in 2022 and 2023 at the end of the semester, identifying general issues in the curriculum. This past year, the assessment committee created a worksheet that all faculty completed for each course, noting NAAB criteria addressed, the method of assessment, benchmarks, student performance, improvement plans, and evidence. The materials document how NAAB criteria are met as well as provide evidence for the achievements toward program goals for SACSCOC accreditation. These worksheets also provide a quick review for faculty and administrators when planning courses.

In the final faculty meetings of each semester, the faculty engage in discussions evaluating the work produced during that term. Conversations begin with studio projects and extend to support courses. The faculty discuss the content, emphasis, approach, outcomes, and improvement plans. While the studio and course projects operate as evidence, the focus of the discussion remains on ways to improve the curriculum. Over the years, these meetings

have explored curriculum issues with increasing depth, which has led to the desire to review and revise the curriculum, as previously noted.

Revising Mission and Vision Statements

The missions and visions of the School of Architecture, the College of Architecture, Art, and Design, and the Mississippi State University have either undertaken recent revisions or are in the midst of this process. Revisiting the mission and vision of the school occurred in the spring of 2023 as faculty conversations revealed that the values pursued at S|ARC have evolved over the past decade. Simultaneously, the university crafted new mission and vision statements in support of a new transformative plan. The college started readdressing mission and vision statements in the fall of 2023, in response to the university changes. The college work is still currently under review, with the latest draft completed in late spring of 2024. Once the college revisions are complete, the school will be asked to revisit and revise in response to the university and college changes. The program is well-prepared to do this, as the recent revisions were made with thorough reflection and extended discussion. It is the expectation that the school will undertake this work in 2024-2025, yet in the meantime, the mission and vision statement updates in 2023 are strong guidelines for the program and remain in concert with the university mission and vision statements as well as the proposed college mission and vision statements.

The changes to the program mission and vision statements in the spring of 2023 responded to an architecture education that teaches a myriad of social and environmental issues in architecture. Much of the content addressed in studios and courses involve the context of Mississippi and the needs of the state because we are a state institution, educating Mississippi residents and serving Mississippi communities. Additionally, the setting provides a rich environment for addressing social and environmental challenges through design. These pursuits were absent from the previous purpose and goals of the program. Over several months in the spring of 2023, the faculty composed new mission and vision statements:

Mission Statement

The mission of the Mississippi State University School of Architecture is to educate future design leaders prepared to engage the social, environmental, and cultural conditions of Mississippi, the region, and beyond.

Vision Statement

The Mississippi State University School of Architecture will teach students to think critically and creatively, enabling them to mature as principled and responsible design leaders through a program that instills the poetics of design and incorporates innovative responses to social, cultural, and environmental issues, challenges codified knowledge, and embraces community engagement, diversity of cultures, and interdisciplinary collaborations.

These statements describe the current collective purpose and ambitions of the program and are found here: https://www.caad.msstate.edu/academics/majors/architecture

In the same semester that these statements were crafted, revisions to the university mission and vision statements were announced. While there are strong similarities between the program and institution statements as both aim to serve the state's diverse communities with excellence in teaching, research, and service, the program will be revisiting its mission and vision statements to coordinate with the university statements more closely, as requested by the university administration. The university statements are found here: https://www.president.msstate.edu/communications/vision-mission/.

The college mission and vision statements were readdressed by college faculty throughout the 2023-2024 academic year. The end-of-year meeting involved the college faculty exploring ideas that support new academic developments as well as reviewing areas for greater integration of the departments and the school. Collaborations between the programs of art, architecture, building construction science and interior design resulted in the following drafts:

Mission Statement

The College of Architecture, Art, & Design emphasizes global and social awareness with a hands-on approach to the study of art, design, and the built environment. CAAD provides a holistic, process-driven, and active learning environment for inquiry and critical thinking. Faculty and students work collaboratively to lay the foundation for experimentation and innovation. The college's active research programs support a climate of curiosity and risk taking that encourages CAAD students at every level to grow into unique and creative problem-solvers, make meaningful contributions, and implement solutions that shape the future of our disciplines in an ever-evolving world.

Vision Statement

The College of Architecture, Art, & Design is an intellectual hub for developing the next generation of leaders in art, design, and the built environment. We pursue rigorous, life-changing research and creative scholarship that engages emerging grand challenges and is informed through deep engagement with our communities, locally, nationally, and globally. CAAD is rooted in iterative, experiential, and collaborative learning that empowers and equips students of all levels to take risks, explore true innovation, and use their expertise to seek solutions in our rapidly changing world.

While the college mission and vision statements are still drafts at this time, the college will work to adopt these or similar versions in the next academic year. Following this, the school and other departments in the college will revisit their respective mission and vision statements.

Crafting a Strategic Plan

To craft a new strategic plan, faculty began studying strengths, weaknesses, opportunities, and threats for the program several years ago. This work predated development of the latest mission and vision statements yet was set aside while a director for the program was selected. After the mission and vision statements were revised in the spring of 2023, the development of the strategic plan was addressed. The faculty proposed and refined a strategic plan that enabled the program to move forward with clear value-oriented issues that corresponded with the mission and vision statements of the previous strategic plan of the university. The five goals of the strategic plan are to teach critical and creative thinking, foster creativity and research, develop community engagement, advance equity, diversity, and inclusion, and advance sustainable and resilient practices. These reflects the values upheld by the program and pursued through the curriculum. The strategic plan can be found at here: https://www.caad.msstate.edu/academics/majors/architecture/strategic-plan.

The strategic plan is able to operate as a benchmark for progress, working as a broad rubric for an annual review for the program. Both short- and long-term measures are established, understanding that much of the strategic plan is realized in the everyday activities of courses and studios. Other metrics are able to be considered as well, such as instituting program developments, introducing paths for graduate teaching and research assistants, or establishing connections for study abroad experiences. An example of how the short-term goals for the strategic plan may be assessed is by tracking the number of design investigations addressing sustainability and resiliency in courses and studios, which may range from introductory responses to more sophisticated applications. Not only are the number of student projects demonstrating good environmental practices able to be quantified and compared over time, but documenting the increase in the extent of this knowledge base is possible. Tracking progress toward meeting the goals of the strategic plan becomes a process of discussing what is to be achieved each year and over several years, looking at both the number of students successfully demonstrating the goal and the breadth and depth of this achievement.

The current strategic plan for the School of Architecture compliments the new strategic plan of the institution, which positions the university as a transformational agent for the students and the state. With the five goals of serving the student, strengthening community bonds, igniting innovation, serving others by addressing critical

issues through knowledge and experience, and sharing individual stories, the strategic plan of the university centers around community, service, and innovation. Both plans underscore the context of Mississippi, advancing the perspective that the work is both of and for the community. The university strategic plan can be found at: https://www.msstate.edu/transformation/strategic-plan.

The strategic plan for the College of Architecture, Art, and Design is currently in final draft stages as college faculty attended to this work in the 2023-2024 academic year. It reflects the format of five pillars of the university's transformational plan, noting the ways that the college will serve the whole student (offering curricular options, innovative coursework, interdisciplinary opportunities, counseling, and advising), strengthen our bonds (building international educational opportunities and research partnerships), ignite innovation (investing in research infrastructure, building cross-disciplinary teams, and connecting research and teaching missions), elevate our community (providing design services to support communities, degrees to support students, and credentials to support historic preservation), and tell our story (communicate the impact of CAAD for our stakeholders, elevate research related to design and the built environment, and support the human approach to storytelling through the expertise of our college). As this strategic plan is finalized in the coming year, the school and the departments will then revisit their strategic plans to create a cohesive roadmap to move forward.

Reviewing the Curriculum

The work on assessment measures, the revisions to mission and vision statements, and the development of the strategic plan resulted in the faculty discussing the need for a review of the curriculum. In a two-day meeting in May 2023, the faculty discussed the sequence of student learning. Concerns centered on the placement of introducing and achieving proficiency in addressing critical ideas, the ways in which the learning scaffolds consistently, and opportunities for self-directed explorations. Support courses were linked to studios and discussions of how the content was learned and applied began to identify better sequencing possibilities and ways to deepen learning outcomes.

Curriculum revisions were discussed in general throughout the 2023-2024 academic year. At the faculty meeting in May 2024, the assessment committee led a conversation about curriculum scaffolding, based on Talip Gonulal and Shawn Loewen's paper entitled "Scaffolding Technique." Scaffolding refers to problem-solving techniques that are outside of one's abilities but able to be addressed through a mentor's interventions, collaborative learning, and self-scaffolding actions. The faculty committed to a review of the curriculum, with attention to ways in which courses and studios can be designed in ways that are cognizant of scaffolding opportunities, working in concert with one another to provide situations that bolster learning. The review of the curriculum will begin with a faculty retreat in August 2024 on the Mississippi Gulf Coast, visiting the Gulf Coast Community Design Studio. A sub-committee of the curriculum committee is leading the review.

NARRATIVE TEMPLATE

1—Context and Mission

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. *Program must specify their delivery format (virtual/on-campus).*

Program Response:

MSU S|ARC enjoys a strong academic context with a rich history. Originally the Agricultural and Mechanical College of the State of Mississippi, MSU was established in 1878 as a land-grant college under the Morrill Act of 1862. The state legislature founded the institution with the intention of providing training in agriculture, mechanics, and other studies. The first students arrived in the fall of 1880. Accreditation was granted by the Southern Association of Colleges and Schools (SACS) in 1926. In 1932, the legislature renamed the institution the Mississippi State College. At this time the institution consisted of the College of Engineering, the College of Agriculture, the College of Business and Industry, the School of General Sciences, and the School of Industrial Pedagogy, as well as the Agricultural Experiment Station, the Cooperative Extension Service, and the Division of Continuing Education. The Graduate School, with doctoral degree programs, the School of Forest Resources, and the College of Arts and Sciences were created prior to the legislature renaming the institution Mississippi State University (MSU) in 1958. The School of Architecture was founded and begin admitting students in the fall of 1973. The College of Veterinary Medicine and School of Accountancy were subsequently established. The basis of this academic structure is complemented with the Mississippi Agricultural and Forestry Experiment Station, which operates ten branch stations across the state, the Mississippi Cooperative Extension Service, offering programs and services through campus and county offices and personnel, and the Thad Cochran Research and Technology Park.

The College of Architecture, Art, and Design (CAAD) was formed in 2004 during a university restructuring, bringing design and fine art disciplines together under one administration. Other colleges include the College of Agriculture and Life Sciences, the College of Arts and Sciences, the College of Business, the College of Education, Bagley College of Engineering, the College of Forest Resources, the Office of the Graduate School, and the College of Veterinary Medicine. Within CAAD, the School of Architecture, the Department of Art, the Department of Interior Design, and the Department of Building Construction Science use their shared interests to further design-centered offerings and engage in interdisciplinary activities focusing on making and creativity. The Department of Interior Design offers a Master of Fine Arts in Historic Preservation. The Fred Carl Small Town Center (FCSTC) and the Gulf Coast Community Design Studio (GCCDS) are two research centers housed within the college. The Jackson Community Design Center (JCDC), which had stopped its research activities for some years, is becoming active again. The three centers allow the college to study and serve a wide range of environments in Mississippi: small towns, coastal conditions, and urban contexts.

The university enrollment is approximately 22,000 students, of which 72% report as white, 14.4% report as African American, 4% report as Hispanic, 2.4% report as multi-racial, 1.7% report as Asian American, and 3.9% report as Non-Resident, with smaller numbers of other ethnicities also reported. Approximately 62% of students are from Mississippi, while 34% are out-of-state and 4% are International. As a public university, it is one of the smaller in the Southeastern Conference, but the largest institution in the state ahead of the University of Mississippi, the University of Southern Mississippi, and Jackson State University. While Starkville is not a large town, it is growing. The university includes a strong set of online professional programs; however, in-person coursework is the main path offered by most programs. The School of Architecture is an in-person program.

MSU is in Starkville, which has a population of over 25,000. Starkville is in northeast Mississippi, approximately 20 miles west of Columbus, Mississippi, 140 miles southwest of Birmingham, Alabama, 175 miles southeast of

Memphis, Tennessee, and 120 miles northeast of Jackson, Mississippi. The area is rolling hills of trees and pines, with a moderate climate known for long springs and falls, humid summers, and mild winters. Demographics of the Starkville population are noted as approximately 60% white, 34% African American, 4% Asian American, 2% Bi-Racial, and 2% Hispanic. In a state of just under 3 million people, the state-wide demographic percentages are approximately the same. While the university is the largest employer, the Starkville School District and Oktibbeha County Hospital each list over 500 employees. Commerce and industry also have notable worker numbers. Starkville is served by the Golden Triangle Regional Airport, which is 15 miles east, and Highways 82, 12, and 25 act as major connectors.

S|ARC offers all fifth-year courses in Jackson, Mississippi. Students live and study in this urban environment, with classes in the Stuart C. Irby Jr. Studios, commonly known as the Jackson Center. Jackson is the capitol of the state as well as the largest city in Mississippi, with approximately 150,000 inhabitants. The subtropical climate offers humid summers, mild winters, and steady precipitation. The city is 78% African American, 17% white, 2% Hispanic, and 2% Bi-Racial. The largest employers are the University of Mississippi Medical Center, the Jackson School District, and Nissan. There are numerous industries in the city, and the surrounding area is agricultural.

Mississippi has a long history of racial and economic struggles. The Choctaw, Chickasaw, and Natchez tribes had a total population of 30,000 across the state before 1800. The Natchez were lost in battles with Europeans while the Choctaw and Chickasaw were moved to Oklahoma. The state's concentration of enslaved persons was found in the large plantation farming in the Delta and Tombigbee valley, while the areas of small farms in the northeast part of the state and lumber and livestock properties in the southeast utilized enslaved persons to a lesser degree. With the Civil War ending slavery, the state was left in economic ruins. Slow recovery happened over decades through government aid and industrial developments that accompanied both World Wars, yet racial struggles were not over. Mississippi was a place of many historic episodes during the Civil Rights movement, including Emmett Till's tragic death and the murders of three civil rights workers in Philadelphia, Mississippi. While this is not yet in the distant past, the state has made racial and economic progress. However, the per capita income is still behind the national average and infrastructure issues plague Jackson.

The mission of S|ARC focuses on educating design leaders who are able to engage in the social, environmental, and cultural conditions of the state and beyond. Given the setting of Mississippi, and as the only architecture program in the state, S|ARC sees a responsibility to educate architects who know how to design and build with an awareness of how their actions contribute to changing the world. Issues such as equity, climate, and economics are fertile topics that fuel approaches to critical thinking, design, and construction, allowing students to address the important issues of the day. Studying architecture in combination with exploring values and responding to needs enables students to develop agency. At S|ARC, our pedagogy is based on the belief that if students are able to contend with problems in Mississippi with cognizance of the impacts of their actions and develop ideas and designs that improves the social, climatic, and economic environments, they will be able to tackle any problem in the world.

The mission of S|ARC complements the mission of the university, which aims to offer access to opportunities for citizens of the state, region, and world and provide excellent programs in teaching, research, and service. Institutional progress and growth have made MSU the leading research university in the state and among the top 100 research institutions as recognized by the National Science Foundation, among only 2.7% of universities designated by the Carnegie Foundation as R-1 Very High Research Activity, and a recipient of the Higher Education Excellence in Diversity Award, among other achievements. Dedication to economic development is felt throughout the university, connecting institutional research to industry in the state. The historic and continuing strength of programs in agriculture, natural resources, engineering, mathematics, natural and physical sciences, architecture, fine arts, business, humanities, social and behavioral sciences, and veterinary medicine in both undergraduate and graduate programs are dedicated to educating Mississippians and others to thrive and contribute to advancing the state. Service to local, state, and regional communities is supported by university efforts that range from MSU Extension Service and research centers to various ongoing outreach endeavors such as teaming with the United Nation Food and Agriculture Organization to eliminate world hunger and poverty or partnering with the Starkville Oktibbeha School District to study improvements in education across the state and country. The focus and work of

S|ARC fits seamlessly within this context and allows the faculty, staff, students, and alumni of our program to easily connect to other departments within and beyond the college.

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.

Program Response:

S|ARC enjoys a unique place as the only architecture program in the state, making its role in the university a distinctive one. At the beginning, S|ARC was an independent unit within the institution with a dean serving as the program's lead administrator. The move to CAAD in 2004 established an organizational structure of a college composed of four academic units. The heads of each academic unit report to the dean. With the inception of the college, the three research centers (the FCSTC, the GCCDS, and the JCDC) were moved out of S|ARC and housed within the college. An Associate Dean for Academics and an Associate Dean for Research were also added. This formation creates a solid network for design education in MSU, with S|ARC recognized as not only the program from which the research centers originated but also the academic unit from which the Department of Building Construction Science (BCS) was launched.

S|ARC maintains positive relationships with the other departments and the research centers in CAAD. S|ARC and BCS share courses, including design studios, a structures course, and an introductory course in environmental building systems. Faculty from S|ARC and BCS teach studio courses in close coordination, and faculty from either or both S|ARC and BCS teach the structures and environmental building systems courses, with students able to take the offering of their choice. S|ARC and BCS are in constant communication about identifying and reviewing the learning outcomes. While a drawing course offered by the Department of Art had fulfilled a requirement for S|ARC students, representation courses taught by S|ARC faculty are now being introduced to focus specifically on architectural representation. Faculty in BCS and staff in the FCSTC teach courses in S|ARC, and S|ARC faculty have recently taught courses in the MFA in Historic Preservation. Beyond shared courses, S|ARC students often pursue minors in art, interior design, and historic preservation, while other students look to attain a minor in architecture. S|ARC students also have the option of returning after graduation to pursue a graduate certificate in Historic Preservation. In the near future, the Department of Building Construction Science plans to offer a minor in their program and a Master of Science in Construction Management. CAAD works together in many annual events. The Brasfield & Gorrie Student Design Competition provides the opportunity for interdisciplinary teams of fourth-year students in architecture, building construction science, graphic design, and interior design to design a sustainable project over several weeks. CAAD Study Abroad programs are being developed to Morocco and Cardiff. An upcoming trip to Morocco for students and faculty is scheduled for October 2024, with another in May 2024. The research centers have engaged students in internships for grant-related projects, providing valuable community-centered research experience.

Beyond the college, S|ARC enjoys strong connections to other MSU colleges and departments. S|ARC has a close relationship with the Department of Landscape Architecture in the College of Agriculture through an accelerated Master of Landscape Architecture program that allows S|ARC students to enroll in courses during their undergraduate studies then return for a final year of graduate work after obtaining their Bachelor of Architecture. This opportunity has created the additional benefit of giving graduate students teaching experience and extending instructional help in architecture courses. The recently created Bachelor of Science in Data Science offers a Visualization and Visual Analytics for the Built Environment concentration, enabling students to use computational statistics, data analyzation, and visualization to advance sustainable strategies and efficient workflows. The Bagley College of Engineering and the Department of Sustainable Bioproducts have collaborated with S|ARC on the Solar Decathlon Design Competition, supporting and guiding a proposal that was accepted for the recent Build Challenge, although it was decided that this opportunity would not be pursued by the university at this time.

In addition to these college and department associations, S|ARC faculty are engaged with the university through MSU governance, university committees, and graduate committee service, among other connections. Associate Professor Alexis Gregory serves as a faculty senator, representing her colleagues in CAAD. Associate Professor Silvina Lopez Barrera serves on the MSU Campus Climate Survey Committee, the MSU First Generation Student Success Workgroup, the Fulbright Campus Committee Evaluation, the Community Engagement Committee, and the Hispanic Heritage Month Planning Committee. In her work on this last committee, she has been instrumental in coordinating an annual Hispanic Heritage Month exhibit produced and presented by architecture students. Assistant Professor Duane McLemore serves on the Library Committee and Director and Professor Karen Spence serves on the Sustainability Committee. This engagement connects the S|ARC faculty across the campus, takes on a role of service to the institution, and enables the university to benefit from design-oriented perspectives.

Beyond the institution, the S|ARC faculty connect to many different communities through a wide array of endeavors. We believe these efforts further the education we offer as we immerse our students in multidisciplinary work addressing the critical issues of the profession and state. In 2021, Professor Hans Herrmann helped establish a program with the Design Leadership Foundation, an organization of architects, interior designers, and landscape architects dedicated to helping underrepresented and underprivileged groups enter the design professions. For the last three years, this program has brought professionals to S|ARC for a workshop, meeting with students about resumes and portfolios as well as holding mock interviews. Funds from the organization help provide studio supplies and computer awards to students selected on academics and need. Sixteen students were funded to attend a Professional Horizons course in New York City in July 2022, which involved students studying the profession and engaging in part-time internships. An additional twenty students were funded the following July, and another twenty students in June 2024. This program has been instrumental in connecting our students to the profession. To complement the efforts of the Design Leadership Foundation, we worked with the MSU Career Center in Spring 2023 and again in Spring 2024 to host an “Architecture and Interior Design Career Expo” a week after the DLF workshop, linking students to externships (spring break internships), internships, co-ops, and full-time post-graduate employment. Over sixty firms participated in Spring 2023, and fifty-six firms participated in Spring 2024. In both years, over 200 architecture and interior design students registered for the expo, with many non-registrants (primarily first- and second-year students) also participating.

Our program has established connections with communities in Mississippi as well. Associate Professor Lopez Barrera serves on the Emmett Till Memorial Commission. Projects from the first-year studio explore the life of Emmett Till and design memorials that help tell his story. These projects have been displayed at the memorial event in Drew, Mississippi in August 2022. The engagement brought a new level of comprehension of Mississippi’s racial history to our students. In Fall 2021, Assistant Professor Christopher Hunter’s fourth-year studio and Spring 2022 Directed Independent Study course addressed a masterplan for Mound Bayou, Mississippi, one of the oldest African American communities in the United States. This work involved considerable field studies and community meetings, identifying ways to revive an important historical area for Mississippi. In Spring 2024, Assistant Professor John Ross coordinated a project that addressed food insecurity in Brooksville, Mississippi. Students proposed facilities that supported healthy food sources for the community, working with the community as well as Mississippi State University Extension. In both 2022-2023 and 2023-2024, a grant from the National Academies of Sciences Engineering Medicine (NASEM) for "Gulf Futures Initiative & Board on Gulf Education and Engagement,” a Gulf Research Program, enabled fourth-year students to design for resiliency on the coast under the direction of Professor David Perkes, Professor Herrmann, Associate Professor Jacob Gines, and Associate Professor Lopez Barrera. S|ARC was fortunate to be awarded a three-year NASEM Gulf Futures Design Studios grant that continues and extends this work, studying resiliency through architecture and landscape architecture studios in addition to interdisciplinary research seminars. Professor Jassen Callender engages with architecture students on issues such as investigating heat island conditions, introducing microparks in Jackson, revitalizing downtown corridors, and renovating structures for community resiliency resources, working with 2cMississippi and the Robert Woods Johnson Foundation. All these engagements help S|ARC move beyond the university, connecting to professionals and communities in meaningful ways.

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).

Program Response:

S|ARC has a strong field trip program as we recognize that Starkville, Mississippi provides a limited context for architecture study. Our first-year students travel once each semester, usually to Atlanta, Georgia and Dallas, Texas, for three-day trips. Other years travel once a year for a longer period. Second-year students have traveled to Washington DC or Kansas City and Northwest Arkansas, third-year students usually travel to Chicago, Illinois and fourth-year students visit New York City, New York. The fifth-year students tour Rome, Italy, leaving at the end of Thanksgiving break and spending two weeks in Rome and the surrounding area. Students who wish to travel Europe after the trip can take advantage of the academic break between semesters. A relationship with the School of Architecture at the International University of Rabat in Morocco provided an opportunity to have upper-level students participate in a field trip every other October, with the first cohort traveling in Fall 2024. Two faculty will take 24 students to travel across Morocco, visiting Casablanca, Marrakesh, Fes, Tangier, and other sites.

In addition to this travel, courses often include excursions. First-year students traveled to Sumner, Mississippi, to the Tallahatchie Courthouse and Emmett Till Interpretive Center. Second-year students visited Brooksville, Mississippi, studying a project site for responding to community food insecurity. Third-year students travel to Memphis, Tennessee to see a housing project site and visit architecture firms in the fall, then visit the Jackson Center and a precast company in the spring. Many fourth-year students spent time in Gulfport, Mississippi at the Gulf Coast Community Design Studio to gain awareness of coastal design issues. Fifth-year students study the urban context of Jackson, Mississippi, examining selected corridors that vary in scale, use, and condition. Other classes often use field trips to aid the course content—visits to lumber mills and concrete plants, as well as tours to see environmental controls or bioproducts research—are typical and introduce reality to the subjects of study. The second-year Materials course has also visited construction sites on campus.

Study Abroad opportunities are available to students. In Summer 2022, Professor Herrmann guided a group of students through Italy for the first summer session. In Summer 2022, Summer 2023, and Summer 2024, Professor Herrmann taught Professional Horizons to students in New York City, giving them the opportunity to explore an urban context for a summer session. The college relationship with the Universite Internationale de Rabat in Morocco has created several opportunities for our students. A trip to Morocco open to all university students is being planned for May 2025 with faculty from our college participating, and student and faculty exchanges are planned for Fall 2025. The college is engaged in conversations with Cardiff University in Cardiff, Wales to develop a student and faculty exchange. Mississippi State University is talking with several institutions that have locations in Rome, Italy, and the college plans to offer study abroad in Rome in the near future. While not all students will participate in these experiences, offering these opportunities has allowed for students to study architecture in new contexts.

S|ARC is fortunate to have an endowed lecture series. The late Robert Harrison, an architect who taught in the program, and his widow, Freda, provided funding to invite speakers to Starkville. At least three lectures are offered each semester. Students visit with the guests over lunch and meet with them in studios for desk reviews or group conversations. NCARB discussions are held annually with studios, tailoring the discussion to the level of student. The AIA Mississippi Emerging Professionals have engaged with the school to present portfolio discussions, coordinate talks with practitioners, and provide panel sessions on diversity in the profession. NCARB Assistant Vice President of Experience + Education Jeremy Fretts visited in Spring 2023, reinforcing information about the path to licensure.

Student organizations are a large part of the life of S|ARC. Students are involved in the American Institute of Architecture Students (AIAS), Alpha Rho Chi (APX), which is the architecture and arts fraternity, the National Organization of Minority Architecture Students (NOMAS), Tau Sigma Delta (TSD), which is the architectural honorary, Young Women in Architecture (YWA), for those interested in empowering young women in architecture

and the allied arts, and Q CAAD, for those interested in supporting the LGBTQ+ community in the college. This past spring, a group of students established the most recent student organization in the program, Latinx Architecture. Many of these organizations have weekly meetings and host special events, such as cookouts, donuts and coffee mornings, and the Beaux Arts Ball. TSD has Friday Forum, selling grilled hamburgers and hot dogs for lunch and inviting speakers. Representatives from each organization are part of the Director's Council, which also has representatives from each studio section. This council meets monthly to discuss policies, events, and ideas for the program. The CAAD Dean's Council is another venue for students to talk about similar issues with the administration yet concerning CAAD rather than S|ARC.

Student organizations are supported to travel to their national conferences. Some organizations reach out to firms for sponsorship for these events, which enable the school to support the organizations in other ways throughout the school year. AIAS officers participated in AIAS Grassroots in Washington DC in the recent years with support from several area firms. Chapter members represented our Hippodamus Chapter at recent APX National Conferences. NOMAS representatives have traveled to the NOMA National Conference for the past two years. Supporting this travel enables our student organizations to be represented at the national level, encourages participation, and increases travel opportunities.

S|ARC is proud to have students who have been able to make the most of opportunities through studies and awards. The Aydelott Prize, a $20,000 travel stipend awarded to one student from each of the architecture programs at Auburn University, Mississippi State University, the University of Arkansas, and the University of Tennessee, was established by the late Memphis architect Alfred Lewis Aydelott and his wife Hope Galloway Aydelott as they wanted to benefit architecture students with travel. Papers submitted after travel are juried and a winning selection is given an additional $5,000. In 2022, S|ARC's Elisa Castaneda was awarded the top prize. S|ARC is fortunate to have generous donors, and the student who is runner-up receives the $5,000 Trussell Travel Award for international travel. These awards provide wonderful support for student travel and research. In addition, the Cooke Douglass Farr Lemons Architects + Engineers Capstone Studio Travel Award is given to two students with outstanding final senior projects, adding more opportunities for supported student travel.

Engagements that include other kinds of experiences beyond the classroom are another part of the program. Co-operative education is coordinated with the Career Center and enables students to freeze scholarships for a full year, with students participating after third or fourth year. Employment takes them across the country to work in many types of firms. Other engagement opportunities start within the studio, such as in Spring 2023, when Luke Murray submitted a poster for the International Architectural Research Centers Consortium Conference in Dallas, Texas to share his Japanese Joinery and CNC fabrication studio project. His project was selected to be presented. S|ARC sponsored this travel. Similarly, S|ARC funded Alysia Williams to present her paper "The Preservation of Black Space: Exploring Historically Black Founded Townships in the American South" at the Southeast Society of Architectural Historians in Memphis in November 2022. We are also fortunate to have student travel funded by outside sources. Caroline Prather, a double major in architecture and political science, was selected as a representative to visit Washington DC in Spring 2023 with the political science department. Grace Owens and Jarred Woullard, both S|ARC students on a year-long co-op with Tom Kligerman Architect, were sent to Rome, Italy by the Design Leadership Foundation to speak to that organization, and Elvis Scott was sent to Mexico City, Mexico, by the same organization this past year. In Fall 2023, two two-person teams were short-listed for the "Legendary Highway 14 Tower Competition," an international competition sited in South Dakota. The benefit of these experiences helps raise and enrich the work throughout S|ARC.

Students are involved across the campus as well. McKenzie Johnson took first place for her study on ethics and empathy in architecture in the 2021 Undergraduate Research Symposium, and Alysia Williams followed in accepting this top ranking for her study on affordable housing and social revitalization in the 2022 Undergraduate Research Symposium. Four students presented posters and the NASEM Gulf Coast studio work was shared at the 2023 Undergraduate Research Symposium. Kasey Losik was selected to join a team in BCS for an Associated Schools of Construction Student Competition held in Atlanta, Georgia in Fall 2022, with the team placing third. Assistant Professor McLemore led the interdisciplinary MSU Solar Decathlon Team for the Solar Decathlon Build Challenge 2021-23 Build Cycle, presenting their work in Golden, Colorado and being selected as a team to proceed.

Many of our students pursue minors in subjects across the university, and several are enrolled in a dual degree program with Landscape Architecture, allowing them to complete a Bachelor of Architecture then return as a graduate student to earn their Master of Landscape Architecture. S|ARC employs these students as graduate teaching assistants, providing financial support and teaching experience.

MSU S|ARC faculty connect to other universities and communities in sharing their expertise. Professor Callender spoke at the University of Arkansas Rome Center and the Mississippi Department of Archives and History on his book *Building Cities to Last: A Practical Guide to Sustainable* Urbanism, which was published with Routledge in 2021. Similar scholarship contributions include Professor John Poros' *Marcel Breuer: Shaping Architecture in the Post-War Era,* which was published with Routledge in 2022, and Assistant Professor Kateryna Malaia's *Taking the Soviet Union Apart Room by Room: Domestic Architecture Before and After 1991,* which was published by Cornell University Press in 2023. Professor Callender was also invited to serve as a critic at the University of Arkansas in 2022 and the University of Idaho in 2023, while Professor Herrmann served as a critic at James Madison University in Spring 2023 and at Tulane in Spring 2024. Associate Professor Gines served as a critic at Kansas State University in Spring 2024, and Assistant Professor McLemore served as a critic at Texas Tech University in Spring 2024. Associate Professor Lopez Barrera served as a virtual critic for a Harvard studio on hunger in rural Mississippi as well as a guest lecturer at the University of Lima, while Associate Professor Gines spoke on teaching mass timber at Washington State University in 2021. Professor Herrmann's exhibition on the "Unbuilt Crosby Arboretum" was shared at The Octagon and James Madison University in 2022. These scholarly endeavors enrich the faculty and bring much to the program.

The S|ARC faculty is also involved in professional organizations and community work. Professor Callender serves on the 2cMississippi Board of Advisors, the Mississippi Heritage Trust Board of Directors, and is active in AIA Mississippi, chairing the AIA Mississippi Design Awards Committee in 2022. Professor Herrmann serves on the ACSA Review Committee, is the Faculty Liaison to NCARB Education Committee, and serves on the Partners in Education Committee of the American Institute of Steel Construction. Associate Professor Lopez Barrera is the State Representative for the National Associates Committee for AIA, serves on the AIA Strategic Council, and is a reviewer for the National Science Foundation. Professor Gines serves as editor of Wood Design Focus Journal, a publication of the Forest Products Society. Assistant Professor Ross serves on the board of the Building Technology Educators' Society. S|ARC faculty are active members in AIA Mississippi, ACSA, ARCC, Society of Architectural Historians (SAH), and Building Technology Educators' Society (BTES).

The S|ARC faculty has been honored for their work. Associate Professor Gines and Professor Herrmann were awarded one of five ACSA Timber Education Prizes in 2022 for "Forest Strong: Timber Solutions for Disaster Resilient Coastal Development." Professor Herrmann received an ACSA Design-Build Award in 2023 for "The LivingRoom: a Prototype Outdoor Classroom and Learning Garden," an interdisciplinary endeavor with Landscape Architecture and Graphic Design. In 2024, he received an ACSA/AIA Practice and Leadership Award for the "Professional Horizons" Design Leadership Foundation program. Professor Hunter received the Institutions of Higher Learning in Mississippi Excellence in Diversity and Inclusion Award representing Mississippi State University for 2022. Professor Perkes has averaged over $400,000 per year in grants, with a total of over fifty awards totaling over $2 million in the last five years. This recognition reflects the quality of work the faculty have compiled both inside and outside the classroom.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the Visting Team Report; limit 250 words.

Program Response:

As the only accredited architecture program in Mississippi, S|ARC is dedicated to providing a design education that empowers students to be change agents for the state and the world, helping to shape valued professionals that lift neighborhoods, towns, and cities. This design education is conceived as a pedagogy centered on a combination of teaching thinking and making, linking design knowledge and hands-on experiences. Architectural principles, ideas, and theories are not only investigated through studio fabrications but also overlaid with social and environmental

issues. The thought that drives the work reflects important concerns of the day. As S|ARC faculty, we are aware that our students arrive with the capabilities to be strong critical and creative thinkers, inquisitive researchers, and eager explorers of the world, ready to engage with an array of communities and be immersed in different contexts, taking on the tough problems. We also know that developing these abilities involves helping students recognize the potential they often do not know they possess through educating them about design and the profession, encouraging them to ask the difficult questions and take opportunities, and assisting them in accepting the power they have in crafting their future. By devising a sequence of courses, studios, programs, and events that allow for learning through thinking and making, intertwined with conversations about social and environmental issues, the students develop and demonstrate their abilities not only to us, but to them.

2—Shared Values of the Discipline and Profession

- 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.

Program Response:

S|ARC strives to teach critical and creative thinking to develop design leaders that can imagine, plan, and build safe, equitable, resilient, and sustainable environments. We address this by teaching through thinking and making, combining thought, drawing, and modeling to explore concepts, principles, and theories through proposing expressions in two- and three-dimensional forms. While this endeavor is present throughout the program in various courses and events, the studios serve as the central location for this work. Teaching thinking and making are noted in the current S|ARC Strategic Plan, highlighting the importance of design in our program.

Design thinking is introduced in ARC 1536: Design I-A and ARC 1546: Design I-B, the first-year studios, and continues through the upper-level studios, culminating in ARC 4536: Design IV-A, ARC 4546: Design IV-B, and ARC 5576: Design V-A. In our Institutional Effectiveness report to the university, we track this work through Design I-A and Design I-B for introductory level learning assessment and through Design IV-B for advanced level learning assessment. This follows our university's directive for SACSCOC accreditation, setting benchmarks at introductory and advanced levels and identifying outcomes and next steps.

In Design I-A and I-B, we establish a design foundation of thinking and making through projects that ask students to recognize and apply design principles. This starts with drawing and analyzing buildings to identify compositional attributes prior to asking students to apply what they have learned in creating their own proposals. While the first semester stays abstract, the second semester introduces the issues of equity and environment in the built environment. This sequencing allows students to concentrate on fundamental principles at the outset of their education yet still explore the role of values at the beginning of their design education. Design ideas become fundamentally linked to social and environmental issues, integrating the creation of built form with meaning. The final project in first year embraces Mississippi history, asking the students to respond to the life and story of Emmett Till. Creating a memorial for an individual close in age to first-year students offers strong associations and allows the exploration of communicating significance in design. Environmental issues involve simple context and orientation and serve as a secondary issue, keeping the scaffolding of complexity manageable. Design thinking is continued in all design studios, building design abilities in ARC 2536: Design II-A, ARC 2546: Design II-B, ARC 3536: Design III-A, and ARC 3546: Design III-B.

The culmination of our critical and creative thinking goals occurs in ARC 4536: Design IV-A, ARC 4546: Design IV-B, and ARC 5576: Design V-A. In Design IV-A, design thinking is explored through research. Three professors guide a section of 15-18 students. Each professor offers a different project that enables students to engage in deep investigation, employing a design process based on inquiry of a particular subject. This research is supported with ARC 4313: Architectural Theory, which discusses viewpoints and asks students to identify their own perspectives of architecture. The freedom of exploration, matched with the rigor of inquiry, exposes students to a thinking and making process that helps students gain agency and independence. Recent studios have offered studies in master planning for Mound Bayou, Mississippi, which is a historical African American community in the Mississippi Delta, computational investigations and fabrication, allowing an exploration of architecture software and fabrication tools, and resilient coastal development in Mississippi, which explores ideas of sustainability and resiliency. This research-based design thinking has resulted in work that moves beyond the studio, as students have developed projects that have been accepted in architecture conferences. Alysia Williams explored Mound Bayou, studying towns established by African American communities and Luke Murray experimented with Japanese joinery

techniques on the CNC. Their work was shared at the 2022 SESAH Conference in Memphis, Tennessee and the 2023 ARCC Conference in Dallas, Texas, respectively. This level of design thinking continues in ARC 4546: Design IV-B, as this integrative studio asks students to approach a project through proposing an original mass timber or steel design while simultaneously responding to issues of equity and the environment. In Spring 2022, the studio was asked to develop a new Eudora Welty Library in Jackson. In Spring 2023, the studio explored resilient coastal development in Gulfport. In Spring 2024, the studio offered options of a black box theatre in Gulfport, Mississippi, or a campus building for Mississippi State University. In all these opportunities, design thinking operates as the central endeavor. The focus on critical thinking and making in the studio continues in ARC 5576: Design V-A, which immerses the students in Jackson. This experience allows students to apply the design process in a context that is facing critical social, environmental, and economic issues. Students analyze the urban context prior to creating designs that address urban and architectural conditions and respond to equity, sustainability, and other cultural and economic forces. ARC 5353: Philosophy in Architecture connects to Architectural Theory and supports thinking and making by asking students to consider how their efforts can be ethical and poetic. In this way, the goal of teaching critical and creative thinking reaches beyond educating students to synthesize design requirements and integrate building systems, achieving an investigation of an ethical and poetic architecture. In ARC 5589: Design V-B, students are able to demonstrate design thinking through individual projects.

The program also emphasizes the importance of design thinking and making through the Harrison Lecture Series. Speakers present a wide range of design processes that incorporate social and environmental issues, sharing intriguing approaches to complex problems. A breadth of voices is sought, as it is critical to show students that there is a wide array of designers who have a wealth of design perspectives and commitment to addressing difficult issues. Recent invitees include Matt Wallace of Lake|Flato Architects and John Anderson of Unabridged Architecture, presenting the Marine Education Center in Ocean Springs, Mississippi, Deena Darby and Sophie Weston Chien of Dark Matter University, a network for an anti-racist model of design education and practice, Bart Schenk of BIG, Elizabeth Graziolo of Yellow House Architecture, Christian Benimana of MASS Design, Jason Long, principal at OMA NYC, and Evelyn Lee, AIA President-Elect. Lecturer visits entail building and campus tours guided by students, meeting with student representatives over lunch, and joining in reviews and conversations in the studios prior to the presentation.

Field trips engage students in contexts that demonstrate the importance of design thinking and making with social, environmental, and economic issues in mind. Each studio travels to see a combination of historic and contemporary buildings and spaces as well as architectural offices. When students visit places such as the Kimbell Art Museum and addition in Fort Worth, Klyde Warren Park in Dallas, the Robie House and Willis Tower in Chicago, and the High Line and Hudson Yards Vessel in New York City, the first-hand knowledge of this built environment enables them to analyze space and form through their experience and understand design thinking and making in a new way. Visits to architecture offices give students insight to the professional world. Meeting with MSU S|ARC alumni in practice is especially meaningful and visiting with MSU S|ARC co-op students is often a highlight of the trip as students gain connections and grow confidence in their opportunities.

The importance of the shared value of design to S|ARC is reflected in recognizing the teaching of thinking and making as one of our key objectives. The structure of our studios and particular support courses and events such as the lecture series and field trips create an approach to teaching design thinking and making that works with our students in the context of our university and state. The output of the studios identifies benchmarks for design thinking and making, moving from recognition and analysis of this work in the first semesters to its application and creation in the final semesters. Benchmarks for particular courses are noted in our MSU Institutional Effectiveness report (Appendix 5), tracking achievements at both the introductory and advanced levels. Progress is also reviewed at a broad level in faculty meetings at the end of each semester through general discussion and reflected in meeting notes as well as more precisely documented in jury responses and project rubric grade sheets, which enable a more detailed review as necessary.

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.

Program Response:

S|ARC teaches an approach to design that understands sustainability and resiliency as part of design thinking and making rather than as something that is additional or applied after ideation and creation. We promote, teach, and explore ways to improve operations and products that respect the earth and protect resources as sustainability and resiliency ideas and methods are critical for future design leaders to recognize, apply, and advance. Knowing and developing best practices demonstrate excellence in the profession as well as help to advance the state. Our integration of sustainability and resiliency in design thinking and making evolves to include discussions of the ways in which ethics are expressed in the built environment, building an awareness of the values involved in this work.

Environmental stewardship and professional responsibility are a focus of ARC 2546: Design II-B a second-year studio, and this value continues as a presence through the upper-level studios. In ARC 3546: Design III-B, ARC 4546: Design IV-B, and ARC 5576: Design V-A, as well as the courses ARC 3723: Environmental Building Systems II and ARC 4733: Site Planning, sustainability and resiliency are thoroughly discussed. ARC 2713: Environmental Building Systems I and ARC 2723: Materials also provide support to the learning of this value. This Shared Value reflects the fifth goal in our current strategic plan, which is advancing sustainable and resilient practices. In our Institutional Effectiveness report to the university, we track this through Design II-B for introductory level learning assessment and through Design V-A for advanced level learning assessment. This follows our university's directive for SACSCOC accreditation, setting benchmarks at introductory and advanced levels and identifying outcomes and next steps.

The first semesters of studios introduce the environment in fundamental ways such as orientation and immediate contexts, wrapping environmental considerations into the basics of thinking and making. ARC 2546: Design II-B begins a more thorough study of environmental and resilient concerns with a project site that is a significant factor in the exercise. In Spring 2023, the second-year studio designed a master plan for Ancestral Be-Kin, a farm dedicated to instructing and advising those engaged in Mississippi agriculture. With the desire to build a Southern Agrarian Training Facility to teach sustainable farming and land-based skills to young Black farmers and youth, the studio was asked to develop a design proposal. A site analysis for the site near McCool, Mississippi became the basis for developing a program and proposing a sustainable farming facility with educational spaces. In Spring 2024, the second-year studio worked on a Food Insecurity Research & Education Station, located in Brooksville, Mississippi. The project proposed a community meeting space and a research place, including a community garden, greenhouse, and food pantry. Collaborators for the endeavor included the MSU Extension Service – Noxubee County and AIM for ChangE (Advancing, Inspiring, Motivating for Community Health through Extension), which is part of an effort to increase healthier cultures across Mississippi. Such projects integrated environmental values in design thinking and making. This investigation was supported by ARC 2713: Environmental Building Systems I, which teaches passive design principles, and ARC 2723: Materials, which discusses the embodied energy.

Environmental and sustainable values remain a key part of the curriculum in subsequent years. In ARC 3723: Environmental Building Systems II, students learn active systems and energy modeling. In fourth year, the demonstration of abilities to incorporate environmental and resilient principles in design thinking and making is addressed in ARC 4546: Design IV-B. This studio has explored mass timber and steel, allowing students to recognize the results of sustainable decisions in the calculations of embodied energy. Energy modeling is also applied and used in evaluating building form. In Spring 2022, the studio employed mass timber in the Eudora Welty Library in Jackson. In Spring 2023, the studio project added a difficult resiliency challenge by pairing the studio with the NASEM Gulf Coast Studio grant. In Spring 2024, different studio projects were offered, with one studio focused on mass timber on a campus building and two studios exploring a steel-framed black box theatre in Gulfport, Mississippi. The mass timber building pushed students to showcase the environmental benefits of this material in an educational setting. Building on the coast demanded students address issues of flooding, hurricane-force winds, and material erosion. For both types of endeavors, the design thinking and making in this studio is seamlessly connected to environmental stewardship. Visiting the Gulf Coast Community Design Center, which was a studio-wide event, helped students realize the fundamental role of valuing the environment. ARC 4733: Site Planning is

taken simultaneously with Design IV-B, supporting this work by addressing environmental aspects such as stormwater management and enabling the site to be designed in a sustainable manner.

Jackson provides the setting for the fifth-year studios, introducing students to a built environment that is a more complex laboratory. ARC 5576: Design V-A shifts the discussions of sustainability and resiliency to urban contexts and overlays these investigations with examination of the ethical responsibilities of design, supported by discussions and research in ARC 5353: Philosophy in Architecture. Taught by Professor Callender, author of *Building Cities to Last: A Practical Guide to Sustainable Urbanism,* this studio and course enables students to explore sustainability at larger scales through projects sited in downtown Jackson and evaluate environmental ethics in design and making. Greenwashing, material choices, and density become critical issues.

In addition to our commitment to teaching sustainability and resiliency in studios and courses, we communicate our environmental values in our lecture series and field trips. Invited speakers are often identified for their work that demonstrates a sustainable approach and response, such as the lecture on the Marine Education Center by Matt Wallace of Lake|Flato and John Anderson of Unabridged Architecture, Christian Benimana's presentation on MASS Design projects built by local workers with regional materials, and energy massing studies that drive form in urban projects led by Bart Schenk of OMA. Field trips further engage students with sustainable design through visits to the Kendeda Center in Atlanta, which earned Living Building Certification, the High Line in New York City, demonstrating adaptive reuse, and even Rome, Italy, for building longevity, density, and methods of transportation.

Environmental actions are pursued in the operations of the program, although this can be a challenge in Mississippi. The rural nature of the state makes recycling difficult. However, the university has campus-wide recycling, including recycling for e-waste, batteries, and used oil. The university has a Sustainability Committee that reviews new building projects for energy consumption, tracks recycling, increases pedestrian- and cyclist-friendly routes, and increases the university tree canopy. Professor Spence serves on the Sustainability Committee and routinely includes the program in sustainable efforts across campus, such as proposing S|ARC as a potential location for piloting a green wall. S|ARC faculty and students are interested in reducing their carbon footprint and have discussed sustainable ways to operate. The program recently purchased six large monitors to reduce studio printing. A community materials area was introduced to reduce unused supplies as well as aid students who struggle financially. Students routinely discuss sustainable practices, and all suggestions are considered.

The shared value of environmental stewardship is part of our strategic plan as we believe that advancing sustainable and resilient practices are essential to educating designers and serve the state. Building awareness of our impact on the environment and identifying opportunities to advance sustainable and resilient products and processes is part of the end-of-semester discussions during a faculty review of both coursework and studio projects. In addition, the value can be more precisely tracked through project grading rubrics that focus on different sustainability and resiliency aspects and levels, from passive cooling methods to energy calculations. Established benchmarks are identified and have been met through design review comments and grading rubrics in numerous courses, with new goals set as this work continues to advance through research and development. In the MSU Institutional Effectiveness report, two courses—ARC 2546: Design II-B and ARC 5576: Design IV—are identified to track introductory and advanced levels of achievement to provide clear identification of the critical courses that demonstrate progress toward the goals of our strategic plan.

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.

Program Response:

S|ARC is committed to equity, diversity, and inclusion in design education and the everyday operations of the program, as discussed in our strategic plan. This follows the Mississippi State University's "Roadmap to Guide our

Future" (https://www.aos.msstate.edu/roadmap), which provides access and opportunity to a diverse population. At S|ARC, we believe that listening to a diverse set of voices and exploring unfamiliar contexts broadens perspectives and builds connections to the world, which promotes possibilities of design innovation and advancement. Equity, diversity, and inclusion are values that inform and are expressed in thinking and making. While we link equity with design in early studios and continue deepening the social, cultural, and economic aspects of our perspectives and expressions of the built environment, we attempt to provide a program that seeks how to establish and celebrate equity, diversity, and inclusion in how we teach and learn every day.

Equity, diversity, and inclusion are introduced in ARC 1546: Design I-B, a first-year studio, and programs such as the Design Leadership Foundation. Teaching this value continues through the upper-level studios, including its exploration in ARC 5576: Design V-A. This Shared Value reflects the fourth goal in our strategic plan, which is teaching ways to advance equity, diversity, and inclusion. In our Institutional Effectiveness report to the university, we track this work through Design I-B for introductory level learning assessment and through Design V-A for advanced level learning assessment. This follows our university's directive for SACSCOC accreditation, setting benchmarks at introductory and advanced levels and identifying outcomes and next steps.

One of our most significant actions in the past few years to address equity, diversity, and inclusion is the development of a partnership with the Design Leadership Foundation (DLF), a professional organization with the aim of aiding underrepresented and underprivileged individuals in their desire to enter the professions of architecture, interior design, and landscape architecture. In October 2021, twelve DLF members visited MSU for three days, working with S|ARC as well as the Departments of Interior Design and Landscape Architecture. Panel sessions on general information about careers were held, as well as small group meetings to discuss and review resumes and portfolios. On the last day of the event, mock interviews were held from 8:00 am to 4:00 pm. Over two hundred sessions were provided, giving students valuable insight to this experience. In addition, the organization established a fund with the MSU Foundation that provided support and opportunities to students with financial challenges. Support awards for studio supplies and computers were distributed, selecting twelve students based on academics and need. Opportunities to participate in a Professional Horizons course in New York City in July 2022 were funded, supporting sixteen students to study the profession, visit offices, and gain internship experience. In January 2023, eight DLF members returned to MSU to hold panel sessions, small group meetings reviewing resumes and portfolios, and a day of mock interviews. In July 2023, twenty students were funded to attend the course in New York City and engage in internships. In January 2024, twelve DLF members visited MSU to present the workshop of resume and portfolio reviews and mock interviews. In June 2024, twenty students were funded for the NYC Professional Horizons course, engaging in internships, visiting offices, and visiting architecture and urban projects. While the DLF donation provides a large majority of support for this program, additional aid has been provided by donations to S|ARC. This included travel expenses for two students to New York City in July 2023 to increase participation as well as two computers to loan to students in emergencies. We believe that this use of S|ARC donations contributes to helping students realize career aspirations.

The S|ARC Advisory Board has also helped the program with equity and inclusion. In October 2021, the NOMAS chapter met with a group of S|ARC Advisory Board members for a discussion about student concerns and needs. The students explained that while they appreciated the field trips, many did not have money to cover meals. A board member immediately pledged to establish a fund to provide support. Students in need of aid apply for stipends of $20/day. These applications reviewed and approved by the administration. Approximately $5,000 of support has been provided for the past two years, helping the field trips be a more equitable experience.

S|ARC performed its own review of program costs and explored approaches to increase equity and inclusion. In 2021, incoming students paid over $800 for studio supplies, which included a drawing board and chair. Ten drawing boards were purchased by S|ARC and loaned to students with the greatest financial needs. Twenty additional boards were purchased in Spring 2023, and another 17 were purchased in Spring 2024. We plan to continue purchasing drawing boards to equip first and second years. Studio chairs are identified as the next purchase to help ease costs for students, although students communicate that they do like to purchase their own and there are enough donated by graduating students that acquiring a chair is not an issue. These actions, along

with the creation of a community materials location and the acquisition of six large monitors that can be used to share projects in lieu of plotting that is charged to student accounts, helps to make the program more accessible.

Diverse voices are prioritized in the Harrison Lecture Series. Recent speakers such as Deena Darby and Sophie Weston Chien of Dark Matter University addressed necessary changes to move toward an egalitarian profession. Elizabeth Graziolo of Yellow House Architecture spoke on her work in New York City, Christian Benimana of MASS Design presented design work created by local workers and regional materials, and Evelyn Lee spoke about the various careers possible to pursue with a degree in architecture. The exhibit for Hispanic Heritage Month and the poster of African American architects for Black History month are other important steps toward equity, diversity, and inclusion in the program and profession. Diversity among reviewers is also encouraged, and recent juries have included urban planning faculty from Jackson State University, recent MSU S|ARC graduates to involve young perspectives, and professionals from related fields.

In addition to seeing equity, diversity, and inclusion in guest speakers and reviewers, S|ARC is committed to a faculty and staff that shares and reflects these values. We recognize that over half our student body is female, and hearing from similar voices and being able to connect to those in authority positions helps learning. We believe that a faculty and staff that represents diverse perspectives helps to build relationships that benefit all our students. Since 2020, our faculty lines have changed from eight males and three females to six males and six females, and from two to four faculty members who identify as non-white. Our staff has changed from one male and three females to four females, and from one minority to two. Our awareness of the demographics of our faculty and staff helps work toward a more equitable and inclusive program.

Outside of the institution, S|ARC has introduced outreach programs to speak with high school students across the state. Faculty members have traveled to the Arkansas and Mississippi Delta to speak with middle and high school students about architecture. Working with the Alex Foundation, which is an organization in the Arkansas Delta whose mission is to engage students to learn about careers in architecture and design, faculty have described the profession, taught drawing, guided model building, and discussed local historical structures with the students. In Summer 2024, Professor Spence taught at the Alex Foundation's National Endowment for the Humanities Teacher Workshop entitled "A Sense of Place: Architecture, Culture, and History in the Arkansas Delta." This workshop aims to expand awareness of architecture to young students through teaching 6th to 12th grade teachers about architecture. Professor Spence discussed the design and construction of Our Lady of the Lake Catholic Church in Lake Village, Arkansas, which was built by Italian immigrants brought in after the Civil War to work the cotton fields. Current plans with the Alex Foundation are to create a drawing guide for some of the significant buildings in Delta communities, bringing awareness of the cultural value of these places and introducing the young people to design careers. Building these connections aims to increase diversity by reaching students who may have been previously unaware of these career options. Providing scholarships to the Design Discovery Camp, a week-long residential program that allows high school students to learn about architecture school, is another way to help increase equity, diversity, and inclusion. As the only program that offers an accredited degree in architecture in the state of Mississippi, S|ARC values an equitable, diverse, and inclusive profession and prioritizes steps toward this.

Equity, diversity, and inclusion are also part of the thinking and making in studio projects and coursework. This value is introduced in ARC 1546: Design I-B in the Emmett Till Memorial project. Students travel to Sumner, Mississippi to the Emmett Till Interpretive Center and the Tallahatchie County Courthouse, and to the sites of the grocery store, barn, and river. Attention to the social, racial, and cultural dimensions of the project during the design process teaches the connection of meaning to the development of space and form. The values of equity, diversity, and inclusion are integral to the architecture. This same approach continues through studios in following years, such as the Ancestral Be-Kin farming facility and the Brooksville, Mississippi Food Insecurity Research & Education Station in ARC 2546: Design II-A or housing in ARC 3536: Design III-A. These projects investigate how equity and inclusion can be addressed in space and form, developing architecture that supports respectful and welcoming treatment of all. In the final years of the program, the equity, diversity, and inclusion issues engaged are complex and broad, such as the resilient development proposals in Design IV-B for the Gulf Coast, which seeks to establish equity in community safety and recovery. In ARC 5576: Design V-A, the context of Jackson presents a context in which thinking and making cannot be separated from awareness, analysis, and response to equity,

diversity, and inclusion. The history courses, ARC 4313: Architectural Theory, and ARC 5353: Philosophy of Architecture reinforce exploration of this value by discussing the social, political, cultural, racial, and environmental forces that shape the built environment throughout the world.

The value that S|ARC places on equity, diversity, and inclusion identifies the goals of working toward operations and teaching that achieve these conditions. The location of Mississippi adds importance to our work as actively including diverse voices and exploring an equitable and inclusive architecture advances our state as our culture, resources, and citizens are appreciated and celebrated. We recognize that the affordable costs of our program, especially when paired with the scholarships offered, speaks to equity, diversity, and inclusion. However, we also realize that continual efforts need to be made to move toward the realization of an equitable, diverse, and inclusive world. Our progress is measured by tracing the reduction of program costs and an increase in opportunities for our students. For particular tracking of benchmarks in the curriculum, our MSU Institutional Effectiveness report cites two courses—ARC 1546: Design I-B and ARC 5576: Design IV-A—that demonstrate introductory and advanced achievement, respectively. These courses are not the only instances of teaching this topic but identify instances of important lessons in equity, diversity, and inclusion.

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.

Program Response:

Knowledge and innovation are reflected in the strategic plan, which advances a goal of fostering creative research that addresses the social, cultural, and environmental issues of the state to build design knowledge. As a research institution, teaching research skills is a part of courses that constitute the history and theory sequence, the technology sequence, and studios. The CAAD Research Centers provide additional support for realizing this value as the work of the Fred Carl Small Town Center and the Gulf Coast Community Design Studio are actively engaged in research that aids Mississippi communities. The recent revival of the Jackson Community Design Center echoes this work. Most importantly, the college has initiated a more systematic effort to enhance research activities within the college, starting with the creation of a dedicated Associate Dean for Research position. Dr. Bimal Balakrishnan was hired as the Associate Dean of Research in 2022 and is instrumental in organizing and enhancing research in the college.

Research and innovation are introduced in ARC 1536: Design I-A, ARC 2313: History of Architecture I and ARC 2723: Materials. Teaching this value continues through the upper-level studios and courses, including in ARC 4536: Design IV-A, and ARC 5443: Architectural Programming, and supported in courses such as ARC 4313: Architectural Theory and ARC 5353: Philosophy of Architecture. This Shared Value reflects the second goal in our strategic plan, which is to foster creativity and research. In our Institutional Effectiveness report to the university, we track this work through History of Architecture I for introductory level learning assessment and through Architectural Programming for advanced level learning assessment. This follows our university's directive for SACSCOC accreditation, setting benchmarks at introductory and advanced levels and identifying outcomes and next steps.

Research is introduced in first year through library investigations on designers and buildings. In ARC 1536: Design I-A, students are introduced to the architecture library and taught basic research skills. ARC 2313: History of Architecture I continues these practices by assigning annotated bibliographies and research assignments. The library staff makes a presentation on library research and assists students with the investigations. ARC 2723: Materials engages students in research on material properties, while ARC 3536: Design III-A involves research for safety and accessibility regulations, such as codes and ADA requirements. Other courses similarly engage students in learning fundamental research methods, providing experience in how to conduct investigations.

ARC 4536: Design IV-A serves as the studio in which research skills are a primary concern. Commonly referred to as the Topical Studio, this fourth-year experience asks students to approach thinking and making informed by deep research of the subject offered by the professor. Recent topics have included a master plan for Mound Bayou,

Mississippi, which engaged students in field studies, historical research, and urban planning research to advance design knowledge about preserving and celebrating historical African American communities in the Mississippi Delta, a proposal for development for Gulfport, Mississippi, in which students performed field studies and interdisciplinary research with landscape architects, city leaders, and the Gulf Coast Community Design Studio to forward design knowledge about sustainable and resilient coastal development, and a computer fabrication exploration, which allowed students to research traditional fabrication techniques and computer programs to develop contemporary fabrication methods that can advance architectural elements such as connectors or enclosures. The studio addressing the history of Mound Bayou in Fall 2021 was an opportunity for Alysia Williams, a fourth-year student, to develop a paper that was accepted at the SESAH Conference in Memphis, Tennessee in November 2022. The studio addressing fabrication methods in Fall 2022 was an opportunity for Luke Murray, a fourth-year student, to study traditional Japanese joinery and CNC fabrication. The project was accepted to the Architectural Research Centers Consortium Conference in Dallas, Texas in April 2023. Advancing knowledge through research in a design studio setting enables students to creatively apply a range of investigative skills to develop innovative architectural responses. This research approach continues in ARC 4546: Design IV-B with requirements of proposing mass timber or steel structures informed by advanced materials research, site analysis, and other factors. ARC 4313: Architectural Theory, offered in parallel to Design IV-A, provides a way to investigate ideas and discuss perspectives that complements studio work.

Research is also engaged in ARC 5443: Architectural Programming. This fifth-year course is taken simultaneously with ARC 5353: Philosophy of Architecture. The combination enables investigations and knowledge development to occur during ongoing discussions of social, cultural, environmental, and economic issues. This relationship of courses provides a way for students to take agency in their research while maintaining a certain level of guidance. The research completed in the programming course is employed in ARC 5589: Design V-B, enabling the student to understand and assess the support provided by the investigation.

Beyond courses and studios, S|ARC has a rich set of research opportunities for students. Courses, research assistantships, and participation with research centers enable faculty and students to develop creativity and advance design knowledge. Associate Professor Lopez Barrera and Assistant Professor Malaia taught ARC 4990: Special Topics: Housing Insecurity in Fall 2021 and Fall 2022. The elective instructed students in fieldwork and interviewing. By gathering information and stories on housing conditions, knowledge on living conditions in Mississippi was advanced. Assistant Professor McLemore directs a 3-D Ceramic Printing Corps, with students investigating ceramic fabrication processes. The FCSTC, the GCCDS, and the JCDC all offer research opportunities. For example, the JCDC hired two fifth-year students in 2023-2024, John Spraberry and Nathaniel Roesener, to assist on two grants addressing sustainability issues in Jackson in 2023. In 2023-2024, the JCDC hired Sarah Mixon, Elisa Castaneda, and Luke Murray to continue with these efforts, working on a $1.5 million grant for revitalizing Farrish Street in downtown Jackson. These endeavors raise the level of research accomplished in the program as faculty and students see this work and respond with greater expectations of investigative opportunities. Hannah Zhou and Rebecca Garrick, two undergraduate students are assisting a research project led by Dr. Balakrishnan and funded by the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) on accessibility in healthcare environments and small business websites. William Brotherton, Abigail Gauthier, and Matt Wong assisted a research project led by Assistant Professor Ross funded by the Mississippi Development Authority's V-QUAD for evaluating energy savings from an innovative window design developed by a Mississippi entrepreneur.

Dr. Bimal Balakrishnan, the CAAD Associate Dean of Research, joined MSU in January 2022. In partnership with the four units in the college including the School of Architecture and the MSU Office of Research and Economic Development, we are taking a multipronged approach to significantly advance the level of research in CAAD through:

- New investments in research infrastructure accessible to faculty, including an advanced Simulation and Interactive Visualization Applications (SIVA) Lab. When complete, the lab infrastructure will include large screen 3D display, graphics workstations, variety of AR and VR head-mounted displays, LiDAR scanner, motion capture technology as well as various software for 3D visualization and simulation and usability research among others.

- Providing support for grants by creating a part time Senior Contracts and Grants Administration staff position to provide pre-award and post award support for CAAD faculty pursuing grants.
- Instituting an internal CAAD research grants program to provide seed funding for faculty to initiate new research projects, support undergraduate research assistants and match funds for travel to academic conferences and workshops.
- Sharing grant opportunities, providing feedback on proposals and assist with team building.

Recently announced grants won by faculty in the School of Architecture (some contracts are still in process) from the National Academy of Sciences, Engineering and Medicine, Air Force STTR, National Institute of Standards and Technology and Institute of Education Sciences will enhance access to research infrastructure and offer students more opportunities for gaining research experience.

MSU supports and celebrates research through events such as its Undergraduate Research Symposium. This annual occasion presents research efforts guided by faculty, including a research showcase, undergraduate posters, oral presentations, and pitch competitions. This past spring, CAAD was represented in the research showcase by Design IV-A projects investigating resilient coastal development. In 2021 and 2022, architecture students placed in the Symposium's poster session. In 2023, four students participated, with three sharing research on Hispanic architecture and the fourth presenting studies on 3-D printing. In 2024, Michael Herndon received the Institute for the Humanities Undergraduate Research prize for his project, "Community Resilience: Disaster Relief Practices and Informing Better Built Environments," while Shawn Mackey received the Gulf Coast Research Award for his project, "Architecture Preserving the Past, Securing the Future: Safeguarding Historic Structures in Tornado-Prone Communities," completed under the guidance of Leah Kemp, director of the Fred Carl Jr. Small Town Center. Rachel Sampson's project, "Completing the Rainbow: Exploring the Voices of Lesbian and Transgender Architects," won the Inaugural Gender Studies Research Poster Competition. Seven other architecture students also participated in the 2024 Undergraduate Research Symposium. This strong track record demonstrates how the research pursued within the program is recognized across the campus.

Developing design knowledge is a critical priority for the program because the work helps prepare students for a role in advancing the profession and serves Mississippi by increasing information and understanding of the social, cultural, environmental, and economic issues in the state. Our approach to teaching research and fostering innovation understands that design knowledge may address histories, technologies, and other areas, pushing forward through new insights and realizations. The introduction of research across the curriculum results in a more complex culmination in the final years of the program. Progress on building design knowledge is identified in the projects in Design IV-A, Design IV-B, and Architectural Programming, specifically noting innovative responses that arrives with deep understanding. Benchmarks include an increase in student participation in the MSU Undergraduate Research Symposium, continuing or increasing acceptances of student projects to regional and national conferences, and identifying greater innovation in addressing the social, cultural, and environmental issues in upper-level studio projects. For the MSU Institutional Effectiveness Report, two courses—ARC 2313: History of Architecture I and ARC 5443: Architectural Programming—were identified to track the teaching of research skills, with one at the introductory level and another at an advanced level. Together, these targets provide a way to trace our development in engaging students in building knowledge and supporting innovation.

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.

Program Response:

Collaboration is embedded in our curriculum as we know that architecture is accomplished when a diverse team with different tasks and perspectives work together to solve a problem. While some S|ARC studios and courses create collaborative opportunities to develop general communication and teamwork skills, two studios are conceived with the intention of introducing and simulating roles and responsibilities that constitute the larger design and construction activities. Engagement with the community also happens in a myriad of ways, from

serving clients who request aid and share opinions to recognizing a wide variety of users. In many instances, clients may be a silent civic body comprised of diverse individuals and groups. At other times, those whom we design for are engaged and knowledgeable about their needs and wants. Teaching these communal aspects of design thinking and making is valued by the program as working with others is an essential skill for the profession.

Experiencing leadership, collaboration, and community engagement is introduced in ARC 1546: Design I-B and ARC 2536: Design II-A. Teaching this value continues through the upper-level studios, culminating in ARC 5576: Design V-A. This Shared Value reflects the third and fourth goals in our strategic plan, which are developing community engagement and teaching advancing equity, diversity, and inclusion, respectively. In our Institutional Effectiveness report to the university, we track this work through Design I-B for introductory level learning assessment and through Design V-A for advanced level learning assessment. This follows our university's directive for SACSCOC accreditation, setting benchmarks at introductory and advanced levels and identifying outcomes and next steps.

Teaching collaboration begins in Design I-B in a group project that requires students work together, designing and building a cardboard pavilion. Teams share and develop conceptual ideas, assign tasks, and work together to construct the structure. Collaboration in Design II-A includes Building Construction Science students as part of the design team. Students in this studio are assigned different roles and perform responsibilities, gaining awareness of the various actions and voices that are a part of design. These experiences enable students to recognize various roles in the design process. Courses such as ARC 2723: Materials, ARC 3904: Structures I, and ARC 3914: Structures II include team projects as well, asking students to work together to think and make design elements such as concrete units, trebuchets, and tensile structures.

ARC 3546: Design III-B presents an advanced collaborative studio in which teams work throughout the semester on a design project. Individual and group efforts are studied. Teams assign responsibilities that include code research, existing structure analysis, design development, tectonic development, egress and accessibility, environmental systems design, and design communication, from computer renderings to modeling. The length of the endeavor and the breadth of the work enable students to become familiar with and manage relationships and outcomes. In the past several years, this studio has been supported with a grant from the Precast Concrete Institute, allowing the teams to analyze and create precast elements, including the fabrication of the pieces.

Interdisciplinary teams are also part of ARC 4536: Design IV-A. Students in this course are either involved in the Brasfield & Gorrie Design Competition or in a NASEM Gulf Coast research project. The Brasfield & Gorrie Design Competition involves architecture, building construction science, interior design, and graphic design students, organized into teams for a project that stretches over two weeks. The teams compete to propose a design that involves an existing building with a demanding interior program. Faculty from all departments in CAAD help guide the teams, which present final designs to representatives from Brasfield & Gorrie and the proposed client. Work includes not only the design but also scheduling, cost estimates, and wayfinding. For the NASEM Gulf Coast research project, students spend the semester working with planners, landscape architects, GIS specialists, city officials, and the community to address the needs of coastal communities through an interdisciplinary approach.

ARC 5576: Design V-A creates teams to analyze the urban context and create responses to the social, cultural, and environmental issues identified in this environment. Because this is the last in a long sequence of collaborative experiences, students know how to work in teams and the necessary operations that need to be coordinated. They are able to approach the work with confidence and creativity. Tasks are shared and projects are executed with professionalism. Interestingly, the fifth-year professors report that there are few, if any, complaints about group work. We believe this is because of the extensive experience our students have in collaborative endeavors.

While S|ARC values leadership and the faculty work to mentor this activity, we believe that leadership is an outgrowth of team development and that there are many types of guidance in professional practice. Leadership is discussed with students in courses and studios, and is assigned, appointed, or arises naturally, without explicitly delegating the role. The numerous opportunities to work in teams creates a situation in which students are able to play different roles and become familiar with identifying what needs to be accomplished, as well as how and when

this happens. Recognizing various leadership qualities and skills occurs through these experiences and supports teaching leadership through this approach.

S|ARC has a number of student organizations, events, and opportunities that develop leadership skills. The Mississippi State University School of Architecture Chapter of the American Institute of Architecture Students (AIAS), the Hippodamus chapter of Alpha Rho Chi (APX), the Mississippi State University School of Architecture Chapter of the National Organization of Minority Architecture Students (NOMAS), Tau Sigma Delta (TSD), Young Women in Architecture (YWA), and the recently established Q-CAAD, an organization supporting our LGBTQ+ students, elect officers who lead these groups and represent their members at national conferences, within the university, and at the monthly Director's Council meetings. This last spring, Latinx Architecture became the latest student organization to be a part of the program. These organizations have been instrumental in events such as the Architecture & Interior Design Career Expo, as they greeted and assisted firms attending the career fair. Studio representatives, elected every semester, communicate between their classmates and the administration at the monthly Director's Council meetings and on an as needed basis. They also host lecturers, touring them through the building and across campus.

Community engagement is an essential part of studio projects and outreach, reflecting the third goal of the strategic plan. Collaborating with communities through studio projects enables students to see how the profession serves the public, whether they are working with clients, towns, neighborhoods, or cities, or related disciplines to design and construct a project. Students recognize their impact and act on this, benefitting others through thinking and making.

The Emmett Till Interpretive Center operates as a community client for the Emmett Till Memorial investigated in first year. Students engage social and cultural issues with the intention of aiding the trajectory of the people and place. This exploration continues in second year through ARC 2536: Design II-A and ARC 2546: Design II-B, which serves clients such as the Starkville Parks, the university, Ancestral Be-Kin, and communities such as Brooksville, Mississippi. Students recognize and are able to act on their agency in helping communities in these studios.

Third-, fourth-, and fifth-year studios engage communities in ways that raise the expectations and impact of how thinking and making can serve the people and place. ARC 3536: Design III-A addresses housing. This issue is a critical concern across the country, and exploring affordability, walkability, and other social, cultural, and environmental forces introduces ways for designers to respond to community needs. In ARC 4546: Design IV-B, students engage with the community through responding to the difficult issues such as coastal resilience in the Gulfport development project. Conversations and presentations with area professionals and city officials demonstrated approaches to this challenge. In ARC 5576: Design V-A, students address the complex social, cultural, and environmental problems of downtown Jackson. Professionals in urban planning and design from the city and beyond review and discuss the proposals. While the engagement with community varies from direct users to populations that are tangentially affected by macro design solutions, these opportunities provide a way for students to develop agency and understand their impact through design.

Community engagement also includes outreach to the Arkansas and Mississippi Delta to present architecture to middle and high school students. Sharing the profession and engaging the students in drawing and model building exercises broadens understandings in the community of careers in the design fields. While this community engagement has a long timeline for results, creating these connections enables the region to establish a path to increasing the number of future professionals in architecture, interior design, and building construction science. In a different type of outreach, Professor Herrmann collaborated with the Art Department and Landscape Department to create a "Living Room," which is an outdoor garden classroom prototype able to be built at schools across Mississippi. These projects engaged students through electives, building spaces in the Delta, Jackson, and Starkville. This project was awarded an ACSA Design-Build award in 2023. A continued presence of outreach, in coordination with the Alex Foundation as well as across the university, demonstrates our concern for regional communities.

Collaboration is an approach to thinking and making that is celebrated in many courses and studios in our program, and knowledge about and experience in leadership is part of this. Community engagement, whether that be close connections to clients, a broad link to the public, or outreach to educate young people about the design profession, is also integral to our activities at every level. Assessments of collaboration and the associated leadership roles are part of rubrics within courses and studios and addressed in faculty meetings at the end of each semester. While we believe the collaborative skills we teach provide the necessary foundation for our students to succeed in the profession, our current discussion of the curriculum has introduced an exploration and assessment of teaching collaboration and how to improve this. Experiencing a current increase in enrollment in second year, which is compounded with the growth of the Building Construction Science program and translates into a cross-listed studio with nearly 150 students, has introduced close review of how collaboration is taught in second year. We are developing a new approach to this studio as well as increasing instructional help with graduate teaching assistants in Fall 2023 and another instructor in Fall 2024. These moves enable us to raise the level of collaborative learning through creating a model of smaller teams, more iterations, and more feedback through more instructional voices. Assessment of leadership is actively underway as well. We recognize strong student leadership in collaborative studios, team projects in courses, student organizations, and the school community. While the achievements in student leadership meet expectations, we are currently reviewing alternative ways to teach leadership that can be instrumental and transformative for the profession. Community engagement is accomplished through design that addresses critical social, cultural, environmental, and economic issues in Mississippi, yet we are examining ways to continue and increase this work. The development of outreach programs for young people has just started, with goals to increase the events and establish connections in the coming years.

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.

Program Response:

S|ARC approaches lifelong learning with the recognition that students from the state and region typically have limited perceptions and goals of design careers, due in large part to a lack of exposure to architects, designers, and builders as well as conversations about design and architecture. Students often arrive in the program with intentions of securing employment in a small firm that focuses on residential projects. While this is a noble goal, we believe that we have a role to introduce students to possibilities beyond what they know when they arrive in the program. The development of lifelong learning is pursued in this light as we want our graduates to continue to gain new knowledge and skills after their time in the program, evolving their careers to follow their interests and goals. This is addressed by the structure of the curriculum, teaching research skills, offering a series of events on career development and similar engagements that brings awareness to the possibilities before them.

Students begin their education at the main MSU campus in Starkville, Mississippi, but move to Jackson, Mississippi for the final year of the program. This shift not only provides a different context for study but also signifies the upcoming change in their place in the profession. In Jackson, students are expected to make appointments with professors and take greater accountability for organizing their work and scheduling their progress. This treatment of being a young professional while still in school allows students to move into practice with a greater continuity of expectations, providing the opportunity to combine learning and professionalism. With an AIA Mississippi office in the Jackson Center and hosting various events in this facility, career development and growth is also visible to the students.

Teaching research skills in courses such as the history and technology sequences provide students with experience in implementing an inquiry process, establishing abilities in how to obtain and build knowledge. ARC 4536: Design IV-A enables students to employ research to develop design, which simultaneously opens other possibilities such as planning, community organization, and technological developments. A focus not on results but process identifies the power of developing self-directed investigations in contributing toward lifelong learning. This type of inquiry is continued in ARC 5443: Architectural Programming as students research a project of their choice to

develop for ARC 5589: Design V-B. Research enables students to obtain agency, which is a foundational aspect of continuing education beyond graduation.

S|ARC presents a series of events on career development, bringing awareness to the ways in which graduates will transform during their time in the profession. In addition to NCARB and AXP discussions for each year level and an all-school NCARB that is scheduled every other year, S|ARC has invited AIA Mississippi Emerging Professionals to share their portfolios to third year and Belinda Stewart, FAIA of Belinda Stewart Architects, who spoke on establishing her firm in Eupora, Mississippi, pursuing grants for historic buildings, and serving as mayor. Lecturers, honored alumni, and Advisory Board members, who visit during the year, are other examples of individuals who have embraced lifelong learning and how this has impacted their careers. These shared experiences demonstrate to students how they will continue to evolve after graduation.

Assessing lifelong learning as an inclusive experience, beginning with introducing the possibilities of careers in design to operating as a young professional, happens through student feedback of the NCARB discussions and informal discussions with professionals and students. Our achievements in building awareness and experience in continual learning support students well, as measured by the number of graduates who have passed the licensing exam, professional accomplishments of alumni, and other successes. These records are tracked and encouraged. The paths of alumni, celebrating how learning that starts in the program continues into the profession, is continually shared and celebrated.

3—Program and Student Criteria

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)

The program must provide:

- A narrative description of how the program achieves each criterion.
- Evidence that each criterion is assessed by the program on a recurring basis, and
- A summary of the modifications made to its curricula and/or associated program structures and materials based on findings from these assessment activities since the previous review.

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.

Program Response:

Narrative: Introductory and Advanced Levels of Learning

An introductory level of learning about career paths occurs when students hear about NCARB, the AXP, and the ARE in their first year of the program through discussions led by the NCARB Architect Licensing Advisor, Associate Professor Gregory, and Professor Spence, both of whom are registered architects. All students in the studio are required to attend these discussions. Students continue to learn about these organizations and events during their time at S|ARC through studio meetings dedicated to explaining the process of becoming an architect and various career opportunities within the design field. Jeremy Fretts, NCARB Vice President of Experience + Education, visited the program in Spring 2023 and talked with the student body about licensure. Students also benefit from the program's well-established relationship with the profession through the AIA Mississippi Chapter, the AIA MS Emerging Professionals, the School of Architecture Advisory Board, alumni, and many architecture firms throughout the southeast and beyond. Our recently established partnership with the Design Leadership Foundation (DLF) provides support to our students through an annual two-day workshop helping students develop their resumes, portfolios, and interview skills, which prepares them for applying for employment in design firms. The Architecture & Interior Design Career Expo follows the DLF event. In both Spring 2023 and Spring 2024, approximately 60 firms participated, hiring for summer, co-op, and post-graduation employment. Professionals had a positive response to the event and the students, sharing their eagerness to hire our students.

This criterion is also introduced in ARC 2536: Design II-A as this collaborative studio includes organizing teams of students who fulfill different roles, such as designers and contractors. All students enroll in this required course. Architectural Design II-A works on a project involving both architecture and building construction science students for the first part of the semester allowing students to learn a great deal about not only the role of the other but their future position in the design profession.

An advanced level of learning about career paths is included in ARC 5493: Architectural Practice. All students enroll in this required course. Architectural Practice examines various roles in architecture and related fields as well as the business of the profession. Issues ranging from professional communication skills, regulations, and finances to clients, communities, owners, and related professionals are discussed.

Self-Assessment:

Assessing introductory levels of learning about career paths is accomplished by surveying students after NCARB discussions. Over 90% of surveys documented accurate responses to general knowledge of the licensing process. A second assessment measure is the participation in the Design Leadership Foundation workshop events and the Career Expo. Students in the first four years of the program attended all DLF sessions, and many fifth-year students traveled to join the events. Approximately 140 architecture students registered for the Career Expo in 2023, which was around 60% of the program at that time. All fifth-year students registered in 2024, as well as most third- and

fourth-year students. In general, students reported that they felt prepared for the Career Expo. Our schedule for assessment will track the discussions through surveys and the numbers of participants of career-oriented programs on an annual basis. While ARC 2536 exposes students to various roles in the design profession because the collaborative studio involves students on different career paths, this is currently not actively assessed.

Assessing advanced levels of learning about career paths is tracked by student performance in Architectural Practice. With a benchmark of 80% of the students scoring 80% or better on the projects and exams that address various roles in the field and the business of architecture, the first project on case studies of firms resulted in 34 of 38 (89%) students scoring 80% or better, while the second project on code analysis and life safety resulted in 27 of 38 (71%) students scoring 80% or better. The exams, which cover materials such as professional communications, regulations and finances, and people in the industry, resulted in 37 to 38 of 38 (97% to 100%) students scoring 80% or better. This benchmark falls within the ranges proposed by the university and provides information on the overall student performance, identifying material accessibility, sequence appropriateness, and student preparedness. A process for assessment was established in Fall 2023, making this the first cycle of assessment.

Summary of Modifications:

While we are happy to have a clear plan for introducing students to careers in the design field through licensing discussions and events such as the DLF workshop and Career Expo, we are determined to continue to increase awareness of the many possibilities of career tracks and steps to prepare for a professional career. The Career Expo survey noted that we tell students to prepare portfolios, but do not have deeper conversations. This will be an area that we will develop. Conversations with the DLF focus on how the program is evolving to increase its impact, with options such as including more students in the summer course in New York City or introducing that experience in other cities. We are also working with the Career Center to plan next year's events, such as having the Career Center Advisor speak at a Friday Forum (a Tau Sigma Delta weekly lunch event) and intend to expand the Career Expo to include more firms from the region as well as across the country. We have recently updated the program's website for information on externships, internships, co-ops, and full-time employment after graduation, and will continue to develop this site. We look forward to our continued relationship with NCARB, AIA Mississippi, AIA MS Emerging Professionals, and the School of Architecture Advisory Board to share information with our students on their potential career paths and are planning panel sessions to share perspectives from architects who work outside traditional practices. For more advanced levels of learning about careers, Architectural Practice was recently shifted from a fall to a spring course to better link it to practice. Both courses will review these changes with the Jackson Center Director, who recognizes the overall connections and orchestrates the content of this final year.

The code analysis and life safety assignment fell short of the benchmark. This assignment is being reviewed for the time allocated to this work in regard to both time to understand the material and time to apply the material. The exams are being reviewed to raise the level of expectations as students were able to test well on the level of information required for conveying knowledge about roles in the design field, professional communications, and other material. Modifications are not proposed based solely on student grades, however, as the focus is to be on curricular and program goals and improvements. The modifications from these assessments are planned to be enacted in the fall semester of 2024. More information on these courses is available in the digital files.

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.

Program Response:
Narrative: Introductory and Advanced Levels of Learning

An introductory level of learning about design occurs through instruction of fundamental design thinking, drawing, and making skills in both ARC 1536: Design I-A and ARC 1546: Design I-B, the first-year studios. All students enroll

in these required courses. Design I-A engages in projects that begin by drawing local contexts using proportions and perspectives, employing line weights to learn drafting skills, and exploring design through recognizing principles such as axis, balance, repetition, and emphasis in built works. Students are asked to identify and analyze design ideas, then apply them in a new way. Design I-B proposes exercises in which students employ thinking, drawing, and making in a collaborative design and build cardboard pavilion project, explore computer design software, and take on agency in design through the Emmett Till Memorial project, which connects social and cultural issues with studio activities.

An advanced level of learning about design occurs in ARC 4536: Design IV-A and ARC 5576: Design V-A. All students enroll in these required courses. While thinking and making remain the means to address problems, a higher degree of execution is expected in upper-level studios, involving more complex evaluative and creative activities that address social, cultural, economic, and environmental issues. Design IV-A projects provide an opportunity to explore an array of design problems, with this studio offering projects that range from coastal resiliency and community design to fabrication and computation design. In Design V-A, the evaluative and creative activities continue, yet address urban conditions. This context sheds new light on social, cultural, economic, and environmental concerns, seeing them through challenges of Jackson, Mississippi. Design includes studies of density, transportation, safety, and sustainability, among other factors, while also engaging in ethical and poetic building.

Self-Assessment:

Assessing introductory levels of learning the design process is accomplished by tracking student performance on the final projects in Design I-A and Design I-B. At Mississippi State University, we believe that drawing, documenting, analyzing, and innovative making constitutes the basis of the design process. In the first studio, our benchmark aims for 75% of the students to score 80% or higher on the projects, demonstrating a student is able to communicate through freehand drawing, document and analyze a work of architecture, and employ an innovative approach to a design through thinking, drawing, and making. In Fall 2023, at least 41 of 52 (79%) of the students scored 80% or higher on four projects addressing these aspects of design. This result exceeded our benchmark. In the second studio, our benchmark aims for 80% of the students to score 75% or higher on the projects, demonstrating a student is able to identify and employ a collaborative approach to design through thinking, drawing, and making, and apply agency to this work. In this studio, 37 of 47 (79%) of the students scored 75% or higher the first project, and at least 44 of 47 (94%) of the students scored 75% or higher on the next three projects, exceeding the benchmark. These benchmarks fall within the ranges proposed by the university and provide a general perception of overall student performance, identifying the accessibility of the material, the appropriateness of its place in the sequence of courses, and student preparedness. The benchmarks are not based solely on student grades.

Assessing advanced levels of learning the design process is accomplished by tracking student performance on the projects in Design IV-A and Design V-A. For all these studios, specific assignments that require students to address multiple factors and employ an array of methods involving different scales and settings instill in students an understanding of the design process. In Design IV-A, benchmarks across the three studios ranged from 75% of the students scoring 75% or higher to 80% of students scoring 85% or higher. These benchmarks fall within the range proposed by the university, providing an insightful overview of matching material to course needs and student abilities. The first studio, with a benchmark of 75% scoring 80% or higher, had at least 16 of 18 students (88%) meet the benchmarks for research, conceptual design, design development, and environmental assignments. Students gained insight on the design process through research that informed design, conceptual work, design development, and design assignments addressing the environment through these assignments. The second studio, with benchmarks ranging between 75% and 90% of students scoring 80% to 85% or higher, the numerous assignments resulted in between 11 and 15 of 17 students (65% to 88%) meeting the benchmarks for issues ranging from precedent studies and conceptual work to cultural perspectives and final presentations. Students learned how precedents, culture, and conceptual investigations informed the design process through these assignments. In the third studio, benchmarks were set for 75% of the students to score 75% or higher. For the four projects, between 11 and 14 of the 17 students (65% to 82%) reached this benchmark, which included issues of

research, schematic design, design development, and final presentations. Students acquired knowledge on the role of research, schematic design, and design development in the design process through these assignments. In Design V-A, a benchmark of 75% of the students scoring 75% or better on all nine of the assignments was set, falling within the accepted range proposed by the university. For these assignments, which included panorama development, color studies, threshold design, and site analysis, results ranged from 28 to 38 of 38 students (74% to 100%) scoring 75% or higher. These factors and methods ranged from artistic approaches to careful analysis of a physical site to inform the design process, enabling students to apply a broad range of design methods and approaches. In addition, the urban setting of Jackson provides a challenging urban setting for this work. All these benchmarks fall within the ranges proposed by the university and provide a general perception of expected student performance, identifying the accessibility of the material, the appropriateness of its place in the sequence of courses, and student preparedness. Detail information about all of these courses is found in the digital files. The assessments were adopted in the fall semester of 2023.

Summary of Modifications:

For Design I-A, improvements include revising the relationship of the first two projects that focus on drawing and exploring ways to teach critical thinking through design. While these changes are aware of student performance, the improvements are based on strengthening the introduction of design. For Design I-B, improvements include more time for study of context and more dedicated opportunities for oral presentations. This change recognizes the time needed for students learning to apply design processes and communicating this understanding. Again, these changes do not generate from student grading but reflect curricular goals. For Design IV-A, improvements across the three studios ranged from more time for design development and community meetings to a review of ecological knowledge and fundamental computer skills. These changes respond to optimizing conditions for the study of design as a critical part of program learning. For Design V-A, improvements include pursuing a better balance of team and individual work to help increase the feeling of ownership in a project. Team sizes will also be limited. These alterations do not respond to student grading but aim to propose a stronger learning environment. These changes, as well as changes in other studios, enable design learning to be strengthened throughout the program. These modifications will be implemented beginning in the fall semester of 2024.

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.

Program Response:
Narrative: Introductory and Advanced Levels of Learning

An introductory level of learning about the environment and the designer's role in caring for the earth occurs in ARC 2713: Environmental Building Systems I (EBS I) and ARC 2546: Design II-B. All students enroll in these required courses. EBS I examines the effect of people, buildings, and cities on the world, a history of how people have controlled environments, and the basic concepts and strategies of environmental controls. Design II-B proposes projects that include site analysis requiring an acknowledgement of solar orientation, wind conditions, and other site factors such as views, access, and terrain. The studio problem asks students to apply basic environmental control strategies learned in EBS I, such as passive cooling and daylighting.

An advanced level of learning about the environmental and the designer's role in caring for the earth occurs in ARC 3723: Environmental Building Systems II (EBS II) and ARC 5576: Design V-A. All students enroll in these required courses. EBS II discusses heating, cooling, and lighting prior to examining environmental analysis and simulation using Climate Studio. Case studies provide the opportunity to explore integrated design. Through essays, case studies, and software tutorials, students learn ways to visualize thermal and lighting data. Design V-A challenges students to develop an ethos of experience, equity, and environment. Addressing environmental issues in an urban condition, complete with environmental measurements and implementation of sustainable principles, is a key aspect. While these are the two courses in which we assess an advanced level of ecological knowledge and

professional responsibility, other courses such as ARC 3546: Design III-B, which has pursued net zero building strategies, and ARC 4733: Site Planning, which examines storm water management and other environmental concerns, also provide relevant investigations that contribute to advanced levels of learning sustainability and resiliency as these issues are critical for our program. All students enroll in these required courses.

Self-Assessment:

Assessing introductory levels of learning ecological knowledge and professional responsibility is accomplished by reviewing the final paper in Environmental Building Systems I. This paper has students research environmental conditions of a particular site and identify how buildings need to be modified for that climate. In this project, the benchmark aims for 75% of the students to score 80% or higher, demonstrating a comprehension of environmental concepts. In Fall 2023, 60 of 62 students (97%) scored 80% or higher on the final project, demonstrating a knowledge of how to introduce and analyze environmental systems. Assessment of projects incorporating sustainable aspects are completed in Design II-B. Site analysis, environmental precedents, energy efficient design principles, passive environmental controls, and other ecological considerations are able to be reviewed and evaluated for the integration of design and sustainability. This broad array of environmental issues is introduced through the study of precedents and site analysis assignments. With a benchmark of 75% scoring 80% or better, 54 out of 62 (84%) students scored 80% or higher on the precedent studies addressing environmental technologies and 56 out of 62 (90%) students scored 80% or higher on the site analysis assignment in Spring 2024. The final presentation also included demonstration of incorporating sustainable building systems. All these benchmarks fall within the ranges proposed by the university and provide a general perception of overall student performance, identifying the accessibility of the material, the appropriateness of its place in the sequence of courses, and student preparedness.

Assessing advanced levels of learning about ecological knowledge and professional responsibility happens by reviewing performances on essays, case studies, and software assignments in EBS II. With a benchmark set for 75% of the students scoring 80% or higher on all exercises, students engaged in writing essays on embodied energy, developing heating and cooling diagrams, creating solar maps, and calculating daylighting availability, as well as completing two quizzes. In Spring 2024, the eight exercises produced results that ranged from 32 of 51 (62%) to 51 of 51 (100%) students scoring 80% or higher, demonstrating a grasp of the issues and ability to analyze and apply the concepts. Each of these environmentally oriented assignments is assessed individually, assessing students on environmental issues of embodied energy, heating and colling diagrams, solar mapping, and daylighting. For the quizzes, 51 of 51 (100%) and 50 of 51 (98%) scored 80% or higher. Assessment of projects incorporating sustainable and resilient aspects are completed in Design V-A. Students were asked to address sustainability and equity in a series of ten projects in downtown Jackson. With the benchmark of 75% of the students scoring 75% or higher, results on the ten projects ranged between 28 of 38 (74%) and 38 of 38 (100%) students achieving this benchmark. Design III-B includes the opportunity for students to explore and apply environmental systems in the schematic and final designs. With a benchmark of 75% of the students scoring 80% or better, which is within the range set by the university, 48 of 52 (92%) students achieved this. For Site Planning, the quiz on stormwater resulted in 34 or 36 (94%) students scoring 75% or better. With the benchmark set at 80% of the students scoring 75% or better, this exercise met this result. These benchmarks fall within the ranges proposed by the university to move toward strengthening curricular and program goals. The assessment process began in the fall semester of 2023.

Summary of Modifications:

For Environmental Building Systems I, the final papers reflected environmental understanding but accounting for AI-generated work needs to be considered. This change addresses best practices in contemporary academic writing and reflects a curricular, program, and university standard. Student grades do not drive these improvements but do operate as additional information for curriculum development. While the success of the site analysis in Design II-B is recognized as a significant learning experience and ways to continue or improve this are being discussed, the studio can be improved through clarifying expectations, improving communications, and identifying individual student work within the teams of two. These changes respond to the overall goals for

curricular and program improvements. For Environmental Building Systems II, the software exercises will be linked more directly to studios, especially for use in Design IV-B. This change aims to help the application of the material in studio. In addition, more lecture engagement, process reviews, and environmental software assignments can be considered. Design V-A will work toward a better balance of team and individual work to ensure that each student demonstrates sustainable and resilient design responses. These modifications speak to improved conditions for ensuring all students have a thorough understanding environmental and sustainable issues and how they are applied. For Design III-B, overall assistance with the managing of the studio is being considered to help increase the learning. For Site Planning, connecting the work with the studio is proposed to increase understanding and successful application of the materials. The modifications are planned to be implemented in the fall semester of 2024. More detailed information about these courses is found in the digital files.

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.

Program Response:
Narrative: Introductory and Advanced Levels of Learning

An introductory level of learning history occurs in ARC 2313: History of Architecture I and ARC 3313: History of Architecture II. All students enroll in these required courses. Both classes discuss architecture, urbanism, and art through social, cultural, economic, political, and environmental perspectives. History of Architecture I begins with an exploration of the subject of history as well as a study of design as both product and process. The early built environment is discussed, including housing and infrastructure in ancient India, China, Egypt, Greece, Rome, and the Americas. Students engage in projects that examine ancient structures as design approaches. The use of library resources introduces research practices. In History of Architecture II, global architecture from 1400 to 1800 AD is discussed. Lectures cover historical ideas, social and political contexts, and built form, investigating works in broad overviews and deep discussions. Students write weekly reflective papers, analyze a building graphically, write an analysis of a building, and take three exams.

An advanced level of learning history and theory occurs in ARC 4313: Architectural Theory, which discusses the thinking that has guided and questioned built form throughout history across the world. All students enroll in this required course. The ideas and arguments are discussed in relation to the social, cultural, political, economic, and environmental forces on the individuals, the profession, and the built environment. Students write a paper that identifies their perspective on design and the beliefs that support this, present on a designer or firm and their beliefs, and write a manifesto. In addition to Architectural Theory, students also study history and theory at a more complex level in ARC 3323: History of Architecture III, ARC 5623: Theory of Urban Design, and ARC 5353: Philosophy of Architecture. All students enroll in these required courses. In History of Architecture III, the social, cultural, political, economic, and environmental forces are discussed in relation to their influences on the built environment through everything from policies to styles. Theory of Urban Design is taught in Jackson, providing an immediate context for study. Philosophy of Architecture connects to and reflects Architectural Theory, focusing on the thought that drives the creation and critique of the built environment.

Self-Assessment:

Assessing introductory levels of learning history and theory is accomplished by reviewing notebooks in History of Architecture I that document readings, class discussions, annotated bibliographies that introduce library and research skills, and short research projects. Investigating ancient built forms and comparing design ideas to the contemporary world provides a basis for comprehending the history of architecture. Assignments that are assessed include annotated bibliographies, research and analysis on historic architectural elements, and documentation of readings and lectures. A benchmark of 75% of the students scoring 80% or higher on the notebook was exceeded, as 88 of 114 (77%) the students scored 80% or higher. For History of Architecture II, performance was assessed in two writing assignments and four exams. The two writing assignments were analysis projects, aiming to teach students how to gather and frame historical understandings. A benchmark of 75% of the students scoring 80% or higher was established. For the papers, 89% of the students scored 80% or higher on the

stylistic analysis and 82% scored 80% or higher on the diagrammatic analysis. For the exams, results ranged from 40% to 89% of students scoring 80% or better. These exams covered historical content. These benchmarks fall within the ranges proposed by the university and provide a general perception of overall student performance, identifying the accessibility of the material, the appropriateness of its place in the sequence of courses, and student preparedness.

Assessing advanced levels of learning history and theory occurs in Architectural Theory through the review of two papers—a description of their perspective and a manifesto. A benchmark of 75% of the students scoring 80% or higher on these endeavors was set. This benchmark was met, with the first paper resulting in 76% of the students (39 of 51) scoring 80% or better, while the second paper resulted in 86% of the students (44 of 51) scoring 80% or better. These papers required students to identify theoretical perspectives that involve objective understanding, the influences of values such as society, culture, politics, and economics, and experience. This benchmark falls within the ranges proposed by the university. History of Architecture III assessed learning through weekly journal entries on perceptions of issues in the built environment, a research paper, and a final exam. The benchmarks of 80% of the students scoring 75% or better were met in all three activities, with 90% of students (60 out of 66) scoring 75% or better on the journal entries, 96% of students (57 out of 59) scoring 75% on the research paper, and 85% of students (6 out of 7) scoring 75% or higher on the final. For Philosophy of Architecture, the benchmark was set at 75% of the students scoring 85% or better on a paper addressing areas of interest or concern in architecture. The first draft resulted in 44.4% of the students (20 of 45) scoring 85% or better, the second draft resulted in 51.1% of the students (23 of 45) scoring 85% or better, the third draft resulted in 64.4% of the students (29 of 45) scoring 85% or better, and the final version resulted in 91.1% (41 of 45) scoring 85% or better. For Theory of Urban Form, the two assignments resulted in 100% of the students scoring 80% or better, exceeding the benchmark of 75% scoring 80% or better. The first project addressed urban art and the second project proposed urban designs. All benchmarks follow a range proposed by the university, allowing focus to remain on curricular and program development rather than focusing on student performance. The assessments were initiated in the fall semester of 2023, making this the first cycle of these reviews.

Summary of Modifications:

For History of Architecture I and History of Architecture II, a review of balancing a survey of works with thorough discussions of specific works is underway. A scaffolding of how history and theory is approached, discussed, analyzed, and applied is being examined to support building a knowledge of world precedents and recognition of the effect of social, cultural, political, economic, and environmental forces. For History of Architecture I, a review of the assignments that comprise the notebook will be undertaken to strengthen annotated bibliographies and exercises. For History of Architecture II, greater focus on guiding ways to comprehend readings will be introduced. These changes are not a response to student grades but rather a response to the curricular and program aspirations. The improvements aim to increase student knowledge of history and theory in architecture. In 2023-2024, new faculty began teaching History of Architecture III and Architectural Theory, which provided an opportunity to reexamine these offerings and emphasize the contextual situations to develop a greater application of historical precedents in design studio. Architectural Theory introduced a study of theories with the intention of helping students propose a question of personal interest, which connects to a self-selected topic of study in Philosophy of Architecture. These changes are not reflecting student grades but propose ways to strengthen the learning of history and theory. In addition, in 2024-2025, the history and theory faculty of the college will engage in discussions of ways to combine and strengthen offerings because of the many recent and upcoming shifts in history and theory faculty. By moving away from a siloed department approach, history and theory courses may better serve students. For Philosophy of Architecture, the writing assignment will be revised to enable students to deepen conceptual development. For Theory of Urban Design, the projects will be strengthened by revising the schedule to improve feedback and adding writing assignments to review understanding of concepts. These modifications are planned to be implemented in the fall semester of 2024. More information about these courses is available in the digital files.

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.

Program Response:
Narrative: Introductory and Advanced Levels of Learning

An introductory level of research is undertaken in ARC 2313: History of Architecture I and ARC 3313: History of Architecture II. All students enroll in these required courses. Both these courses serve as primary introductions to history through their content, and because of their investigative exercises, they serve as courses that help students recognize and begin to employ research. The approach to these studies is different in each course, with History of Architecture I engaging in library research on social, cultural, and environmental issues. Students learn how to search for information in books and online through guidance from the instructor and the library staff. Librarians help students understand the role and construction of citations, for both text and images. In History of Architecture II, research is accomplished through both analysis of both visual information and texts. Investigations reach to sources that connect students to design materials as well as historical contexts, individuals, and other influences. Other courses, such as ARC 2536: Design II-A, introduce research as part of design work. Precedents, materials research, and identification and review of codes and regulations provide insight into the necessary investigations for design. All students enroll in this required course.

An advanced level of research and innovation occurs in ARC 4313: Architectural Theory and ARC 4536: Design IV-A. All students enroll in these required courses. In Architectural Theory, students engage in library and online research to investigate designers and firms as well as architectural perspectives and beliefs. An analysis of a way of designing is accomplished through both primary and secondary materials, such as interviews of designers, reviews of work, and journals and books. New information is developed on the designers and firms, identifying processes that have not been previously documented. In addition, students document their own perspectives with supporting material. In Design IV-A, the studios explore topics that require research and develop innovative responses. The topics of these studios change annually. In Fall 2023, offerings included studios investigating coastal resilience issues through the NASEM grant and a studio exploring fabrication and its application to architecture. Research drives the design process. Students recognize the creation of new knowledge in this work as the contemporary issues are moved forward through innovative applications and design experimentation.

The program also prepares students to actively engage in research and test innovations through support of undergraduate research assistantships and directed independent studies, as well as opportunities such as the Aydelott and Trussell Travel Awards and architecture conferences. Undergraduate research assistantships are funded by the MSU Office of Research and Economic Development (ORED) through faculty start-up funding or grants. Interested students have worked with faculty on the 3-D Print Corps, advanced visualization methods, historical research for Mississippi communities, Hispanic architecture, and housing insecurity investigations. Directed independent studies enable students to explore issues with faculty and share this work at the Undergraduate Research Symposium. The Aydelott and Trussell Travel Awards provide funding for students to travel for the specific purpose of studying an architectural idea or issue that is documented and analyzed. Student research accepted to conferences establishes a strong level of research expectations in the program.

Self-Assessment:

Assessing introductory levels of developing research skills is accomplished by reviewing the comparative research exercises in History of Architecture I. For the research exercises, the benchmark was 75% of the students scoring 80% or higher. In the first exercise, 23 of 114 (20%) students scored 80% or higher. For the second, 69 of 114 (61%) students scored 80% or higher. For the third, 61 of 114 (61%) students met the benchmark, and for the final, 89 of 114 (78%) students scored 80% or higher. Research exercises consisted of library research of historical issues such as housing typologies and design principles in ancient structures. For History of Architecture II, research skills were reviewed in the stylistic analysis exercise and the diagrammatic analysis exercise. Library research and demonstration of use of citations were required in these exercises. A benchmark of 75% of the students scoring 80% or higher on these exercises was met and exceeded, as 89% of students achieved this mark for the first exercise and 89% of students achieved this mark for the second. These assignments build research skills connected to library and archival studies. These benchmarks fall within the ranges proposed by the university and provide a

general perception of overall student performance, identifying the accessibility of the material, the appropriateness of its place in the sequence of courses, and student preparedness.

Assessing advanced levels of research and innovation is accomplished by reviewing the research projects in Architectural Theory and projects in Design IV-A. In Architectural Theory, the two papers that involved research skills and building knowledge resulted in 76% and 86% of the students (39 and 44 of 51, respectively) scoring 80% or higher. These papers required students to research theoretical perspectives and develop their own position by combining and advancing materials from the research. This exceeded the benchmark of 75% of the students scoring 80% or higher. Design IV-A set different benchmarks for the three studios. In the first studio, with a benchmark of 75% of the students scoring 80% or higher, the research and site analysis assignment resulted in 16 of 18 (88%) students meeting the benchmark. Students engaged in research on housing and the site, reviewing social, political, economic, and environmental issues. In the second studio, with a benchmark of 75% of the students scoring 80% or higher, the research of fabrication methods and traditional craft resulted in 15 of 17 (88%) students achieving that mark. Students researched social, cultural, and economic aspects of traditional making. The final studio used the benchmark of 75% of the students achieving a score of 75% or higher for all areas. Students engaged in research and innovation in developing an understanding of the site and ideation. In the context inventory/research and concept development assignment, 13 of 17 (76%) students scored 75% or higher. These explorations develop studio-based research skills. While there are other significant opportunities for research and innovation that accompany these advanced engagements, not all students participate in them. Nevertheless, we believe the presence of these possibilities raises the overall level of research and innovation achieved in the program. These benchmarks fall within the ranges proposed by the university. These assessments were instituted in the fall semester of 2023, making this the first cycle of this assessment.

Summary of Modifications:

For History of Architecture I and History of Architecture II, a review of the sequence of history courses will incorporate a discussion and study of how research skills are introduced and developed. Learning history improves through engaging analysis and research rather than memorizing historical facts, and this move strengthens the teaching of investigative studies and creative applications. In addition, the plans to detail more requirements for annotated bibliographies and readings as well as deepen experiences of readings helps to improve research skills. These changes are introduced not in response to student grades but in an effort to improve learning and applying research. For Architectural Theory, changing the schedule will support development of the papers, improving the research and its application. This change enables students to have a stronger foundation for this research and greater experience in innovative theorizing. For Design IV-A, the three studios recognized that scheduling changes, providing more time for deeper study, should be considered. Research and innovation in design is strong yet needs to be made more explicit as a way of designing. These proposed changes are not reactions to student grades but reflection on strengthening the teaching of research and innovation. Introducing and discussing this studio is needed to help clarify and focus the approach to this work by students. For additional opportunities, we will continue to expand our support for students to travel for study, participate in research, and attend conferences to share their investigations and innovative explorations. All proposed modifications are planned to be instituted in the fall semester of 2024. More information about these courses can be found in the digital files.

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.

Program Response:
Narrative: Introductory and Advanced Levels of Learning

An introductory level of learning leadership and collaboration happens in ARC 1546: Design I-B and ARC 2536: Design II-A. All students enroll in these required courses. In Design I-B, students work in teams to design a unit that is replicated, creating cardboard building blocks to be composed to make an inhabitable pavilion. Collaborative skills are necessary, with leadership recognized within the team. Design II-A is a collaborative studio that includes

both architecture and building construction science students. The students as assigned to teams, with each student having a different role that provides an understanding of the various participants that constitute the design field. Teams work with community clients, such as the Starkville Parks Board or the MSU Sanderson Recreation Center, providing an opportunity to begin to understand the roles of the client, the designer, and the builder.

An advanced level of learning leadership and collaboration occurs in ARC 3546: Design III-B and ARC 5576: Design V-A. All students enroll in these required courses. The Design III-B collaborative studio includes both architecture and building construction science students. The semester project is addressed by teams, with students taking on roles that are appropriate to their majors. These roles allow students to experience different tasks, scheduling, and relationships within and outside of the team. Recent projects have addressed social and environmental issues, such as a campus museum, a Habitat for Humanity house or a net-zero parking garage for downtown Starkville. In Design V-A, students work in teams to respond to social, cultural, and environmental issues in Jackson and address a wide range of users. The complexity of the project requires that teams organize work, identifying leaders and tasks, creating schedules, and discussing design possibilities to arrive at an optimal resolution for the community. Addressing complex problems through teams enables students to recognize and experience leadership and collaboration.

Leadership and collaboration are also experienced in teams in ARC 3914: Structures II. In this course, students work in teams to build and test structures and examine materials and their fabrication. These collaborative experiences address complex problems that help build knowledge about resources and methods. While assessment for leadership and collaboration is not primary for this course, the endeavors do contribute to building leadership and collaboration skills. All students enroll in this required course.

Self-Assessment:

Assessing introductory levels of learning leadership and collaboration happens by reviewing the pavilion project in Design I-B and the collaborative project in Design II-A. A benchmark of 80% of the students scoring 75% or higher was set for the studio projects. In the pavilion project in Design I-B, 47 of 47 (100%) students achieved or exceeded this goal. Assessment of this exercise included teamwork, as a group of students needed to develop a unit and a pavilion composed of this unit, working together to design and construct the project. For the collaborative studio projects in Design II-A, the first project that involved teams with Building Construction Science students resulted in 54 of 64 (84%) students meeting or exceeding this goal. In the second project that involved collaboration with a partner, 55 of 64 (86%) students achieved or exceeded this benchmark. All these engagements demonstrated a fundamental comprehension of teamwork, collaboration, and the various players in the design process. Students learn to work collaboratively in these exercises and assessments reflect this learning. These benchmarks fall within the ranges proposed by the university.

Assessing advanced levels of learning leadership and collaboration occurs in examining the collaborative project in Design III-B and the team project in Design V-A. For the collaborative studio project in Design III-B, all assignments included some degree of leadership and collaborative activities. These assignments include collaborative work on precedent analysis, site analysis, precast concrete analysis, schematic design, and design development. With a benchmark of 75% of the students scoring 80% or better, the results of the four assignments ranged from 48 of 52 to 52 of 52 (92% to 100%) students meeting or exceeding this goal. For Design V-A, the benchmark was established at 75% of the students scoring 75% or better on each assignment. Leadership and collaboration were part of the assignments for the panorama, the site model, the color field, the study of the doors on Amite Street, and the projective model, with all these resulting in 100% of the students (38 of 38) scoring 75% or better. The collaborative work of this project is critical to its success. The second phase of the assignment for the doors on Amite resulted in 82% of the students (31 of 38) scoring 75% or better, and the following phase on the assignment of the doors on Amite resulted in 82% of the students (31 of 38) scoring 75% or better. These benchmarks fall within the ranges proposed by the university.

Leadership and collaboration are assessed in laboratory exercises in Structures II. Students work together on a concrete beam project as well as a plate and slab project. Students work together to develop these projects. With a benchmark of 80% of the students scoring 75% or better, both laboratory exercises resulted in 73 of 73 (100%) students meeting this goal. This benchmark is within a proposed range set by the university. The assessments in the 2023-2024 academic year constitute the first assessment cycle.

Summary of Modifications:

The pavilion project in Design I-B may be shifted in the schedule of projects for the semester to create a better sequence of learning. This change reflects a way to strengthen the introduction of leadership and collaboration in the curriculum. For Design II-A, smaller teams that allow students to be more engaged and a series of more focused iterations are planned to increase the learning of leadership and collaboration. Design III-B collaborative studio is currently having discussions with building construction science faculty to improve the team experience. These changes reflect an understanding of the current learning of leadership and collaboration and propose introducing modifications to strengthen these but are not a response to student grades. For Design V-A, the number of team members and the extent of the teamwork is being reviewed to balance the learning of leadership and collaboration with the sense of ownership the students develop. Again, these modifications aim to improve leadership and collaboration learning. For Structures II, the lecture schedule will be adjusted to better coordinate with the laboratory exercises. These modifications are planned to be instituted beginning in the fall semester of 2024. More information about these courses can be found in the digital files.

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.

Program Response:
Narrative: Introductory and Advanced Levels of Learning

An introductory level of recognizing a positive learning and teaching culture occurs in early design studios and courses, welcoming students to the program and establishing a supportive way of absorbing information and testing ideas. A discussion of how the design process is engaged and the creation of a supportive studio environment is established in ARC 1536: Design I-A. All students enroll in this required course. In this studio, architecture is introduced by sketching and drafting exercises as well as an analysis project prior to beginning a design project. This sequence enables students to adjust to college and design studios in a progressive manner. The course is taught by faculty with the support of one or two graduate teaching assistants. The graduate teaching assistants are present during the studio hours and increase the feedback and interaction. As students who have just graduated from our program and are enrolled in the Master of Landscape Architecture program, they are wonderful mentors. In this first studio, small projects that build to a larger final project are introduced to increase the complexities of design work. Establishing how work is accomplished in the program through the support of faculty and graduate students helps guide students in the program with the necessary support and encouragement.

An advanced level of recognizing a positive learning and teaching culture occurs in the work of the Director's Council, the student organizations, and faculty meetings that include discussions with the Teaching and Learning Center, the Writing Center, the Disabilities Center, or other support offices on campus. The Director's Council, which consists of representatives from each studio section and the leaders of each of the student organizations, meets monthly, with fifth-year representatives joining virtually. Discussions include announcements about events, student concerns, or any other issue the students which to address. Students relay announcements to their studios and organizations. Topics in recent years have included revising the Studio Culture Policy, revising course fees, coordinating student organization events, and discussing curriculum and program concerns. Revising the Studio Culture Policy happened over a series of months, with students reviewing policies from other programs and engaging in conversations about their needs and wants in program guidelines. After crafting a policy that was edited by students, administration, staff, and faculty, the S|ARC student body voted to approve it by an overwhelming majority. The Studio Culture Policy is on the website and posted in all studios. Course fees were also

addressed. Students asked for simplification of the fees that support the Plot Lab and Shop, supporting these facilities through the studios rather than a combination of studios and courses. Revisions for course fees were also approved by the S|ARC student body and implemented in the fall of 2024. While many difficult issues have been discussed in the Director's Council over the past three years, the students have been dedicated and engaged, working collectively to create a good learning environment. Conversations are open and students report that they believe they can bring any issue to the administration. Because each year is represented, younger students learn from the upper-level representatives, directly contributing to the learning and teaching culture. The coordination of the student organizations has also helped create a cohesive atmosphere in the program, and faculty involvement in activities such as Tau Sigma Delta's Friday Forum contributes to the development of an inclusive and engaged community. The faculty have also worked to create a supportive program through actions that range from open discussions about the curriculum, engaging in conversations to consider changes that strengthen the learning and experiences as well as serving as advisors to organizations, mentoring students, and connecting them with professionals.

ARC 5576: Design V-A, the Harrison Lecture Series, and events such as field trips, the Design Leadership Foundation and Career Expo provide additional experiences for establishing a positive learning and teaching culture. All students enroll in Design V-A, as it is a required course. The fifth-year studios in Jackson are structured to help usher students into a professional world, which requires a demonstration of a culture that includes teaching and learning. Students are expected to assume professional responsibilities, organizing their teamwork, scheduling their critiques, and using the downtown studios as an office. This places the creation and maintenance of a positive learning and teaching culture on the students, contributing to the establishment of good lifelong learning habits. The Harrison Lecture Series contributes to a positive learning and teaching culture as both faculty and students meet with the lecturer, sharing the program and the campus and conversing about the lecturer's work. Engaging with speakers in these ways is beneficial to everyone. Field trips are one of the highlights of each year and energize students and faculty alike. Faculty are often able to make connections with offices or schedule tours that are not available to the typical tourist. The time and effort required to organize a field trip for 50 to 60 students is significant, but this aspect of our program's culture makes a critical difference. Establishing programs such as the workshop with the Design Leadership Foundation and offering a Career Expo with over 60 firms directly contributes to a good learning and teaching culture as students recognize efforts to help them begin their professional careers.

Self-Assessment:

Assessing introductory levels of recognizing a positive learning and teaching culture is measured by reviewing the overall performance of Design I-A, which includes a focus on process that reflects a constructive educational experience. A benchmark of 75% of the students scoring 80% or higher for the work of the semester was established. The third and the final projects of the semester asked students to develop iterative design skills, which demonstrate the activities of a positive teaching and learning culture. In the third project, 79% of the students achieved a score of 80% or better, and in the final project, 90% of the students achieved a score of 80% or better. The projects and the approach to them in Design I-A establishes a positive and productive learning environment. These benchmarks fall within the ranges proposed by the university.

Assessing advanced levels of recognizing a positive learning and teaching culture is documented in Design V-A. With a benchmark of 75% of the students scoring 75% or higher on the assignments, the scores on the ten assignments exceeding the benchmark ranged from 28 of 38 (74%) students to 38 of 38 (100%) students. These ten projects included teamwork, group analyses, group model building, large- and small-scale studies accomplished in teams and individually, and presentations. The overall process and resulting products reflect teaching and learning the culture of the design profession. By assessing the team projects that include assignments of scales ranging from urban to details and team to individual, a strong teaching and learning culture is upheld. These benchmarks fall within the ranges proposed by the university.

In addition, the Director's Council minutes, faculty meeting minutes, and feedback from lecturers and professionals at the Career Expo provide feedback on the teaching and learning culture. The minutes reflect

progress on developing transparent and effective policies and work toward improvements in curriculum and teaching practices. Lecturers have conveyed their positive impressions of the students, faculty, and work produced in the program. Professionals responded positively to the Career Expo in surveys, complimenting the event and conveying excitement about the professionalism of our students and the quality of their work. These assessments provide documentation of the strong teaching and learning culture in the program and are the first assessments in this system, instituted in the 2023-2024 academic year.

Summary of Modifications:

The schedule for both Design I-A and Design V-A will be revisited and revised to improve the schedule for the projects, enabling students to spend a more appropriate amount of time on various stages. In addition, the introduction of graduate teaching assistants in first-year studio benefitted the first-year students, the graduate students, and the faculty as it improved the overall amount of instruction and support. These changes are in response to the curricular and program goals as increasing access to instruction aids the learning and teaching culture. This is not a response to student grades, as student grades are not a reason for modifying course, curriculum, and program goals. The Director's Council and student organizations will continue to meet regularly and will include an annual review of the Studio Culture Policy and fees. The administration hosts several coffee hours each semester to talk with all students about any concerns or considerations. Overall, the administration offers open communication with faculty, staff, and students to continue to improve the learning and teaching culture in the program. These modifications are planned to be implemented beginning in the fall of 2024. More information about these courses is available in the digital files.

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.

Program Response:
Narrative: Introductory and Advanced Levels of Learning

An introductory level of learning social equity and inclusion occurs in ARC 1546: Design I-B. All students enroll in this required course. In this studio, students examine the cultural and social history and context of Mississippi to develop a memorial for Emmett Till. A site visit prior to design includes a presentation by the Emmett Till Interpretive Center at the Sumner County Courthouse and seeing some of the places that are part of the event, such as the site of Bryant's Grocery, the barn, and the river. Learning of this event is new for some students, but well-known to others. The story and site are compelling and powerful, making direct connections between design and an understanding of the social and cultural forces. This project is a turning point for many students as they note that previous exercises seemed speculative and not meaningful, but this endeavor brings significance to the work.

An advanced level of learning social equity and inclusion occurs in ARC 3313: History of Architecture II, ARC 4313: Architectural Theory, and ARC 5576: Design V-A. All students enroll in these required courses. A diversity of contexts and communities is explored in History of Architecture II, which looks at the social, cultural, political, economic, and environmental forces that have helped shape the built environment. Topics include Native American architecture, the architecture of slavery, Gothic traditions, and architecture of the Renaissance. Weekly reflection papers ask students to respond to these topics, developing their abilities to discuss the issues that shape form and space. Exams also address these topics. Architectural Theory explores writings from a wide variety of cultures and investigates thinking that drives creative activities throughout the world. These courses provide insight into the diversity of global architecture and broaden the framework for analysis and evaluation, creating more inclusive perspectives. For Design V-A, the project location in Jackson required students to study local communities and the social, cultural, political, economic, and environmental forces on them. A diversity of people of various backgrounds and abilities as well as people who have a role or voice in Jackson are responded to through design.

Self-Assessment:

Assessing introductory levels of learning social equity and inclusion is recognized in the final project of Design I-B, the Emmett Till memorial. With a benchmark of 80% of the students scoring 75% or better, the third project in Design I-B involved final projects demonstrating issues of equity and inclusion. For the Emmett Till memorial, 44 of 47 (94%) students scored 75% or better, meeting the benchmark. As a national story of social, cultural, political, and historical importance, the Emmett Till project addresses social equity and inclusion. The benchmark for this project falls within the ranges proposed by the university.

Assessing advanced levels of learning social equity and inclusion is recognized in History of Architecture II through exams that included questions on topics related to equity and inclusion. A benchmark of 75% of the students scoring 80% or higher on the exams was met only on the final two exams, as 47% of students on the first exam scored 80% or higher, 40% of students scored 80% or higher on the second exam, 78% of students scored 80% of higher on the third exam, and 89% of students scored 80% or higher on the fourth exam. Critical social conditions are addressed in this course and tests cover this material. Social equity and inclusion were demonstrated in the papers in Architectural Theory, with a benchmark of 75% of the students scoring 80% or higher. Social, cultural, political, and economic values are included in the discussions and responded to in the papers. This benchmark was met, with 39 of 51 (76%) students scoring 80% or higher on the first paper and 44 of 51 (86%) students scoring 80% or higher on the second. In Design V-A, 75% of the students scoring 75% or better on each assignment was established as the benchmark. All assignments addressed social equity and inclusion to some degree, as the panorama, the site model, the color field, the numerous studies of the doors on Amite Street, and the projective model included analyses and responses to urban conditions at many scales. The site of the projects in this studio mandate that teams and individuals address social equity and social justice issues. All these assignments were completed with 31 to 38 of 38 (82% to 100%) students scoring 80% or higher. These benchmarks fall within the ranges proposed by the university, providing an overview that speaks to achieving and advancing curricular and program goals. This system of assessments was first introduced in the 2023-2024 academic year.

Summary of Modifications:

For projects in Design I-B, the story of Emmett Till creates a powerful introduction to issues of equity and inclusion. Discussion for improving this exploration has centered on changing the sequence of prior projects or the schedule to alter the approach to the exercise. While this change is not a response to student grades, it does aim to increase the ability of students to absorb and respond to the issues of equity and inclusion. For History of Architecture II, a more guided effort for reading comprehension will be implemented. Again, this is a response to strengthening student understanding of equity and inclusion. Architectural Theory will revise schedules of papers and highlight the need to address equity and inclusion specifically. This will increase student awareness of equity and inclusion in theoretical work but is not a response to student grades. In addition, the entire sequence of history and theory courses, including History of Architecture II and Architectural Theory, is part of a discussion within the college to share historical and theoretical coursework. This would allow for opportunities to study social equity and inclusion throughout art, interior design, building, and architecture, as well as explore these issues more deeply in courses addressing specific historical topics. For Design V-A, a reflection on the timeline of the projects and balance of team and individual work will provide a path to strengthening how social equity and inclusion is addressed in the work. While the issues are part of the design conversations, the expression of a response is not as apparent as it may be. Proposed modifications are planned to be instituted beginning in the fall semester of 2024. More information about these courses can be found in the digital files.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

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.

For SC.1-SC.4: The program must provide the following:

- A narrative description of how the program achieves and evaluates each criterion;

- Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis; and
- A summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.

Supporting materials demonstrating how the program accomplishes its objectives related to each criterion, including course syllabus, course schedule, and instructional materials, are due as digital exhibits at least 45 days prior to the visit.

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.

Program Response:
Narrative: Introductory and Advanced Levels of Learning

An introductory level of learning health, safety, and welfare in the built environment occurs in ARC 2713: Environmental Building Systems I and ARC 3713: Assemblages. Environmental Building Systems I discusses concepts about controlling environments for comfort, including natural ventilation and daylighting. Both these courses are required. In particular, EBS I includes student learning outcomes that recognize the "external" forces that bear upon cities, buildings, and the practice of architecture, recognize the effects of humans, our buildings, and our cities on the world, describe how humans have built buildings responding to environmental factors through history, use basic environmental building systems concepts and terminology correctly, and incorporate environmental building concepts into design strategies. These learning outcomes establish a general understanding of health, safety, and welfare issues. These can be found on the course syllabus. Assemblages addresses building code issues as well as health, safety, and welfare in building construction. In particular, student learning outcomes in this course include navigating the International Building Code, local zoning regulations, along with accessibility and egress requirements, researching and analyzing existing buildings to understand building material selection and structural system selection, and researching and identifying appropriate building materials and structural systems for a building they are designing. These are listed on the course syllabus. This course content is applied in the studio.

An advanced level of learning health, safety, and welfare in the built environment occurs in ARC 3723: Environmental Building Systems II, ARC 3914: Structures II, ARC 3546: Design III-B, and ARC 5443: Architectural Programming. Environmental Building Systems II discusses active systems for the thermal comfort, life safety, and energy efficiency, including learning environmental analysis tools. These are required courses. For EBS II, student learning outcomes include developing a basic understanding of mechanical systems, developing a basic understanding of lighting systems, and developing an awareness of active building systems in order to make informed design judgements regarding their appropriateness, performance, energy efficiency and sustainability. These learning outcomes are listed on the course syllabus. Structures II explores safety through the knowledge of forces and stresses, analyzing and optimizing structures. Student learning outcomes speak to directly to safe structures and include recognizing how forces and stresses affect form and how form affects these forces, employing knowledge of shear, bending and moment in statically indeterminate structures, employing knowledge of various structural systems including continuous beams, rigid frames, plates and shells as well as the basic concepts for foundation design, and analyzing and optimizing simple structures. These learning outcomes are listed on the course syllabus. Design III-B provides the opportunity for application of structural and environmental systems. Student learning outcomes for this course are numerous and include researching and analyzing relevant building codes, zoning, and accessibility as well as existing buildings and their use of precast concrete, designing with introductory environmental building systems, and designing with a response to egress and accessibility requirements as outcomes that are specific to health, safety, and welfare. The complete learning outcomes are noted on the course syllabus. In Architectural Programming, the senior project program includes code and regulation reviews. There are several student learning outcomes that speak to health, safety, and welfare, including recognizing the fundamental role architectural programming plays in successful project preparation, design and management, identifying the opportunities that architectural programming provides for increasing

understanding and trust between the architect and client and among the members of the project team, and applying knowledge of architectural programming in the development of a program document. These student learning outcomes are found on the course syllabus.

Self-Assessment:

In Environmental Building Systems I, our benchmark aims for 75% of students to score 80% or higher on the final paper that recognizes environmental concepts and proper application of the strategies in various climates. Specifically, the objective of the final paper is preparing a comprehensive report on environmental building systems for an assigned city, demonstrating understandings of key sustainability concepts, climate considerations, and passive design strategies. This assignment links to fundamental health, safety, and welfare issues and is found in the course materials. In Fall 2023, 60 of 62 (96%) students scored 80% or higher on this paper. Assemblages sets a benchmark of 70% of students scoring 80% of higher on assignments and exams. A range of 23 to 46 of 50 (46% to 92%) students scored 80% or higher on the exams. For the assignment on codes and research, 41 of 50 (80%) students scored 80% or higher. Specifically, this assignment asked for students to research and review the 2021 International Building Code (IBC) and zoning ordinances, using Building Codes Illustrated, 7th Edition. This assignment addresses codes as part of the health, safety, and welfare concerns of the profession. This assignment is found in the course materials. The assignment on accessibility resulted in 50 of 50 (100%) students scoring 80% or higher. Specifically, this assignment asked students to navigate the International Building Code, local zoning regulations, along with accessibility and egress requirements to develop an understanding of accessibility requirements and best practices. This assignment is found in the course materials. Codes and accessibility issues are applied in the studio and assessed indirectly in this setting. These benchmarks fall within the ranges proposed by the university and provide a general overview of student performance, identifying the accessibility of the material, the appropriateness of its place in the sequence of courses, and student preparedness.

In Environmental Building Systems II, a benchmark aims for 75% of students to score 80% or higher on assignments. The assignments are essays, diagrams, case studies, and papers that relate to issues of health, safety, and welfare. In this course, results ranged from 36 to 51 of 51 (70% to 100%) students scored 80% or higher on the exercises. Specifically, course assignments included having the students document the types and locations of heating, ventilation, and air conditioning (HVAC) and water heating systems in an existing building, writing essays on minimizing both operating and embodied energies, explaining geo-exchange (geothermal) heat pumps, air-to-air heat pumps, chilled beams, radiant floor heating, heat recovery ventilators (heat exchangers), displacement ventilation, and Thermal Energy Storage (TES), creating heating and cooling diagrams, axonometrics, and plans, perform a ClimateStudio radiation map analysis, execute a series of interior radiance renderings using ClimateStudio, and prepare a case study on sustainable design strategies and synergies, which are an integration of sustainable strategies that have a positive symbiotic performance to reduce the environmental impact of a building. These assignments relate directly to health, safety, and welfare issues. These assignments are found in the course materials. Using a benchmark of 80% of students scoring 75% or higher on assignments and exams, Structures II resulted in a range of 38 to 67 of 73 (52% to 92%) students scored 80% or higher on exams that covered concrete and continuous beams, rigid frames, foundations, masonry walls, and connections and 73 of 73 (100%) students scoring 80% or higher on lab assignments. Specifically, the lab assignments required students to create a concrete design and perform a strength test as well as create a paper structure and analyze its strength and stability. These assignments are found in the course materials. Tests that cover the lecture materials are included in the course materials. In Design III-B, an assessment of the projects includes a demonstration of a response to health, safety, and welfare through codes, zoning, and ADA regulations along with technical and ecological responses. With a benchmark of 75% of the students scoring 80% or better, results ranged from 48 to 52 of 52 (92% to 100%) students achieving this. Specifically, the assignments include a report on Code, Zoning, and ADA, Campus Plan, and Design and Construction Standards for the studio project, research and modeling on site influences, environmental influences, man-made influences, and green strategies, and developing a design that demonstrates structural systems, sustainability diagrams, egress diagrams, and wall sections. These assignments are included in the course materials. In Architectural Programming, a benchmark aims for 75% of the students to score 80% of higher on the drafts and final written program, which includes reviews of codes, regulations, and related issues. Specifically, one assignment is a code analysis for a project, understanding that codes are designed

to protect the health, safety and welfare of the public, and another is a building efficiency study, understanding net and gross areas of buildings and how those function. These assignments, as well as others, are included in the course materials. In Fall 2023, 30 of 38 (78%) students achieved this benchmark. These benchmarks fall within the ranges proposed by the university and provide a general perception of overall student performance, identifying the accessibility of the material, the appropriateness of its place in the sequence of courses, and student preparedness. These assessments were initiated in the 2023-2024 academic year, making these assessments the first cycle. More information about these courses is available in the digital files.

Summary of Modifications:

Environmental Building Systems I will be revised as the final paper assignment will include a greater depth of analysis. This modification is not a response to student performance, as grades do not direct course improvements, but rather refining and strengthening curricular expectations. Assemblages will be improved through revision of the guided notes to enable students to follow material more closely. Again, this is not a response to student grades but proactive efforts to increase learning. While principles and concepts from this course are integrated in Design III-A, the connections between the course and the studio will also be reviewed. This improvement demonstrates the focus on improving the entirety of the curriculum and program. Assemblages is currently coordinating exercises to the benefit of the Design III-A project processes and outcomes. While the courses are not co-requisites, the coordination provides greater support of meeting the health, safety, and welfare concerns in design endeavors. Similarly, use of digital simulation tools to understand and design buildings for health, safety, and welfare concerns is influential in Environmental Building Systems II and Structures II. Improving this learning is planned by linking these courses and the digital tool assignments to upper-level studios. Climate Studio, used in Environmental Building Systems II, and VisualAnalysis, employed in Structures I and Structures II, provide tools that aid design that responds to health, safety, and welfare issues. The expectation is that the use of these tools across focused courses and studios will benefit design processes regarding health, safety, and welfare concerns. Once again, these planned improvements stem from efforts to increase student learning opportunities through curricular connections and focusing on the entirety of the program rather than responding to student grades. Environmental Building Systems II will also be improved through review of process work and other methods to ensure that students absorb the material, and Structures II will be improved through reviews of the material before exams and better scheduling. For Architectural Programming, a review of the program assignments will identify how different aspects, such as those for codes and regulations, will be addressed and researched. The improvements for this course consider alterations to increase student learning. The precedents review is a particular piece to review for improvement. Modifications are planned to be instituted in the fall semester of 2024. More information on these courses is available in the digital files.

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.

Program Response:
Narrative: Introductory and Advanced Levels of Learning

An introductory level of learning about professional practice is tracked in the NCARB discussions with studios, speakers from the Harrison Lecture Series, visits to firms during field trips, Design Leadership Foundation events, AIA Emerging Professionals workshops, the Career Expo, and other similar events. Students in foundational studios are required to attend the NCARB discussions and all students are required to attend field trips. While these events disclose various aspects of the profession to students, externships, internships, and co-ops provide direct experience in architecture practice. Creating a recurring exposure to architectural practice, whether on campus or beyond, emphasizes the importance of the operations and standards that guide the profession. Discussions led by Associate Professor Gregory and Professor Spence address the licensing process and fundamental laws regarding architectural practice. In ARC 5353: Philosophy of Architecture, discussions of practice address the role of the architect and the ethics of design as a profession. Students are required to enroll in this course. Specifically, the student learning outcomes in this course include articulating relationships between equity and ecological

responsibilities in the design of buildings and articulating relationships between equity and ecological responsibilities in the design of cities, which speak to ethics, regulations, and business processes and the forces that influence them. The complete list of student learning outcomes for this course is noted on the course syllabus. These general discussions establish an awareness of the business of architecture and the ethics and regulations that guide it.

An advanced level of learning about professional practice occurs in ARC 5383: Legal Aspects of Architecture and ARC 5493: Architectural Practice. Legal Aspects of Architecture is taught by Judson Jones, a lawyer with Mockbee Ellis, a law firm that works with corporate law, general litigation, and contract negotiation and litigation. The course addresses contracts, licenses, professional relationships, the bidding process, construction responsibilities and oversight, and ethics. Students debate the topics. Homework includes open-ended questions about ethical and legal actions in practice, and a mid-term and final cover topics addressed in the course. Both these courses are required courses. Specifically, the syllabus for Legal Aspects of Architecture states that it is "designed to educate the architectural student with regard to the numerous legal principles encountered daily in the pursuit of a professional career and in the design, construction and administration of construction projects," and that "the course will focus upon an analysis of the contract concept, professional relationships, professional responsibility and liability, and the contract rights and responsibilities of the respective contracting parties." This material provides insights to ethics, contracts, and business concerns. Architectural Practice discusses the delivery methods of professional services, ethical decisions in practice, the structures of firms, business operations, financial management, and project management and principles. Specifically, the course aims to teach practice management, project management, codes, and firm case studies, providing understanding of these aspects of the profession. These two courses are part of the final semester, providing insight to a more sophisticated understanding of practice prior to graduation.

Self-Assessment:

Introductory levels of learning about professional practice are assessed through surveys distributed at the NCARB discussions and survey responses to the Career Expo. With over 90% of surveys after the NCARB discussions documenting accurate responses to general knowledge of the licensing process, students demonstrate a fundamental understanding of architecture. Career Expo surveys indicate students feel prepared to speak with potential employers and participate in practice. These surveys provide documented understanding of the level of basic comprehension about the profession. In Philosophy of Architecture, papers on the making of a sustainable, equitable building in a sustainable, equitable city reflect a general perspective of ethics in architecture. Specifically, assignments ask students to read a number of texts that address ethical and professional issues, write reflections on these essays, and develop a thesis question and paper that examines these problems. The assignments are explained in the course syllabus. With a benchmark aiming for 75% of students achieving 80% or higher on papers addressing this ethical aspect of the profession, 35 of 39 (87%) students met this benchmark in the first paper, while 36 of 39 (92%) students met this benchmark on the second paper. These benchmarks fall within the ranges proposed by the university.

Advanced levels of learning about professional practice are assessed through Legal Aspects of Architecture and Architecture Practice, two senior-level courses that focus on architecture as a business. Legal Aspects of Architecture, which is taught through the Socratic method of discussion, involved two assignments—the first on ethical conflicts and the second on the development of project checklists and contracts. Specifically, the first homework assignment asks for responses about conflicts of interest, professional conduct, disclosure, and other similar issues, while the second asks for completion of a project checklist that reflects AIA 201-2017 General Conditions of the Contract for Construction. These assignments are included in the course material. With a benchmark of 100% of students scoring 70% or better, the first assignment resulted in 36 of 38 (95%) students meeting this benchmark, while the second assignment resulted in 38 of 38 (100%) students meeting this. Architecture Practice, with a benchmark of 80% of the students scoring 80% or better on the projects and exams, had results in which the firm case studies project resulted in 34 of 38 (89%) students scoring 80% or better. The code analysis and life safety resulted in 27 of 38 (71%) students scoring 80% or better. Specifically, the first assignment asks for the ethics and philosophy of a selected firm to be identified and discussed, which speaks

directly to professional ethics and the business of architecture. The second assignment reviewed codes and life safety, providing another perspective on ethical and professional actions. These assignments are included in the course material. The three exams resulted in 37, 38 and 38 of 38 (97%, 100% and 100%) students scoring 80% or better. These benchmarks fall within the ranges proposed by the university. This assessment cycle started in the 2023-2024 academic year, making this the first cycle. More information on these courses can be found in the digital files.

Summary of Modifications:

S|ARC places great value in connecting students to the profession, which includes informing them about aspects of the practice ranging from the licensing process and early employment to ethical questions and contracts. The NCARB discussions, the visits to firms during field trips, and other events that expose students to professional practice establish a strong introduction to practice, and continuation and development of these events are planned. Surveys are gathered on NCARB discussions and Career Expos to establish an understanding of overall comprehension and allow planning for future events that shed light on the profession. Philosophy of Architecture has recently been revised and will make the adaptations needed to help students identify and clarify their perspectives on an ethical architecture. Changes are not considered in relation to student grades but instead are focused on contributing to an insightful grasp of the profession of architecture. Legal Aspects of Architecture will increase focus on ethical issues. Architectural Practice as also recently been revised, moving away from assignments such as cover letters and resumes as most students have already engaged in internships and co-ops. The shift toward firm ethics, philosophies, and project management aims to provide a deeper understanding of practice. These changes speak to curricular and program development and are planned to be implemented in the fall semester of 2024.

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.

Program Response:
Narrative: Introductory and Advanced Levels of Learning

An introductory level of learning about regulatory context of architecture, which helps our students recognize and abide by building laws and regulations, occurs in ARC 2536: Design II-A, ARC 3536: Design III-A, and ARC 3713: Assemblages. ARC 2536: Design II-A requires students to explore fundamental life safety issues in working with clients. The collaborative studio has worked with the Starkville Parks Board in the design of park benches, which mandates identification and application of regulations that guide designs safe for use by the public. In Fall 2023, the studio worked with the MSU Sanderson Center and had similar regulations to identify and employ. In ARC 3546: Design III-A, the housing projects require research and application of codes, egress, and land use. Specifically, both Design II-A and Design III-A include the learning outcome of making design decisions that demonstrate the synthesis of user requirements, regulatory requirements, site conditions, accessible design, and measurable environmental impacts of the architecture. These regulations are studied in Assemblages and applied in the studio. Specifically, Assemblages includes the learning outcome of navigating the International Building Code, local zoning regulations, along with accessibility and egress requirements. These learning outcomes are included on the syllabi and speak directly to ensuring that students understand the regulatory context of architecture. All students are required to enroll in these courses.

An advanced level of learning about regulatory contexts happens in ARC 3546: Design III-B and ARC 5443: Architectural Programming. In Design III-B, laws and regulations that mandate design responses are researched and applied in the project, including occupancy group evaluations, egress requirements, construction types and fire resistance, and zoning regulations. Specifically, Design III-B includes the learning outcomes of researching and analyzing relevant building codes, zoning, and accessibility as well as existing buildings and designing with a response to egress and accessibility requirements. These learning outcomes are included in the course syllabus. Architectural Programming enables students to review regulations regarding a project of their choice, involving

zoning, codes, and other regulatory requirements in an urban context. Specifically, the learning outcomes include recognizing the fundamental role architectural programming plays in successful project preparation, design and management and identifying the opportunities that architectural programming provides for increasing understanding and trust between the architect and client and among the members of the project team. These outcomes speak to the learning of regulatory contexts. These learning outcomes are included on the course syllabus. Both these courses are required courses.

Self-Assessment:

Introductory levels of learning about regulatory contexts are measured by performance in the Design II-A studio, which introduces life safety issues in designing for public use. Two projects had benchmarks of 80% of the students scoring 75% or higher on the project. In the first collaborative project, 54 of 64 (84%) students met or exceeded this goal, while the second project of two-person teams resulted in 55 of 64 (86%) students meeting this benchmark. Both these projects involved introductory learning for regulatory contexts with the review and application of codes, egress and land use. This is shown on the assignments as the outcome "Make design decisions that demonstrate the synthesis of user requirements, regulatory requirements, site conditions, accessible design, and measurable environmental impacts of the architecture" is included on the assignment sheets and the grading rubrics. These assignments and rubrics are included in the course materials in the digital files. Similar material was researched in Assemblages and applied in Design III-A design projects. Assemblages established a benchmark of 70% of students scoring 80% of higher on assignments and exams. The four exams resulted in 23 to 46 of 50 (46% to 92%) students meeting this benchmark. The assignment on codes and zoning resulted in 41 of 50 (82%) students achieving this mark, and the assignment on accessibility resulted in 50 of 50 (100%) students achieving this mark. Specifically, the assignment on codes and zoning asked students to complete a project research sheet and identify egress and accessibility diagrams that need to be developed. The assignment on accessibility asks students to evaluate accessibility. These assignments are included in the course materials in the digital files. In Design III-A, regulatory contexts addressing housing were reflected in the site analysis, unit design, schematic design, and final design assignments. With a benchmark of 75% of the students achieving a score of 80% or better, these assignments resulted in 48 to 52 of 52 (92% to 100%) students achieving this score. Specifically, this is included in assignments such as the assessment of egress and ADA plans in schematic and design development assignments. These assignments and rubrics are included in the course materials. These benchmarks fall within the ranges proposed by the university.

Advanced levels of learning about regulatory contexts are measured by performance in the Design III-B studio. With a benchmark of 75% of the students scoring 80% or better, the assignments on research, schematic design, and design development resulted in 48 to 52 of 52 (92% to 100%) students meeting this. Specifically, the assignment on code, zoning, and accessibility research asks students to develop a report on codes, zoning, and accessibility requirements for the studio project. The design development assignment asks students to produce information on egress diagrams. These assignments are included in course materials in the digital files. Architectural Programming set the same benchmark of 75% of the students scoring 80% or better on the drafts and final document. For the final document, 30 of 38 (78%) students met this achievement. Specifically, the building code analysis assignment required a basic code analysis for a proposed project. This assignment is included in course materials in the digital files. These benchmarks fall within the ranges proposed by the university, focusing on providing a perspective that keeps focus on developing and improving curricular and program goals. This assessment process was developed and introduced in the 2023-2024 academic year, making this the first full cycle of assessment.

Summary of Modifications:

Introducing students to the regulations that guide safe practices has a solid beginning in Design II-A. This course is being reviewed to ensure that the operations of the studio enable students to deepen the experience through smaller collaborative teams and more iterations of the work. These modifications do not respond to student grades but are reflective of improving student learning. The regulatory review in Assemblages will be studied to see ways in which students will be better able to grasp the material, including reviewing the guided notes and

schedule. Again, these modifications do not respond to student grades but aim to improve learning. The regulatory comprehension demonstrated in Design III-A and Design III-B met expectations, which may indicate that iterative application begins to show absorption of the material that has been discussed in numerous studios. While the programming document was only assessed for the final document, a review of different aspects of the assignments is helping develop this document. Of particular note is a greater emphasis on precedent studies. The modifications proposed will be implemented in the fall semester of 2024.

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.

Program Response:
Narrative: Introductory and Advanced Levels of Learning

An introductory level of learning technical knowledge occurs in ARC 2713: Environmental Building Systems I, ARC 2723: Materials, and ARC 3713: Assemblages. In Environmental Systems I, current sustainability and well-building standards on daylighting, discussions on contemporary studies of the thermal envelope, and discussions on theories such as cradle-to-cradle are presented. Specifically, EBS I includes the learning outcomes of describing how humans have built buildings responding to environmental factors through history, using basic environmental building systems concepts and terminology correctly, and incorporating environmental building concepts into design strategies. These learning outcomes are noted on the syllabus. In Materials, students visit forests, the MSU Department of Sustainable Bioproducts, discuss advancements in materials, and experiment in designing concrete units, gaining perspective on materials and technologies. Learning outcomes in this course include describing the origins and manufacturing processes of select natural and man-made building materials, evaluating the use of building materials in historic, contemporary and contextual design settings, identifying building materials by their properties (physical, mechanical, botanical, strength, durability, resistance, etc.), selecting and specifying building materials for a project based on technical data, performance criteria and architectural aesthetics, evaluating building envelope design and assembly through drawing, specification and analysis, and calculating and evaluating embodied energy for select building materials. These learning outcomes are noted on the syllabus. Assemblages provides a knowledge basis of assemblies from foundations to roofs, with an introduction to wall assemblies. Learning outcomes in this course include researching and analyzing existing buildings to understand building material selection and structural system selection, researching and identifying appropriate building materials and structural systems for a building they are designing, and applying knowledge gained in this course to create building construction assembly drawings to convey the materiality and structural intent of their designs. These learning outcomes are noted on the syllabus. All these courses are required.

An advanced level of learning technical knowledge occurs in ARC 3723: Environmental Building Systems II and ARC 3914: Structures II. Environmental Building Systems II presents an extensive exploration of heating, cooling, and daylighting, with an emphasis on energy efficiency. Climate Studio is taught as a design tool for students to employ in studio. Specifically, learning outcomes in Environmental Building Systems II include developing a basic understanding of mechanical systems, developing a basic understanding of lighting systems, and developing an awareness of active building systems in order to make informed design judgements regarding their appropriateness, performance, energy efficiency and sustainability. This material addresses established and emerging systems and technologies. The learning outcomes are included on the course syllabus. Structures II discusses concrete and continuous beams, rigid frames, foundations, masonry walls, and connections, experimenting these topics in laboratory. Like the laboratories in Materials and Structures I, this experience allows students to explore and investigate the properties of materials and connections. Specifically, learning outcomes in this course include recognizing how forces and stresses affect form and how form affects these forces, employing knowledge of shear, bending and moment in statically indeterminate structures, and employing knowledge of various structural systems including continuous beams, rigid frames, plates and shells as well as the basic concepts for foundation design. This material provides understanding of the assemblies and performances of building construction. These learning outcomes are included in the course syllabus. The ability to engage in this type of

making enables students to better understand systems, technologies, and assemblies. Students are required to enroll in both these courses. More information about all these courses can be found in the digital files.

Self-Assessment:

Introductory levels of learning about technical knowledge are measured through student performance in Environmental Building Systems I, Materials, Assemblages, and Structures I. In Environmental Building Systems I, a benchmark of 75% of the students achieving 80% or higher on the final paper was established. The final paper on sustainable strategies and climate considerations resulted in 60 of 62 (97%) students achieving this benchmark. Specifically, this paper has students research environmental conditions of a particular site and identify how buildings need to be modified for that climate. This investigation addresses the systems and technologies that comprise buildings. The assignment is included in the course materials. In Materials, the assignments on materiality and building envelope resulted 63 of 63 (100%) students achieving the benchmark, which was 75% of the students achieving 80% or better. Specifically, the first project asks students to experience and document the material components of a space, which introduces an awareness of what constitutes systems and assemblies in a building. The final project asks students to report on material selections in relation to performance, aesthetics, environment, permanence, and other aspects. These investigations address the elements that constitute systems and assemblies. This assignment is included in the course materials. A benchmark of 70% of students scoring 80% of higher on assignments and exams was set in Assemblages. The four exams had results that ranged from 23 to 46 of 50 (46% to 92%) students met that mark. The materials research assignment resulted in 17 of 50 (66%) students scoring 80% or better, and the architectural detailing assignment resulted in 31 of 50 (62%) students scoring 80% or better. Specifically, the materials research assignment asks students to select a structural system and materials assemblies, analyzing and specifying these systems. The architectural detailing assignment asks students to create a construction assembly that includes structure, roof, and cladding systems. This work speaks directly to building an understanding of systems, technologies, and assemblies. These assignments are included in the course materials. These benchmarks fall within the ranges proposed by the university.

Advanced levels of learning about technical knowledge are measured in Environmental Building Systems II and Structures II. In Environmental Building Systems II, a benchmark aims for 75% of students to score 80% or higher on assignments and quizzes. In the course, between 32 to 51 of 51 (62% to 100%) students met this benchmark on assignments and 50 and 51 of 51 (98% and 100%) students met this benchmark on both exams. Specifically, the assignments ask students to investigate heating and cooling systems, research embodied and operating energy, report on geo-exchange (geothermal) heat pumps, air-to-air heat pumps, chilled beams, radiant floor heating, heat recovery ventilators (heat exchangers), displacement ventilation, and Thermal Energy Storage (TES), diagramming heating and cooling systems, and low energy system studies. These assignments are included in the course materials in the digital files. Using a benchmark of 80% of students scoring 75% or higher on exams, Structures II met this goal as 38 to 73 of 73 (52% to 100%) students scored 75% or higher on exams and laboratory projects, which included topics ranging from concrete and foundations to frames and plates. Specifically, the laboratory projects enable students to learn about the materials and their principles, and the exams address structural systems and assemblies. These assignments and exams are included in course materials in the digital files. These benchmarks fall within the ranges proposed by the university. The assessment process was introduced only recently, with the first full cycle happening in the 2023-2024 academic year. More information about the courses is available in the digital files.

Summary of Modifications:

Environmental Building Systems I is reviewing the final paper assignment to increase the depth of the material and analysis. These modifications respond to strengthening student learning rather than responding to student grades. For Assemblages, coordination with Design III-A has already been established and is currently being refined to provide a greater connection between learning the content and its application in studio. These changes aim to provide a coordinated learning environment across the curriculum. For Environmental Building Systems II, the guided material will be reviewed to increase the amount of information available. This improves the learning context and furthers curricular and program goals. For Structures II, the materials will be covered in reviews prior

to the exams. In addition, the link between courses and studios is also being considered for the improvement of Environmental Building Systems II and Structures II. These improvements work to strengthen the curriculum and program. Student grades are not a driver of these modifications as the curriculum and program are designed and modified to achieve the desired outcomes. The Climate Studio tool is useful in helping students recognize how design decisions influence the sustainability of a building. By developing ways to embed this exercise in projects, the application of technical knowledge will be increased. Modifications to the courses are planned to be implemented in the fall semester of 2024.

For SC.5 and SC.6: Programs may design their curricula to satisfy these criteria via a single course or a combination of courses.

The program must provide the following:

- A narrative description of how the program achieves and evaluates each criterion;
- Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis; and
- A summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.

Supporting materials demonstrating how the program accomplishes its objectives related to each criterion, including course syllabus, course schedule, and instructional materials, are due as digital exhibits at least 45 days prior to the visit. Student work samples (see 2020 Conditions) are due at the time of the site visit.

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.

Program Response:
Narrative: Introductory and Advanced Levels of Learning

An introductory level of making design decisions that synthesize user needs, regulations, site concerns, accessibility, and sustainability is accomplished in ARC 2546: Design II-B. While all studios involve a degree of synthesis, requirements are limited in early experiences to help scaffold the complexities, encouraging students to focus on specific issues and explore ideas rather than satisfy complicated constraints. In Design II-B, the design synthesis involves engaging with a client, researching regulations and accessibility requirements, analyzing the site, and gathering sustainability data. This exercise begins to introduce the complexities of implementing design decisions. Specifically, the learning outcomes note this work through the learning outcomes of developing clear conceptual responses to a design problem, designing a small-scale building with a simple program in response to a specific site, analyzing and diagramming issues related to site and program, employing precedent analysis for typology, structure, materials, and environmental response, designing appropriate assemblies of materials in relation to structure and enclosure (tectonics), employing energy-efficient design principles, and visualizing environmental data. These learning outcomes address the teaching of making design decisions, synthesizing the needs of the user, client, and regulatory bodies, all in response to site and materials. These learning outcomes can be found on the course syllabus. All students are required to enroll in this course.

An advanced level of learning design synthesis is accomplished in ARC: 4546 Design IV-B. This studio is the final studio at the Starkville campus. Exercises are used to direct progress, beginning with conceptual studies. Program research, spatial planning, site analysis, code and accessibility analysis, regulatory requirements, structural systems, integration of building envelopes and assemblies, tectonics, embodied energy studies, environmental systems, storm water management, and carbon sequestration are explored, analyzed, and used to inform the design. Learning outcomes include synthesizing design decisions through collection, research, and analysis of information that informs the architecture and making design decisions that demonstrate the synthesis of user requirements, regulatory requirements, site conditions, accessible design, and measurable environmental impacts of the architecture. These outcomes are directly addressed in the exercises and are listed on the course syllabus. In Spring 2024, one studio designed a mass timber campus facility while the other two studios designed a black box theatre in Gulfport, Mississippi. These two studios were part of the NASEM grant. Both of these approaches added

greater complexity to the project, yet also brought more for the students to work with and explore. All students are required to enroll in this course.

Self-Assessment:

Introductory levels of learning design synthesis are measured by the work accomplished in Design II-B. This studio established a benchmark of 75% of the students scoring 80% or better on the assignments. The final project for this studio was completed in teams of two individuals. Assignments included essays on client needs, environmental technologies, site analyses, master plans, conceptual work, and schematic and final designs. Specifically, the essay assignment addresses user requirements, the research on sustainability strategies addresses the environmental impacts of design decisions, the site analysis examines site and program at different scales to understand site conditions, and the schematic and final design assignments involve developing spatial organizations that respond to site, program and landscape, and employing tectonics and assemblies of materials with sustainability principles and environmental systems. These assignments are found in the course materials. The six assignments resulted in 52 to 59 of 62 (84% to 95%) students achieving this mark. These benchmarks fall within the ranges proposed by the university and provides a general perception of overall student performance, identifying the accessibility of the material, the appropriateness of its place in the sequence of courses, and student preparedness.

Advanced levels of learning design synthesis are identified in the projects proposed in Design IV-B. The studio assessed grades in a series of exercises, with a benchmark of 80% of the students scoring 75% or higher. In conceptual work, 42 of 46 (91%) students scored 75% or higher, meeting the benchmark. In schematic work, including responses to users, regulation requirements, and accessibility issues, among others, 43 of 46 (93%) students scored 75% or higher, meeting the benchmark. In codes and accessibility, 39 of 46 (85%) students scored 75% or higher. For the tectonics, which was either mass timber or steel, 40 of 46 (87%) students scored 75% or higher. For developing environmental systems to respond to comfort and well-being, 41 of 46 (89%) students scored 75% or higher. For sustainability and embodied energy, 40 of 46 (87%) students met the benchmark. To be specific, the concept assignment asks students to synthesize conceptual design decisions through collection, research, and analysis of information that informs the architecture. The schematic design assignment, the codes and accessibility assignment, the tectonics assignment, the environmental systems assignment, and the sustainability and embodied energy assignment all added making design decisions that synthesized user requirements, regulatory requirements, site conditions, accessible design, and measurable environmental impacts. Each assignment prioritized the particular topic at hand. These assignments are included in the course materials. The benchmarks for these assignments fall within the ranges proposed by the university and provides a general perception of overall student performance, identifying the accessibility of the material, the appropriateness of its place in the sequence of courses, and student preparedness. The system of assessment within the program started with the 2023-2024 academic year, making this the first cycle. Jurors of both faculty and professionals reviewed the projects. In reviewing the learning outcomes of research, regulatory synthesis, building design integration, sustainability, digital tools and physical tools, jurors noted that most students achieved all or most of these goals.

Summary of Modifications:

The sequence of studios is being reviewed by the entire faculty, with an investigation of how the scaffolding of abilities occurs. The goal of this review is the identification of an explicit schedule of abilities that are able to be performed successfully in studios, building to accomplishing the totality of these in Design IV-B. While this currently happens in the studios in an implicit way, helping students to recognize the complexities of their projects over the sequence of studios and how they approach this development aids in the successful approach to design synthesis. The faculty recognizes that Design IV-B projects consistently exceed expectations, yet the studio seems to be perceived by students to progress at a faster pace and encounter more demands. By communicating a more consistent development of design requirements throughout the program, this engagement with studio work is better perceived and managed by the students. In addition, connections to other courses will be explored to help improve this studio, as well as focusing on conceptual development. Proposed modifications to both Design II-B and Design IV-B are not based on student grades but rather curricular and program goals that aim to improve the

overall student learning and its context. These modifications are planned to be implemented in the fall semester of 2024.

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.

Program Response:
Narrative: Introductory and Advanced Levels of Learning

An introductory level of learning building integration occurs in ARC 2546: Design II-B. This studio addresses building integration as content from Environmental Building Systems I, Design II-A, and Materials is employed in Design II-B activities. The studio approaches projects in teams of two students, enabling students to work together in preliminary development of environmental responses, basic codes and accessibility issues, site analyses, and basic structural understandings. Specifically, the learning outcomes for the course include developing clear conceptual responses to a design problem, designing a small-scale building with a simple program in response to a specific site, analyzing and diagramming issues related to site and program, employing precedent analysis for typology, structure, materials, and environmental response, designing appropriate assemblies of materials in relation to structure and enclosure (tectonics), employing energy-efficient design principles, and visualizing environmental data. These learning outcomes address the teaching of making design decisions that integrate structure and materials as assemblies and systems that respond to the physical and safety needs of a building. These learning outcomes can be found on the course syllabus. This approach to integration enables the development to occur through sharing information and discussing issues. All students are required to enroll in this course.

An advanced level of learning building integration occurs in ARC 4546: Design IV-B. This studio focuses on a particular material for structures, such as mass timber or steel. This provides a sustainable and current approach to the structure and building envelope systems. Specifically, the learning outcomes for the course include integrating building envelope systems and assemblies, structural systems, environmental control systems, life safety systems (including code analysis), and measurable outcomes of environmental building performance. The learning outcomes can be found on the course syllabus. Exercises begin with conceptual studies for the structure. Structural systems, integration of building envelopes and assemblies, tectonics, embodied energy studies, environmental systems, storm water management, and carbon sequestration are explored, analyzed, and used to inform the design. In Spring 2023, the studio was part of the NASEM grant, proposing a disaster resilient coastal development in Gulfport, Mississippi, introducing a challenging problem to be addressed with mass timber. In Spring 2024, one studio explored mass timber through a campus facility while the other two studios explored a black box theatre with a steel structure. The campus facility project connected the studio to the Mississippi Timber Association, while the black box theatre projects were part of the NASEM grant. All students are required to enroll in this course.

Self-Assessment:

Introductory levels of learning building integration are identified in the work accomplished in Design II-B. With a benchmark of 75% of the students scoring 80% or better on the assignments in Design II-B, the assignments included examinations of environmental technologies, site analyses, master plans, conceptual work, and schematic and final designs. While the results presented a range of achievements, the six assignments ended in 52 to 59 of 62 (84% to 95%) students achieving the benchmark. Specifically, the assignment on sustainable strategies asks students to research, analyze, and diagram structure, materials, and environmental responses to better understand sustainable strategies and environmental technologies. Site analysis and master planning assignments helped introduce students to measurable outcomes of building performance and passive environmental systems. Schematic and final design assignments ask students to address tectonics and proportions in the creation of material assemblies that constitute structure and enclosure as well as employ sustainable strategies in proposed environmental building systems. These assignments are included in the course materials.

Advanced levels of learning design synthesis are identified in the projects proposed in Design IV-B. A series of exercises each had a benchmark of 80% of the students scoring 75% or higher. In conceptual work that addressed the essence of the building piece in relation to the material, 42 of 46 (91%) students scored 75% or higher, meeting the benchmark. Specifically, the conceptual assignment asks students to propose a structural element that can operate as a basis of a design system. In schematic work that demonstrated a basic composition of structure, building envelope, and systems, 43 of 46 (93%) students scored 75% or higher, meeting the benchmark. In codes and accessibility integration in the design, 39 of 46 (85%) students scored 75% or higher. For the mass timber or steel tectonics, 40 of 46 (87%) students scored 75% or higher. For performing energy calculations and demonstrating other sustainable metrics, 41 of 46 (89%) students scored 75% or higher. Sustainability and embodied energy exercises resulted in 40 of 46 (87%) students meeting the benchmark. Specifically, these assignments ask students to integrate building envelope systems and assemblies, structural systems, environmental control systems, life safety systems (including code analysis), and measurable outcomes of environmental building performance, focusing on the related aspect. These assignments are included in the course materials. Benchmarks for these assignments fall within the ranges proposed by the university and provide a general perception of overall student performance, identifying the accessibility of the material, the appropriateness of its place in the sequence of courses, and student preparedness. The system of assessment began in the 2023-2024 academic year, making this the first cycle of assessment. Faculty and professionals juried the projects, offering responses for learning outcomes of research, regulatory synthesis, building design integration, sustainability, digital tools and physical tools. Jury responses documented that the work was largely successful, as most students were noted to meet all or most outcomes.

Summary of Modifications:

Like the improvements considered for design synthesis, improving building integration has introduced a faculty review of the sequence of studios, looking at the scaffolding of abilities. This review aims to identify an explicit schedule of abilities that are able to be performed successfully in studios, building to accomplish all these skills in Design IV-B. For Design II-B, improving time management and identifying individual work rather than that of a team will be explored. For Design IV-B, conceptual development and coordination with other courses will be considered. The modifications address curricular and program goals and are not driven by student performance as the program aspires to advance the education it offers. The proposed changes are planned to be implemented in the fall semester of 2024.

4—Curricular Framework

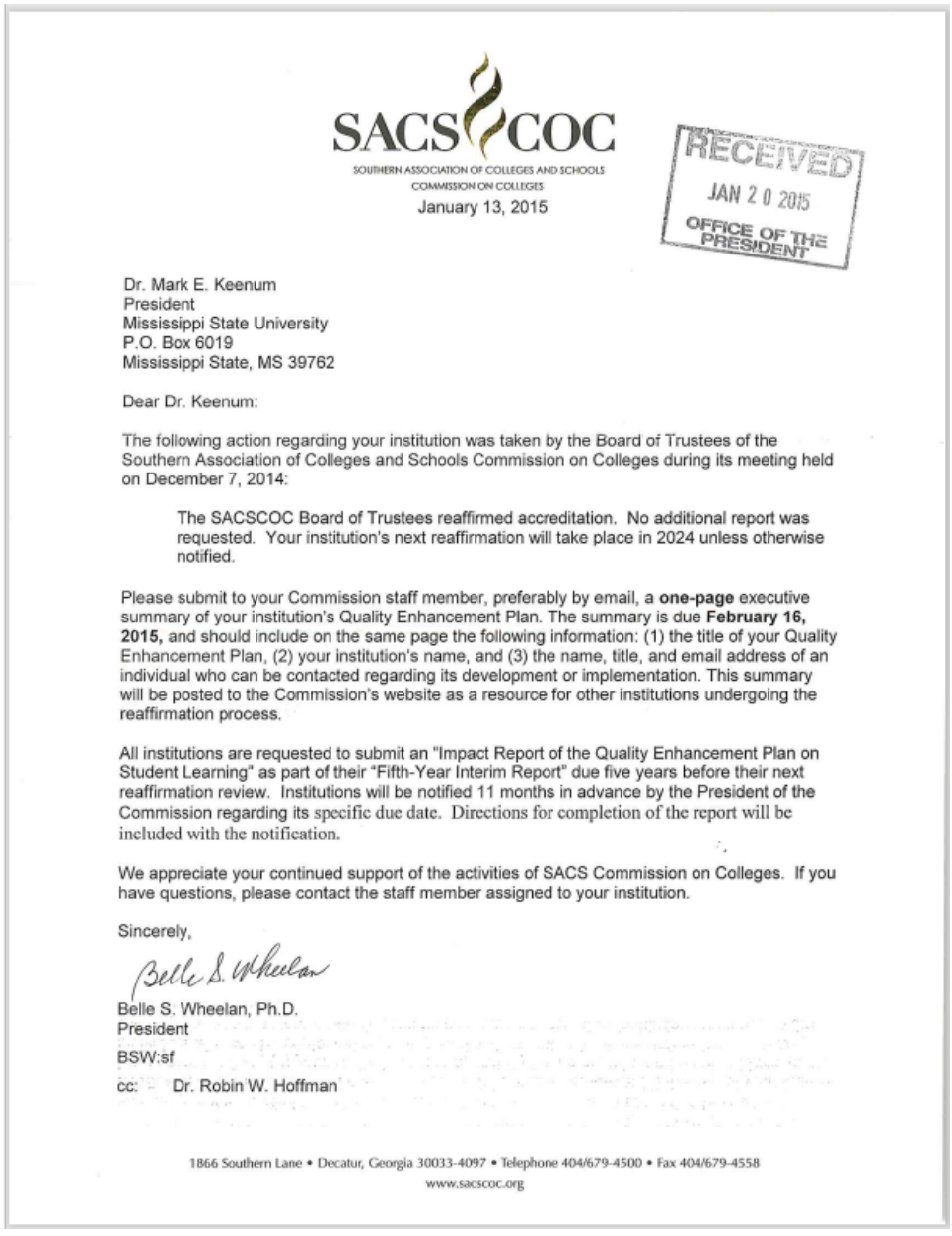
This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:

Mississippi State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges. The last accreditation was granted in 2024. We have not yet received the letter, as this announcement is sent at the beginning of the next academic year. Below is the current letter until January 2025.



SACSCOC
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

January 13, 2015

RECEIVED
JAN 20 2015
OFFICE OF THE PRESIDENT

Dr. Mark E. Keenum
President
Mississippi State University
P.O. Box 6019
Mississippi State, MS 39762

Dear Dr. Keenum:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges during its meeting held on December 7, 2014:

The SACSCOC Board of Trustees reaffirmed accreditation. No additional report was requested. Your institution's next reaffirmation will take place in 2024 unless otherwise notified.

Please submit to your Commission staff member, preferably by email, a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 16, 2015,** and should include on the same page the following information: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's website as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years before their next reaffirmation review. Institutions will be notified 11 months in advance by the President of the Commission regarding its specific due date. Directions for completion of the report will be included with the notification.

We appreciate your continued support of the activities of SACS Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW:sf

cc: Dr. Robin W. Hoffman

1866 Southern Lane • Decatur, Georgia 30033-4097 • Telephone 404/679-4500 • Fax 404/679-4558
www.sacscoc.org

4.2 Professional Degrees and Curriculum

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.

Program Response:

Mississippi State University School of Architecture offers an accredited, five-year undergraduate B.Arch. degree.

B.Arch.:
https://catalog.msstate.edu/undergraduate/collegesanddegreeprograms/collegeofarchitectureartanddesign/schoolofarchitecture/

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.

Program Response:

B.Arch. Curriculum:
https://catalog.msstate.edu/undergraduate/collegesanddegreeprograms/collegeofarchitectureartanddesign/schoolofarchitecture/#programsofstudytext

B.Arch. Professional Courses and Electives:
https://catalog.msstate.edu/undergraduate/collegesanddegreeprograms/collegeofarchitectureartanddesign/schoolofarchitecture/#coursestext

Courses required for the degree are noted in the catalog, with the sequence listed as follows:

First Year Fall:
ARC 1536: Design I-A (6 credit hours)
EN 1103: English Composition I (3 credit hours)
PH 1113: General Physics I (3 credit hours)
ART 1213: Freehand Drawing I (3 credit hours)
15 credit hours total

First Year Spring:
ARC 1546: Design I_B (6 credit hours)
EN 1113: English Composition II (3 credit hours)
PH 1123: General Physics II (3 credit hours)
Social/Behavioral Science Elective (3 credit hours)
15 credit hours total

Second Year Fall:
ARC 2536: Design II-A (6 credit hours)
ARC 2713: Environmental Building Systems I (3 credit hours)
Social/Behavioral Science Elective (3 credit hours)
Fine Arts Elective (3 credit hours)
15 credit hours total

Second Year Spring:
ARC 2546: Design II-B (6 credit hours)
ARC 2313: History of Architecture I (3 credit hours) (may be taken earlier)
ARC 2723: Materials (3 credit hours)
MA 1613: Business Calculus (3 credit hours)
15 credit hours total

Third Year Fall:
ARC 3536: Design III-A (6 credit hours)
ARC 3313: History of Architecture II (3 credit hours) (may be taken earlier)
ARC 3713: Assemblages (3 credit hours)
ARC 3904: Structures I (4 credit hours)
16 credit hours total

Third Year Spring:
ARC 3546: Design III-B (6 credit hours)
ARC 3323: History of Architecture III (3 credit hours) (may be taken earlier)
ARC 3723: Environmental Building Systems II (3 credit hours)
ARC 3914: Structures II (4 credit hours)
16 credit hours total

Fourth Year Fall:
ARC 4536: Design IV-A (6 credit hours)
ARC 4313: Architectural Theory (3 credit hours)
Approved Elective (3 credit hours)
Approved Elective (3 credit hours)
15 credit hours total

Fourth Year Spring:
ARC 4546: Design IV-B (6 credit hours)
ARC 4733: Site Planning for Architects (3 credit hours)
Approved Elective (3 credit hours)
Approved Elective (3 credit hours)
15 credit hours total

Fifth Year Fall:
ARC 5576: Design V-A (6 credit hours)
ARC 5353: Philosophy of Architecture (3 credit hours)
ARC 5443: Architectural Programming (3 credit hours)
ARC 5623: Theory of Urban Design (3 credit hours)
15 credit hours total

Fifth Year Spring:
ARC 5589: Design V-B (9 credit hours)
ARC 5383: Legal Aspects of Architecture (3 credit hours)
ARC 5493: Architectural Practice (3 credit hours)
15 credit hours total

152 credit hours for B.Arch. degree

For transfer students and students who begin at Mississippi State University but have not applied or been accepted to the program to begin in a fall semester, a summer studio sequence is offered. This alternative path enables

students to count previous college credits and complete the program in four years plus two summer terms. The sequence is as follows:

Summer First Term:
ARC 1536: Design I-A (6 credit hours)

Summer Second Term:
ARC 1546: Design I-B (6 credit hours)

This cohort follows the remaining courses for the program beginning with those courses listed for the fall of the second year and continuing through the spring of the fifth year.

It should be noted that, beginning in Fall 2024, the curriculum has changed to add two representation courses. These courses, ARC 2213: Representation I and ARC 3213: Representation II, replace ART 1213: Freehand Drawing (3 credit hours) and introduce a three-hour reduction in ARC 5589: Design V-B, changing it from a 9-credit hour studio to ARC 5586: Design V-B, a 6-credit hour studio. Because the first of these courses is being taught for the first time in Fall 2024, these courses are not assessed in this accreditation process. These courses are in the curriculum process and will be listed in the catalog as they are approved through all administrative levels.

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.

Program Response:

General education requirements for Mississippi State University:
http://catalog.msstate.edu/undergraduate/academicpolicies/degreesdegreerequirementsandscheduling/generaleducationrequirements/

The general education courses required to complete the B.Arch. degree at Mississippi State University are listed in the B.Arch. Curriculum:
http://www.catalog.msstate.edu/undergraduate/collegesanddegreeprograms/collegeofarchitectureartanddesign/schoolofarchitecture/#programsofstudytext

Courses for the general education requirements for the B.Arch. degree include English, Quantitative Reasoning, Natural Sciences, Humanities, Fine Arts, and Social Sciences. Architecture majors fulfill these requirements as follows:

English
EN 1103: English Composition I (3 credit hours)
(or EN1104: Expanded English Composition I (3 credit hours))
EN 1113: English Composition II (3 credit hours)
(or Accelerated English Composition II (3 credit hours))

Quantitative Reasoning:
MA 1613: Business Calculus (3 credit hours)
(MA 1313: College Algebra and MA 1323: College Trigonometry are to be completed prior to beginning the program. MA 1313 is able to be satisfied by scoring 24 or better on the math portion of the ACT, and MA 1323 is

able to be satisfied by scoring 26 or better on the math portion of the ACT. Credit for these courses may also be transferred from another institution.)

Natural Sciences:
PH 1113: General Physics I (3 credit hours)
PH 1123: General Physics II (3 credit hours)
ARC 2713: Environmental Building Systems I (3 credit hours)

Humanities:
ARC 2313: History of Architecture I (3 credit hours)
ARC 3313: History of Architecture II (3 credit hours)

Fine Arts:
Select 3 credit hours from General Education courses

Humanities:
Select 6 credit hours from General Education courses

Credit for general education courses may be awarded for those courses enrolled in and successfully completed at other institutions. Information about course transfers is provided on the MSU Transfer Course Articulation website: https://mybanner.msstate.edu/BannerExtensibility/customPage/page/msuStudentTransferArticulation If a course is not listed, inquiries may be made to: transferarticulation@registrar.msstate.edu.

Credit for architecture courses may be awarded for courses enrolled in and successfully completed at other institutions. This credit is reviewed when the application is received, which includes transcripts and a portfolio of student work. Course descriptions and syllabi are reviewed by appropriate S|ARC faculty (Structures professors review structural courses, e.g.) and equivalencies are awarded credit. Students are able to track the credit awarded by logging into MyState and generating a degree audit. The transfer courses populate the appropriate courses, tracking fulfilled requirements. Transcripts also provide information regarding transfer credit and can be reviewed by logging into MyState and reviewing transcripts.

Mississippi State University requires a minimum of 36 general education credits to successfully complete a degree: http://www.catalog.msstate.edu/undergraduate/academicpolicies/degreesdegreerequirementsandscheduling/

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires a minimum of 30 general education credits to successfully complete a degree:
https://sacscoc.org/https://sacscoc.org/app/uploads/2019/08/Interpret-CR-9.3.pdf

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.

Program Response:

S|ARC faculty offer electives that provide additional perspectives and deeper understandings of design and architecture. In the past few years, these offerings have included ARC 4990: Latin America and Latinx Architecture, ARC 4990: Evicted: Housing Insecurity Research, ARC 4990: Gender and Sexuality in Architecture, ARC 4990: Digital Design and Fabrication, ARC 4990: Professional Horizons, and ARC 4990: The Classical Language of Architecture. Evicted: Housing Insecurity Research was offered in Fall 2021 and again in Fall 2022. This course taught research and interview skills, documenting oral histories of Mississippians affected by housing insecurity issues. This course was part of a grant from the Mississippi Humanities Council and resulted in an exhibit in the Charlotte & Richard

McNeel Gallery in Giles Hall and at the Margaret Walker Center at Jackson State. Gender and Sexuality in Architecture examined how women and LGBTQ+ populations are recognized and treated in the design fields. Students in this course engaged in the Undergraduate Research Symposium, preparing research posters exploring and documenting a wide variety of gender-related investigations. Digital Design and Fabrication designed and built a counter and storage shelving for the outdoor adventures area in the MSU Sanderson Center, which is the campus recreation facility. Professional Horizons has been offered for the past three summers. This course takes students to New York City for a month to introduce them to the profession, visiting firms and learning about architecture, landscape architecture, and interior design. While many students are sponsored through the Design Leadership Foundation, some students pay their own expenses to join the course. The Classical Language of Architecture examined the proportions of columns, pediments, and other traditional forms, analyzing the pieces through drawings in pencil and pen as well as doing ink washes. The Latin America and Latinx Architecture seminar produces an exhibit for Hispanic Heritage Month. This array of electives typically springs from interests of faculty and provides new ways to explore topics related to design.

MSU also offers the opportunity for students to take Directed Independent Study courses, which can vary in credit hours. These courses are usually specific research endeavors and have included Assistant Professor Hunter and a number of students who have researched the African American community of Mound Bayou in small groups over several semesters and Associate Professor Lopez Barrera and a number of students who have researched Hispanic architecture for the Undergraduate Research Symposium. Assistant Professor Malaia directed the 2022 Aydelott award recipient who wrote a paper on the visited works in Fall 2022, and in Fall 2023, Professor Herrmann directed the 2023 Aydelott award recipient on the visited works for that year. In Spring 2024, Associate Professor Lopez Barrera guided a student on an Honors Thesis for Shackouls Honors College. These courses enable personalized and focused study that develops research skills.

S|ARC students enroll in courses of interest, including courses that fulfill the Historic Preservation minor, Interior Design Studies minor, Lighting Design minor, or minors in other areas of the College of Architecture, Art, and Design. A new Bachelor of Science in Data Science includes a concentration in “Visualization and Visual Analytics for the Built Environment.” A minor in Building Construction Science is expected to be introduced next year. Many students pursue minors outside of the college as well, such as Business Administration, Entrepreneurship, and Sociology. Students are also pursuing concentrations such as the Geographic Information Systems (GIS) as well as double majors, such as Political Science. While students are encouraged to take courses that work toward minors, double majors, or other achievements that are noted on their transcripts, students are also welcome to take any MSU course of interest. Our students have taken courses across the college and university, ranging from languages and social sciences to mathematics and physical sciences.

Approximately one-quarter of our students are enrolled in Shackouls Honors College when they begin at Mississippi State University. This university-wide program allows students to enrich their undergraduate academic experience through challenging courses, opportunities to study with faculty, travel grants, and other educational activities. Honors sections are offered in the design studios in the first and second years of the program, with these students engaged in additional investigations. Many architecture students pursue honors coursework that explores architectural topics through Directed Independent Studies courses. Students are recognized as an Honors College Scholar at graduation with the completion of the required honors credits and a senior capstone.

S|ARC students are also able to pursue an Accelerated Master of Landscape Architecture Program. Qualified undergraduates in design programs can earn up to 16 hours of graduate level coursework during their junior and senior years, earning undergraduate and graduate credit simultaneously. After graduating with their B.Arch. degree, students complete the Master of Landscape Architecture degree in the next year. This enables students to earn a Bachelor of Architecture and a Master of Landscape Architecture in six years. The Building Construction Science program plans on offering a Master of Science in Construction Management, which will provide another graduate option for our students.

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.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:

The Mississippi State University School of Architecture offers the following:

- Bachelor of Architecture
- Historic Preservation Minor

The Mississippi State University College of Architecture, Art, and Design offers the following:

Department of Art:

- Bachelor of Fine Arts, Fine Arts Concentration
- Bachelor of Fine Arts, Graphic Design Concentration
- Bachelor of Fine Arts, Photography Concentration

Department of Building Construction Science:

- Bachelor of Science in Building Construction Science

Department of Interior Design:

- Bachelor of Science in Interior Design
- Master of Fine Arts in Historic Preservation

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. Programs must provide accredited degree titles, including separate tracks.

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.

Program Response:

The Bachelor of Architecture degree is completed in 152 credit hours. These credit hours are composed of 39 credit hours of general education (of these, there are 6 credit hours in pre-requisite mathematics, which are not counted in the 152 credit hours as they are required prior to acceptance in the program, and 9 credit hours in the School of Architecture curriculum—ARC 2313: History of Architecture I and ARC 3313: History of Architecture II, both of which are 3 credit hours each of Humanities, and ARC 2713: Environmental Building Systems I, which is 3 credit hours of Natural Sciences), 107 credit hours of architecture, and 12 credit hours of electives.

The architecture curriculum is often discussed as comprising of four areas, which are:

- Design: courses teaching space and form through thinking and making,
- History and Theory: courses teaching past and present architecture and the ideas and forces that shape it,
- Technology: courses teaching the principles of structures, enclosure systems, environmental controls, electrical, plumbing, life safety, and land use,
- Professional Practice: courses teaching the business and laws of practice.

The required courses for the Bachelor of Architecture are:

General Education Requirements

English		
EN 1103	English Composition I	3
or EN 1104	Expanded English Composition I	
EN 1113	English Composition II	3
or EN 1173	Accelerated Composition II	
Quantitative Reasoning		
MA 1613	Calculus for Business and Life Sciences I [1]	3
Natural Sciences		
PH 1113	General Physics I	3
PH 1123	General Physics II	3
ARC 2713	Environmental Building Systems I [2]	3
Humanities		
ARC 2313	History of Architecture I [3]	3
ARC 3313	History of Architecture II [3]	3
Fine Arts		
See General Education courses		3
Social Sciences		
See General Education courses		6
Major Core		
ARC 1536	Architectural Design I-A	6
ARC 1546	Architectural Design I-B	6
ARC 2536	Architectural Design II-A	6
ARC 2546	Architectural Design II-B	6
ARC 3536	Architectural Design III-A	6
ARC 3546	Architectural Design III-B	6
ARC 4536	Architectural Design IV-A	6
ARC 4546	Architectural Design IV-B	6
ARC 5576	Architectural Design V-A	6
ARC 5589	Architectural Design V-B	9
ART 1213	Drawing I	3
ART 1223	Drawing II [4]	3
ARC 2313	History of Architecture I (see Gen. Ed.) [3]	3
ARC 3313	History of Architecture II (see Gen. Ed.) [3]	3
ARC 3323	History of Architecture III	3

ARC 4313	Architectural Theory	3
ARC 2713	Environmental Building Systems I (see Gen. Ed.) [2]	3
ARC 3723	Environmental Building Systems II	3
ARC 2723	Materials	3
ARC 3713	Assemblages	3
ARC 3904	Architectural Structures I	4
ARC 3914	Structures II	4
ARC 4733	Site Planning for Architects	3
ARC 5383	Legal Aspects of Architecture	3
ARC 5443	Architectural Programming	3
ARC 5493	Architectural Practice	3
ARC 5353	Philosophy of Architecture	3
ARC 5623	Theory of Urban Design	3
Approved Electives		12

Oral Communication Requirement:

Satisfied by successful completion of Architectural Design courses.

Writing Requirement:

Satisfied by successful completion of ARC 4313

Total Hours	152

[1] MA 1313 College Algebra and MA 1323 Trigonometry should be completed prior to beginning studies in architecture. Students may satisfy math prerequisite requirements of MA 1313 College Algebra with a 24 ACT Math score. Students may also take the College Level Examination Program (CLEP) exam to place out of MA 1313. Students with a 26 ACT Math score may satisfy the prerequisite of PH 1113 General Physics I.
[2] Counted as both Science requirement and Major Core.
[3] Counted as both Humanities requirement and Major Core.
[4] ART 1223 Drawing II is required of all students receiving a grade of "C" or less in ART 1213 Drawing I.

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.

Program Response:

The Mississippi State University School of Architecture does not offer a Master of Architecture.

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.

Program Response:

The Mississippi State University School of Architecture does not offer a Doctor of Architecture.

4.3 Evaluation of Preparatory Education. 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.

Program Response:

The Bachelor of Architecture program accepts applicants who are high school graduates, transfer students, change-of-major students, and undeclared-architecture students, or students who previously applied to the program but were not accepted at that time. The Mississippi State University Office of Admissions and Scholarships handles all applications to the university. Beginning on August 1st, all prospective students are invited to apply to MSU for enrollment the following academic year. The application deadline is rolling. Application information to Mississippi State University is found here: https://www.admissions.msstate.edu/prospective-students/steps-to-enrollment#admission-requirements

Application Process for High School Graduates

Full admission is granted to high school graduates who have completed the required College Preparatory Curriculum with a 2.0 grade point average or satisfied the National Collegiate Athletic Association standards for student-athletes who are full or partial qualifiers under Division I guidelines. ACT and SAT test scores are optional. Students who do not submit test scores will be reviewed for admission based on high school performance, placement testing, interests, and skills. MSU accepts ACT and SAT superscores. A $40 application fee is waived for active military and veterans as well as students who have a request for waiver of the ACT or SAT tests. Official high school transcripts are required to be submitted, and records of any coursework of college credits. Proof of immunity to measles, mumps, and rubella is also required.

High school seniors accepted to Mississippi State University and indicating an interest in architecture are assigned an "undeclared – architecture" major. Application to the School of Architecture is available starting on October 15th, with an early acceptance deadline of December 15th and a second acceptance deadline of January 15th. To be considered for scholarships, the university's general scholarship application must be completed by December 1st. The application includes an essay, an academic resume, required drawings, and a portfolio. These pieces, along with the high school gradepoint and ACT or SAT exam scores from the university application, are reviewed and ranked. A description of the application materials and process is found here: https://www.caad.msstate.edu/academics/majors/architecture/admission-requirements

MSU S|ARC accepts 52 students into its first-year fall studio, selected based on academic, artistic, and personal qualifications. The S|ARC advisor and the S|ARC director review and rank the applications. The list is kept confidential. Early admission, with the deadline of December 15th, is reserved for students with a high school gradepoint of 3.5 or higher and an ACT composite score of 26 or higher. Students are notified for early acceptance in mid-December. Other applications are reviewed and ranked in late January, with acceptance letters sent in early March. The number of acceptance letters sent out between mid-December and early March is never more than 52, and students are asked to inform us of their intention of being part of the incoming first-year class within 30 days of acceptance. If they do not accept a seat or inform us that they are declining the seat after originally informing us of acceptance, we remove them from the roster and offer the seat to the next student with the highest rank on the

list. Students who apply after October 15th and up until the first day of their first semester have applications reviewed and ranked. The top-ranked applicant is offered a place in the program as a spot becomes available.

Application Process for Transfer, Change-of-Major, and Undeclared-Architecture Students

For transfer students, full admission is considered for those who have completed 15 or more transferable hours, have a gradepoint of 2.0 on all hours, and are in good academic standing. If they have completed less than 15 transferable hours, have a gradepoint of 2.0 on all hours, and are in good academic standing, they also submit their high school gradepoint and ACT or SAT scores for consideration. A $40 application fee is waived for active military and veterans as well as students who have a request for waiver of the ACT or SAT tests. Official transcripts from all colleges or universities attended are required. Proof of immunity to measles, mumps, and rubella is also required.

Transfer students accepted to Mississippi State University and indicating an interest in architecture are assigned an "undeclared – architecture" major. This process is the same as that of a high school student, with application to the School of Architecture is available starting on October 15th. Transfer student applications are reviewed by March 1st and notifications of acceptance are sent in early March. Semester placement is determined by previously completed college coursework. For transfer students who have no prior architecture coursework, summer acceptance is offered. Summer acceptance enables students to enroll in and complete ARC 1536: Design I-A and ARC 1546: Design I-B in the two summer sessions. Students are then able to enter the fall semester enrolling in ARC 2536: Design II-A, in the second year of the program. Typically, between 10 and 20 students select the summer path, bringing the second-year class to between 50 and 60 students. To be considered for scholarships, the university's general scholarship application must be completed by March 1st. The application includes an essay, an academic resume, required drawings, and a portfolio. These pieces, along with the gradepoints and test scores from the university application, are reviewed and ranked. A description of the application process to the School of Architecture is found here: https://www.caad.msstate.edu/academics/majors/architecture/admission-requirements

Course transfer information is found on the Mississippi State University Transfer Course Equivalents list, which allows students to look for equivalent coursework from colleges and universities in other states. While inquiries of particular courses are received at transferarticulation@registrar.msstate.edu, the list is found here: https://mybanner.msstate.edu/BannerExtensibility/customPage/page/msuStudentTransferArticulation

For transfer students who have been enrolled in architecture programs, transfer credit for architecture courses is evaluated and placement made based on equivalent credit hours or studios as well as the evaluation of the portfolio and in accordance with the transfer course equivalency. Other architecture courses are evaluated by specific faculty reviewing course descriptions and syllabi and in accordance with the transfer course equivalency. All transfer students can track the credit granted on their MyState Transcripts page. To enable students to track credits, all work is in electronic rather than physical form. As is standard practice for NAAB visits, the advisor of the school will review examples of university processes and forms that track transfer credits for both non-architecture and architecture courses during the visit. This maintains all FERPA standards.

Change-of-major students, or students who are currently enrolled at Mississippi State University in another program but interested in pursuing architecture, meet with the S|ARC advisor to review coursework and discuss classes. After submitting a Change of Major form, students can apply to the program. The standard application, which includes an essay, an academic resume, required drawings, and a portfolio, is reviewed by the S|ARC advisor and S|ARC director. Applications are due March 1st with invitations sent out in early March for summer acceptance. With this schedule, students are able to complete the first two design studios in the two summer sessions and enter the second-year studio in the fall semester. To be considered for scholarships, the university's general scholarship application must be completed by March 1st.

Undeclared-architecture students, or students who have previously applied to the program but were not admitted at the time, enroll in courses that follow the architecture curriculum except for ARC 1536: Design I-A and ARC

1546: Design I-B. After the first semester, student performance in MSU courses is reviewed by the S|ARC advisor. Those students who have submitted an application, which includes an essay, an academic resume, required drawings, and a portfolio, and are still interested in pursuing a B.Arch., are informed in early March for summer acceptance. Summer acceptance enables students to complete the first two design studios in the two summer sessions and join the second-year studio in the fall semester. To be considered for scholarships, the university's general scholarship application must be completed by March 1st.

Any applicant that has questions about the application process can submit a question through the website or contact the program through e-mail, phone, or mail.

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**.**

Program Response:

S|ARC does not rely on preparatory education experience to meet accreditation criteria. The only courses that students are expected to complete prior to the listed 152 credit hours are MA 1313: College Algebra, and MA 1323: Trigonometry. However, College Algebra is waived if the student has earned an ACT math subscore of 24 or greater, and Trigonometry is waived if the student has earned an ACT math subscore of 26 or greater. The ACT math subscore of 26 or greater or the successful completion of these math courses serves as the prerequisite for PH 1113: General Physics I.

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.

Program Response:

MSU evaluates all prior general coursework and documents credit in "Transcripts" and "Transfer Courses" in the student records section in Banner on the MyState website. The articulation is standardized through the Office of Admissions and Scholarships, and students are aware of the courses that transfer prior to enrolling because of inquiries at transferarticulation@registrar.msstate.edu or the "Transfer Course Equivalencies" website: https://mybanner.msstate.edu/BannerExtensibility/customPage/page/msuStudentTransferArticulation

Students are typically accepted into first year in the fall semester for a five-year path to the B.Arch. or the summer semester prior to second year for a four-year-one-summer path to the B.Arch. Students entering at these times are aware of their length of study with this entry. Students who transfer in are aware of the evaluation of their previous coursework through the record of transferred courses and meeting with the S|ARC advisor. Students are also able to see the courses they need to complete their degree by reviewing "Degree Works" or "Degree Audit Checklist" in the student records section in Banner on the MyState website. The timeline for both the five-year path and the four-year-one-summer path are noted on the website at https://www.caad.msstate.edu/academics/majors/architecture.

5—Resources

5.1 Structure and Governance. 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.

Program Response:

Mississippi State University is one of eight Institutions of Higher Learning (IHL) in Mississippi. IHL is the governing body responsible for these public institutions and has a Commissioner of Higher Education who is responsible for carrying out the Board's policies.

Mississippi State University is led by President Mark Keenum, who is served by academic and non-academic leaders of the various bodies that constitute the institution. President Keenum oversees a Special Assistant for Government Affairs, a Director of Internal Audit, a Senior Deputy Athletic Director for Compliance, and a General Counsel, as part of the operations of the university. He also directs a Vice President for Student Affairs, a Vice President for Access, Diversity & Inclusion, a Vice President for Agriculture, Forestry & Veterinary Medicine, a Vice President for Research & Economic Development, a Vice President for Finance & Administration, a Vice President for Development and Alumni, a Director of Athletics, and an Executive Director of External Affairs. The final individual whom the President oversees is Provost & Executive Vice President David Shaw.

The Provost manages the academic divisions of the university. The positions that report to him include the Associate Vice Provost of Student Success & Dean of Students, the Executive Vice Provost of Academic Affairs & Dean of the Graduate School, the Assistant Vice President of Enrollment & University Registrar, the Vice Provost for Academic Affairs, the Associate Vice President of Faculty Affairs, the Assistant Vice President for Strategy & Effectiveness, the Risk and Compliance Officer, the Chief Human Resources Officer, the Chief Technology Transformation Officer, the Associate Vice President & Head of Campus in Meridian, the Associate Vice President for International Programs, Executive Director of the International Institute, and ten deans. The deans include the Dean of the College of Architecture, Art, and Design, the Dean of the College of Arts and Sciences, the Dean of the Bagley College of Engineering, the Dean of University Libraries, the Dean of the College of Education, the Dean of the College of Business, the Dean of Shackouls Honors College, the Dean of the College of Forest Resources, the Dean of the College of Agriculture & Life Sciences, and the Dean of the College of Veterinary Medicine. The MSU organizational chart is found here:
https://www.president.msstate.edu/sites/www.president.msstate.edu/files/MSU_Org_Chart_070122.pdf

Dr. Angi Bourgeois is the Dean of the College of Architecture, Art, and Design. She serves as representative of the college to the university administration, leads all college initiatives and has final responsibility for the unit. CAAD is also served by an Associate Dean of Academics, Professor Dominic Lippillo, who assists with academic issues in the college, and an Associate Dean of Research, Dr. Bimal Balakrishnan, who oversees all research in the college. CAAD consists of three departments, one school, and three research centers. The three departments include the Department of Art, led by Professor Critz Campbell, the Department of Building Construction Science, led by Dr. Syed Ahmed, and the Department of Interior Design, led by Dr. Beth Miller. The School of Architecture is led by Dr. Karen Spence. The research centers include the Fred Carl Jr. Small Town Center, led by Leah Kemp, the Gulf Coast Community Design Studio, led by Professor David Perkes, and the Jackson Community Design Center, led by Professor Jassen Callender. The Fred Carl Jr. Small Town Center addresses issues in small and rural communities in Mississippi. The Gulf Coast Community Design Studio was established after Hurricane Katrina and continues to serve the communities on the coast. The Jackson Community Design Center focuses on urban issues in mid-size cities. The centers engage in outreach through grants and donations. The FCSTC and the GCCDS have staff of designers, landscape architects, and other support personnel. All centers hire students as interns to assist with projects.

The college is supported by a staff that includes CAAD Director of Development David Angle, who works with the MSU Foundation to secure financial support for the college through gifts and donations, CAAD Building Services Coordinator Scott Hudspeth, who oversees activities in the Shop, including the wood shop and fabrication tools such as the 3D printers, laser cutters, and CNC machine, CAAD Communications Specialist Christie McNeal, who oversees all public communications and manages the website, CAAD Business Manager Darlene Gardner, who attends to the financial operations of the college, and Administrative Assistant to the Dean Taylor Taggart. This staff reports to the dean and supports all the departments, school, and centers.

The School of Architecture is supported by S|ARC Director's Assistant Pandora Prater, who oversees academic records and course scheduling, S|ARC Administrative Assistant Sharon Gillespie, who oversees all the financial records and employment papers, and S|ARC Coordinator of Advising/Admissions and Computing Laura Mitchell. At the Jackson Center, S|ARC Administrative Assistant Lacy Ward oversees the academic and financial records, and S|ARC Senior Library Associate Tammy Vaughn manages the Jackson Center library.

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.

Program Response:

The roles and responsibilities of the faculty, staff, and students at Mississippi State University are described on pages 7-9 of the Faculty Handbook, found here: https://www.provost.msstate.edu/faculty-handbook

The primary roles and responsibilities of faculty are teaching, research, and service. The Faculty Handbook states that the faculty is also tasked with ensuring that the academic mission of the institution is pursued. Curriculum, course topics and instruction methods, degree requirements, and advising compose the core of this mission and are the responsibility of the faculty. Faculty scholarship, status, and service are related tasks defined by the faculty. The faculty advises the administration on these issues through appropriate channels. The administration follows this directive, unless there is clear and compelling reason to deviate, which must be documented. Faculty also advise about administrative matters, assess faculty performance, help select university officers, determine institutional priorities, and establish guidelines for salaries.

The primary role and responsibility of staff is to support administration and faculty in carrying out the mission of the university. The staff attend to the operational aspects of the institution, including working with academic and financial records, planning and reports, and other day-to-day responsibilities. Input from staff plays a critical role in decisions made by faculty and administration, and staff provide advice for practices and policies regarding the academic mission of the university.

Students have a voice in the institution and are encouraged to be involved in helping to achieve the university mission through committees, councils, and other avenues.

The roles and responsibilities of the S|ARC faculty follow the roles and responsibilities of the university faculty. S|ARC faculty decide and direct the development of the curriculum, determine degree requirements, identify course topics and teaching methods, and make decisions regarding advising. S|ARC faculty also define the expectations for faculty scholarship and service. Faculty status is decided through the promotion and tenure processes, with faculty determining criteria to be met. The faculty advises the S|ARC Director, who is responsible for carrying out the direction set by the faculty. The Director only deviates from the direction established by the faculty in extenuating circumstances, and is responsible for developing a clear, timely, and financially responsible plan for working toward and achieving the defined program goals.

The primary role and responsibility of the S|ARC staff is to support administration and faculty in work to execute the goals of the program. The staff attend to the operational aspects of the program, including handling academic records, financial records, reports, and day-to-day responsibilities such as advising, managing the shop and plot

lab, and other duties. Staff provide input to faculty and administration regarding operational decisions as well as for policies regarding the academic mission of the program.

Students have a voice in the program and are encouraged to be involved in helping to achieve the mission of S|ARC through committees, councils, and other avenues.

The governance structure of the university is described in the Faculty Handbook on pages 11-16 and is composed of the (A) Board of Trustees, (B) The President, (C) Other Senior Administrative Positions, (D) Administrative Councils, (E) Academic and Research Councils, (F) Standing Committees, and (G) Nonacademic Personnel.

The Administrative Councils are comprised of the Executive Council, which is chaired by the president, and includes the provost, vice presidents, athletic director, general counsel, chief information officer, president of faculty senate, chair of staff council, and president of the student body association, and the Administrative Council, which is chaired by the president and includes the provost, vice presidents, general counsel, and athletic director. The Executive Council creates and revises policy while the Administrative Council serves as the board of directors for the MSU Educational Building Corporation.

The Academic and Research Councils consist of the Academic Deans Council, the Associate Deans Council, the Graduate Council, the Research and Technology Council, the Associate Deans for Research Council, the Faculty Research Advisory Committee, the International Institute, the Academic Department Heads Executive Committee, and Standing Committees. Standing Committees include Academic Affairs, Ancillary Affairs, Charter & Bylaws, Faculty Affairs, Student Affairs, and University Resources. The Standing Committees are composed of MSU Faculty Senators.

The faculty of Mississippi State University is governed by the Faculty Senate. The composition of the senate is described on page 20 of the Faculty Handbook, which notes that senators are elected by division to three-year terms by full-time faculty in their division. Senate seats are determined by proportional representation of the divisions, with each division having at least one senator. Divisions include the College of Agriculture and Life Sciences and personnel of the Mississippi Agricultural and Forestry Experiment Station, the College of Architecture, Art, and Design, the College of Arts and Sciences, the College of Business, the College of Education, the Bagley College of Engineering, the College of Forest Resources and personnel of the Forest and Wildlife Research Center, the College of Veterinary Medicine, Mississippi State University Extension Service, Mississippi State University-Meridian Campus, and the Libraries. As noted on page 21 of the Faculty Handbook, the function of the Faculty Senate is to make recommendations to the president pertaining to the welfare of the university. The Faculty Senate addresses issues brought before it, keeps faculty informed of these issues, and represents the faculty on the Executive Council, the Academic Deans Council, the Board of Directors of the Alumni Association, the Planning Committee, the Athletic Council, and the University Faculty Senates Association, among other representative duties. The College of Architecture, Art, and Design has two senators who represent its full-time faculty. Associate Professor Gregory serves as a CAAD senator.

MSU Staff is governed by a Staff Council that is composed of 29 members representing all divisions of the university. Members are elected by their divisions and serve three-year terms. The Staff Council serves as a communication line between the staff and administration and faculty, provides a forum for staff to discuss institutional issues, and advises the administration about policies and procedures. Information on the Staff Council can be found here: https://www.staffcouncil.msstate.edu/

The Student Association at Mississippi State University serves as the governing body and is the student voice at the institution. Representatives from the academic colleges as well as at-large positions comprise the association. Student organizations may make funding requests, supported by the Student Activity Fee. The Student Association also supports Bully's Closet and Pantry and Block by Block to help students in need, provides Uber Student to help students get home safely, and contribute to Sustainable Campus by funding sustainability efforts. The organization contributes to academic policies, hosts events for students that range from educational to social. Information about the Student Association can be found here: https://www.sa.msstate.edu/ Many of our students are

involved in student organizations across campus, ranging from leadership programs that gather donations for those in need to participation on the university equestrian team.

CAAD reflects the governing structure of the larger university, yet instead of having senators, every faculty member is a participant in college meetings. Meetings typically take place at the beginning and end of each semester and are chaired by the dean. These meetings attend to issues of the college, such as degree development, the college role in university initiatives, and new facility planning. The CAAD administration offers workshops throughout the semester on topics such as promotion and tenure, discussions from the Office of Civil Rights, FERPA, mental health, and hiring practices. CAAD has college committees, including the CAAD Equity, Diversity, and Inclusion Committee, the CAAD Research/Creative Art Committee, the CAAD Promotion and Tenure Committee, the CAAD Curriculum Committee, and the CAAD Faculty Advisory Council. A listing of the members of these committees can be found here: https://www.caad.msstate.edu/faculty-staff/committees

CAAD has a Dean's Council that is comprised of student representatives from the four academic units. Besides having monthly meetings with the dean, they serve as ambassadors for the college at different events throughout the year. Information about the council can be found here: https://www.caad.msstate.edu/student-organizations/deans-council This college-wide student unit enables students to visit with the administration as well as serve the college at events such as prospective student visits or college fairs.

S|ARC employs the university approach to roles and responsibilities as the faculty determine the academic mission of the program. The program curriculum, course topics and instruction methods, and degree requirements are set by faculty, as well as defining faculty scholarship, and service. Through these decisions, faculty provide guidance on the direction of the program to the director. Unless there is clear and compelling reason to deviate, which must be documented, the director operates as a catalyst in carrying out the program initiatives as well as ensures that the day-to-day operations move toward goals established by the faculty. Faculty also advise about administrative matters, set faculty performance assessments, and serve on committees. Faculty meet monthly, with longer meetings at the beginning and end of each semester.

S|ARC faculty committees include the Assessment Committee, the Curriculum Committee, the Promotion & Tenure Committee, the Scholarship and Awards Committee, and the Harrison Lecture Series Committee. While the Assessment Committee was created in Fall 2021, the Curriculum Committee and the Promotion & Tenure Committee have been established for many years and are guided by bylaws kept by the faculty. The Promotion & Tenure Committee consists of all tenured faculty in the program. The Harrison Lecture Series Committee, with an endowment from Robert and Freda Harrison, selects guest lecturers to visit the program. Both the Curriculum Committee and the Harrison Lecture Series Committee have student members.

While S|ARC staff do not have a governing body, they have open communication with the director. All suggestions and concerns are brought to the attention of the director in an ongoing manner. S|ARC staff serves on the Scholarship and Awards Committee.

Students have a voice in the program through the Director's Council and open communication with the director. The Director's Council consists of a representative from each studio section and the leaders of the student organizations. The Director's Council meets monthly to discuss concerns, policies, and other issues. Representatives and organization leaders bring issues to the attention of the director and disseminate information after the meetings. In the last two years, the Director's Council has been instrumental in writing a new Studio Culture Policy and proposing and adopting revisions of the studio course fees. Rotation of representation is encouraged to enable many students to have the opportunity to participate in this council.

S|ARC is also served by an Advisory Board. This board is comprised of MSU S|ARC alumni and friends. The group meets twice a year. While one meeting was in-person and one was virtual, the Advisory Board asked that both meetings be in-person at the last in-person October meeting. This change was made with the April 2024 meeting. For all meetings, the director shares developments and concerns of the school and different activities engage the board members with the faculty and students. In 2021, the board met with faculty and students in groups to have

conversations about the school identity, communications, opportunities, events, and organizations. In 2022, the board met with students about resumes and portfolios, toured the studios, and talked about the 50th anniversary of the program. In 2023, the board meeting included discussion of the School's 50th Anniversary celebrations. According to bylaws, board members serve three-year terms. This rotation has been instituted and new chairs will serve two-year terms beginning in 2024.

5.2 Planning and Assessment

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.

Program Response:

In Spring 2023, S|ARC faculty adopted a new strategic plan for the program. The strategic plan outlines five long-range goals. While these objectives were not written to echo the NAAB Conditions, the five objectives identified by the faculty reflect many of the Shared Values. The strategic plan also mirrored the institutional strategic planning prior to its changes in Spring 2023. With the new strategic plan offered by the university last spring, all units have been asked to revisit and revise their strategic plans in light of these changes, following revisions to the college plan. During this time, the current S|ARC strategic plan offers guidance that remains consistent and coherent with the overall direction set by the university and college. The S|ARC strategic plan will be revisited and revised after the college strategic plan moves through acceptance stages and when the unit is directed to do so. To summarize, the frequency of the review process in recent years begun in 2023 at the institutional level and has continued to college and school levels in the following years.

S|ARC Strategic Plan:

1. Teach Critical and Creative Thinking
   Provide a design education that enables students to combine thinking, drawing, and making to become principled and responsible design leaders who embrace agency, collaboration, and innovation.
   Program Description and Outcomes:
   Centered on the design studios, our program teaches through thinking, drawing, and modeling. Our class sizes and facilities enable individual attention and mentoring. In settings such as the Jackson Center, collaborative studios, and field trips, and through opportunities to study issues such as mass timber, housing, advanced technologies, and the CAAD Research Centers, we empower our students to address issues such as resiliency, sustainability, equity, and justice at both the local and global levels. To move this teaching critical and creative thinking forward, we will:
   - Work to advance a fluency in the poetics of design, identified in thinking, drawing, and modeling skills
   - Refine teaching design agency, employing design to offer positive change in issues including resiliency, sustainability, equity, and justice
   - Expand experiences of collaborations through diversity of participants and disciplines
2. Foster Creativity and Research
   Engage in creative research that examines the social, cultural, and environmental issues of Mississippi and the region, advancing design knowledge and challenging codified knowledge.
   Program Description and Outcomes:
   As Mississippi's sole accredited architecture program in its leading research institution, our school is at the forefront of design research in Mississippi. Within our program—as well as through relationships with CAAD Research Centers, other disciplines, industry partners, and communities of various contexts—we research materials, technologies, and design responses to ongoing social and environmental dilemmas. To support creativity and research, we will:
   - Address issues of resiliency, sustainability, equity, and justice through courses and studios devoted to the study of housing, mass timber, and computational design tools and technologies
   - Develop and strengthen collaborative efforts with other disciplines, industry partners, and communities

3. Develop Community Engagement
   Increase connections to communities to bring awareness to career paths for future designers, serve others through design, and forge relationships with industry partners.
   Program Outcomes:
   Our involvement with communities across Mississippi and the region changes the trajectory of people and places, bringing awareness to the profession and its impact. To strengthen community engagement, we will:
   - Develop connections to high schools and community colleges to share information about career opportunities in the profession
   - Increase engagement with communities through design activities to benefit their well-being
   - Increase connections with professional industries to advance the impact of design
4. Advance Equity, Diversity, and Inclusion
   Provide means and opportunities to include a diversity of voices and be immersed in situations and environments that are unfamiliar, broadening perceptions of issues, contexts, and design responses.
   Program Outcomes:
   Building a diverse population and creating an environment of equity and inclusion introduces greater appreciation of others and the world. Travel allows students to experience settings that are familiar and unfamiliar, urban and rural, domestic and international. By broadening the diversity of our contexts, understanding flourishes. A diverse faculty, staff, and student body, field trips, study abroad programs, and community-oriented projects in studios builds varied connections to the world. Through such experiences, we will:
   - Seek ways to consciously broaden perceptions of different people, situations, and environments
   - Develop opportunities to experience diversity through immersion in unfamiliar settings
   - Increase awareness of how different perspectives enable innovative design
5. Advance Sustainable and Resilient Practices
   Promote, teach, and explore ways to improve operations and products that respect the earth and protect resources.
   Program Outcomes:
   Developing practices and perspectives that engage with the world in a sustainable way enables students to build an awareness of their impact on the environment. Addressing resiliency, understanding carbon footprints, and recognizing the effects of building orientation, density, transit, and material choices are critical aspects for sustainable design. To advance sustainability and resiliency, we will:
   - Increase awareness of sustainable and resilient design ideas and approaches through deepening conversations that expand understandings
   - Develop opportunities to advance and apply sustainable and resilient products and processes
   - Create an environment that respects resources through everyday operations

The Shared Values of the NAAB Conditions are addressed in this strategic plan. Teaching critical and creative thinking is closely associated with the Shared Value of Design, and fostering creativity and research is closely linked to the Shared Value of Knowledge and Innovation. Developing community engagement is reflected in the Shared Values of Leadership, Collaboration, and Community Engagement. Advancing equity, diversity, and inclusion repeats the Shared Value of Equity, Diversity, and Inclusion, and advancing sustainable and resilient practices echoes the Shared Values of Environmental Stewardship and Professional Responsibility. The MSU S|ARC pursues excellence in design education that serves the state and its people while also reflecting NAAB Conditions. Through the strong connection between the Shared Values of the NAAB Conditions and the strategic plan, the role of NAAB accreditation in this planning is clearly reflected. In addition, a point of pride for S|ARC is its place as the only accredited architecture program in the state of Mississippi, which is announced at the beginning of the website. This speaks to our understanding of the value of NAAB accreditation and meeting its conditions.

Determining the direction of the program also connected to the new vision for the institution, as MSU announced a new strategic plan in April 2023. The university plan defines an education that is innovative and hands-on, "meeting students where they are and equipping them for a world that needs their talent." (https://www.msstate.edu/transformation/strategic-plan) This perspective echoes the S|ARC mission and vision

statements that propose our goal of teaching future design leaders. The larger institutional strategic planning notes five goals, including serving the whole student, strengthening our bonds, igniting innovation, elevating our community, and telling our story. As an academic program, our strategic plan complements the institutional strategic plan well. Teaching critical and creative thinking serves the educational needs of the student, fostering creativity and research is reflected in igniting innovation, and developing community engagement is seen in strengthening our bonds. Advancing equity, diversity, and inclusion and advancing sustainable and resilient practices speak to serving communities by addressing critical challenges. In these ways, the goals of the university are advanced through the goals of our program, extending this work in an approach characterized by architecture and design.

University assessment to meet SACSCOC criteria requires each program to identify program learning outcomes and provide an annual assessment report on how these outcomes have been achieved and plans for improvement. The outcomes are reflective of the accreditation conditions and the qualities sought in an academic program in a research institution. S|ARC faculty have crafted and reviewed the program learning outcomes over time, considering issues that range from accreditation conditions, licensing requirements, professional expectations, and employer and alumni feedback, among others. Learning outcomes are assessed at both an introductory and advanced level. In working with the MSU Office of Institutional Research & Effectiveness for the assessment reporting, we were encouraged to use the goals described in our strategic plan. S|ARC faculty reviewed and identified program learning outcomes through this process, aided by MSU OIRE. Through numerous campus workshops and working with the Associate Director of Institutional Effectiveness, S|ARC identified assignments or exams in courses that demonstrated introductory and advanced levels of learning each of the five points of the plan. To reiterate the frequency of reviews, each program identifies program learning outcomes on an annual basis as part of an annual assessment report.

MSU recognizes assessment at two levels: the first is the program and the second is the curricular work that comprises the program. Assessment of the program outcomes build from assessment of the curricular work, which can be course and studio outcomes or program requirements. Our assessment is designed to examine a combination of courses and studios to address the main content of our curriculum. In meeting the MSU annual assessment report standards, the suggested benchmarks aim for 80% of the students to score 80% or higher on the assignment or exam. The benchmark employs either assignments or exams but not both and is reflective of an activity that speaks toward a clear demonstration of the identified ability. The benchmark cannot be based on final grades. Our annual assessment report to the institution (IE Report) for 2023 is included as Appendix 5.

As noted in the description of the S|ARC Assessment Committee, this committee has guided faculty assessments at the end of each semester during faculty meetings. The reports are stand-alone documents or included in faculty meeting minutes. After long discussions about the curriculum, the S|ARC faculty embarked on a comprehensive curriculum review in Spring 2024, as noted in the description of program self-assessment.

5.2.2 Key performance indicators used by the unit and the institution.

Program Response:

The S|ARC Administration identifies key performance indicators not directly connected to curriculum assessment to provide a more comprehensive understanding of progress. By reviewing applications, student achievements, student opportunities, faculty achievements, faculty opportunities, and alumni relations, it is possible to recognize resulting successes and areas for improvement. The quantity, quality, and character of the applications provide an understanding of who is attracted to and enrolls in our program. The number and type of student achievements demonstrate the ways in which our students excel. The range of student opportunities reflects the program's efforts to enhance education. The number and type of faculty achievements demonstrate the time and energy invested by faculty, while building opportunities for them acknowledges the way in which the program responds to their continual development. Alumni relations shows the quantity and quality of connections the program makes to former students. These key performance indicators are not a formalized set of data but general benchmarks

interpreted in the larger context to understand and account for changes such as prospective student populations, program funding, and faculty retirements, among other influences.

Tracking the quantity, quality, and character of applications to the program provides information about the perception and appeal of the program to individuals who are interested in a career in architecture. A primary key indicator is the number of applicants who submit materials for early decision by December 15th. In 2023, for the first time in the history of the program, we sent acceptance letters to 52 students and began a waitlist in December. For Fall 2021, 18 students declined a place in the program and four students were waitlisted. There were 13 students in the 2022 Summer Studio. For Fall 2022, 10 students declined a place and 31 students were waitlisted, with many of those becoming some of the 24 students in the 2023 Summer Studio. For Fall 2023, 15 students declined a place and 16 students were waitlisted, with many who joined the 25 students in the 2024 Summer Studio. These numbers show that while we limit the number of students entering the program, we are able to accommodate those who have an interest in pursuing architecture through the summer studio pathway. The diversity of the student population is also examined. Minorities constitute 26% of the student body, with this number being consistent over the past several years. However, in 2017, 32% of the student body identified as minority. Concerted efforts are being made to reflect the diversity of the state. Outreach programs to rural high schools, high schools in the Mississippi Delta, and scholarship programs to Design Discovery Camp have been introduced to address this.

Student achievements reflect the quality and demonstration of student learning. In April 2023, Alysia Williams, a fifth-year student, was one of 23 undergraduates selected for the Metropolis Future 100. In April 2024, Elisa Castaneda, a fifth-year student, was one of 20 undergraduates selected for this honor. The graduating class of 2023 included numerous students who continued studies in graduate programs, including a candidate for a Master of Architecture at Taubman College of Architecture at the University of Michigan and candidates for a Master of Landscape Architecture at Mississippi State University. The graduating class of 2024 included a student who received a full scholarship to GSAPP at Columbia University and a student who will continue graduate work in a Master of Urban Design at Carnegie Mellon University. In Fall 2023, projects from two student teams consisting of two second-year students were shortlisted for the Legendary Highway 14 Tower Competition, an international architecture competition open to architects, designers, and architecture and design firms. Understanding how our students excel in relation to other students and designers across the country and throughout the world is a key performance indicator that we can continually employ as a benchmark for student learning.

Tracking opportunities for students provides insight on the ways in which the program works to enhance the education offered. In the past few years, the goal of increasing study abroad options has resulted in developing a relationship with the School of Architecture at the International University of Rabat in Morocco and pursuing a relationship with the Welsh School of Architecture at Cardiff University in Wales. A relationship with a program in Rome is also being examined. This fall, a group of 24 students and two faculty will travel to Morocco for one week. In 2024-2025, student and faculty exchanges will be scheduled. Opportunities also include assistance in obtaining experience in practice. In Fall 2021, fewer than thirty architecture firms participated in the MSU Career Fair. By moving this to Giles Hall and inviting only architecture and interior design firms, over 60 firms participated in January 2023 and 56 firms participated in February 2024. This change has increased the number of offers and internships for the students. Opportunities have also been broadened through the introduction of more student organizations. In 2021, a Young Women in Architecture organization started. In 2022, a LGBTQ+ organization, called QCAAD, began. In 2024, a Latin and Latinx Architecture Student organization was initiated. Undergraduate research opportunities are encouraged and will be further developed. Reviving the Master of Science in Architecture degree is currently underway. This will lead to the introduction of a Master of Architecture, providing graduate opportunities for students.

Faculty achievements are able to be followed through a compilation of the annual reviews. The format of the reviews changed in the last year, but the nature of the product of faculty work is still able to be summarized. A compilation of achievements shows that faculty teaching, research, and service efforts in 2021 resulted in the authorship of two books, one book chapter, over a dozen publications and conference papers, over a dozen invited talks, and over a dozen grants. In 2022, faculty wrote one book, developed over 30 publications, conference

papers, and invited talks, and engaged in over 10 grants. In 2023, over three dozen publications, conference papers, and invited talks were accepted and given by the faculty. Eight grants were secured and engaged in. While the numbers of publications and conference papers is impressive, the faculty will be encouraged to focus on the quality of this work rather than the quantity.

Opportunities for faculty reflect support provided for professional development. Through 2023, faculty were supported for travel for conferences. Due to an overspending misunderstanding for start-up funding, support for travel was restricted in 2023-2024, except for the tenure-track faculty who were in their first three years. At the end of the year, faculty agreed that tenure-track faculty should be supported for travel for at least two conferences a year while tenured faculty should be supported for travel for a least one conference a year. Conferences that accept peer-reviewed papers are preferred. Reviews of funds are underway to look for funding sources that can enhance conference travel for faculty. Opportunities for faculty exchanges are being developed. With the revival of the Master of Science in Architecture program, faculty will have the ability to work with graduate students on specific projects. In addition, obtaining grants through teams of faculty in the college provides opportunities for collaborative research. The range and type of opportunities will continue to be developed through discussions with faculty, allowing this group to establish their own key performance indicators to track progress in how faculty are supported.

Key benchmarks for connecting to alumni are identified in participation in the school through events such as the Advisory Board, the Career Expo, and reviews, as well as responses from announcements and electronic newsletters. In 2024, a new group of alumni ranging between the Class of 1984 and the Class of 2015 were asked to serve on the Advisory Board. The response was overwhelmingly positive, and the April 2024 Advisory Board meeting had a new level of energy. The Career Expo has been a highlight for many alumni, coming back to Giles to talk with students about employment opportunities. Many alumni are also asked back for reviews, yet this is a benchmark that could be developed further to broaden connections between school and practice. University announcements and the School newsletter, which was developed after the Advisory Board requested this type of scheduled outreach, have been great points of contact for many of our alumni. The database of addresses is always being reviewed and updated, and greater efforts on current contact information will be undertaken. Donations to the MSU Foundation are another reflection of alumni connections. Donations to CAAD are tracked, with the Foundation recording gifts of $1,131,396 in 2021-2022, $1,140,069 in 2022-2023, and $1,221,475 in 2023-2024.

These key performance indicators differ from introductory and advanced benchmarks for criteria as these metrics provide an alternative perspective on the performance of the program. These indicators are more general in nature as well, reflecting the health of the program in relation to its attractiveness as an educational endeavor, its success in student learning, the opportunities it affords students and faculty, and the healthy relationships it has established with alumni.

While MSU does not identify key performance indicators, the institution does list goals and initiatives that work toward fulfilling its strategic plan. The goals and initiatives can be found here:
https://www.msstate.edu/transformation/strategic-plan

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

Program Response:

In Spring 2023, the S|ARC faculty adopted new mission and vision statements. This change reflected the realization that while our program has a strong history of teaching good design and preparing students for practice, our social and environmental values were not made explicit. For several faculty meetings over several semesters, we worked through discussions about these statements. Previous efforts to identify the strengths, weaknesses, opportunities, and threats were reviewed and an Advisory Board meeting included a conversation about the identity of S|ARC. We not only felt the need to reflect our values in these statements but also address the issue of helping our students recognize and pursue a future that they have not yet imagined. Many of our students are from rural

towns in the region and have not considered living in a large city or designing a wide range of large and small projects. We believe that our program has the potential to teach design that can transform our state and the people that live here. Our statements reflect this perspective.

S|ARC Mission Statement:
The mission of the Mississippi State University School of Architecture is to educate future design leaders prepared to engage the social, environmental, and cultural conditions of Mississippi, the region, and beyond.

S|ARC Vision Statement:
The Mississippi State University School of Architecture will teach students to think critically and creatively, enabling them to mature as principled and responsible design leaders through a program that instills the poetics of design and incorporates innovative responses to social, cultural, and environmental issues, challenges codified knowledge, and embraces community engagement, diversity of cultures, and interdisciplinary collaborations.

These statements and the reasons for adopting them echo the new MSU tagline, "taking care of what matters." The full MSU North Star Vision statement, "Together, we're taking care of what matters in the 21st century – starting in our own backyard," (https://www.msstate.edu/transformation/strategic-plan) recognizes our commitment to changes that start in the state.

To follow this mission and reach for this vision, program objectives that are immediate expectations include offering studio projects that address social and ethical issues as well as sustainability and resiliency. This focus enables students to address social and environmental problems through design work. These objectives have been implemented. In addition, bringing awareness to and creating professional paths through resume and portfolio workshops and the Career Expo supports progress toward engaging in the design profession. These activities are expected and necessary to begin to achieve the mission and vision of the program. These activities have been implemented.

Objectives that are within several years of implementation and move the program toward this mission and vision include introducing Study Abroad opportunities, developing clearer educational options for minors and six-year graduate programs, developing robust and intriguing programs for students who opt for a design education that embraces a variety of design pathways, providing more undergraduate research opportunities, continuing to broaden a pool of student and faculty applicants, and revive the Master of Science in Architecture program. Work on all these objectives is currently underway. Objectives beyond the next several years include beginning a Master of Architecture program, establishing the Study Abroad programs, and reaching a diversity with the student body, staff, and faculty that reflect the diversity of the state. These objectives are being planned for, with work underway to reach these goals in the coming years.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:

Strengths of the program include:

- Established record of excellence in design education
- Campuses in both university and urban settings
- Collaborative college setting
- Strong research guidance within the college
- Solid university context
- Supportive and engaged alumni
- Endowed Lecture Series
- Studio Sponsorships
- Scholarship program
- Design Leadership Foundation program

- Program publications, including BARNworks and the S|ARC Newsletter
- Inexpensive costs of the state university

Challenges of the program include:
- Staffing studio faculty
- Studio, review, and large classroom space

Opportunities of the program include:
- Developing a College Bachelor of Arts in Interdisciplinary Design
- Reviving the Master of Science in Architecture degree
- Introducing a Master of Architecture degree
- Developing college study abroad semester programs
- Changing the Historic Preservation certificate to a Historic Preservation minor

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

The S|ARC Advisory Board provides feedback to the program at the October and April Advisory Board meetings, as the events include time for open discussion about the program. Conversations have included financial support for the program, the establishment of communications to alumni and friends (resulting in the quarterly newsletter), views regarding the need for graduates with specialized skills, such as computer visualization or historic preservation knowledge, and student support through scholarships, financial aid for field trips, and the well-being of students. Advisory Board members often contact the director and faculty at times throughout the year to provide additional input. We are also adding two Advisory Board members who have graduated three to four years ago in order to gain insights about their views on transitioning to the profession from our program.

The Architecture & Interior Design Career Expo offers another opportunity to gain input from practitioners. Participating firms responded in a survey regarding the event. We included the questions “What makes MSU S|ARC and ID students desirable as employees?” and “What can we do to increase the value of our students for firms?” This type of feedback is helpful in hearing from practitioners and the documentation provides a clear assessment record that can be tracked over time.

Outside input is also gained when practitioners and professionals visit for studio reviews and share perspectives on the work, as well as when the director and faculty visit alumni and firms. Practitioners and professionals are asked to fill out rubrics and assessment sheets for reviewed work and discuss the progress of the studios over meals with the director and faculty. Visits to alumni and firms occurs during field trips or for other events. Conversations often provide feedback that informs our program about various aspects and issues to consider.

The external input introduces improvements to the school as the S|ARC administration responds to suggestions and perspectives, such as instituting the quarterly newsletter, creating financial aid for students for field trips, and other similar issues.

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.

Program Response:

Prior to 2021, the faculty had undertaken a review of strengths, weaknesses, opportunities, and threats, yet no final report had been issued. In Fall 2021, S|ARC instituted an Assessment Committee. Several on the faculty participated in a virtual NAAB Assessment Workshop in 2021, including all the members of this committee. In the end-of-semester and beginning-of-semester faculty meetings, assessments of the program are made, reviewing

the work of the studios, and discussing possible changes to improve the learning opportunities and scaffolding of material.

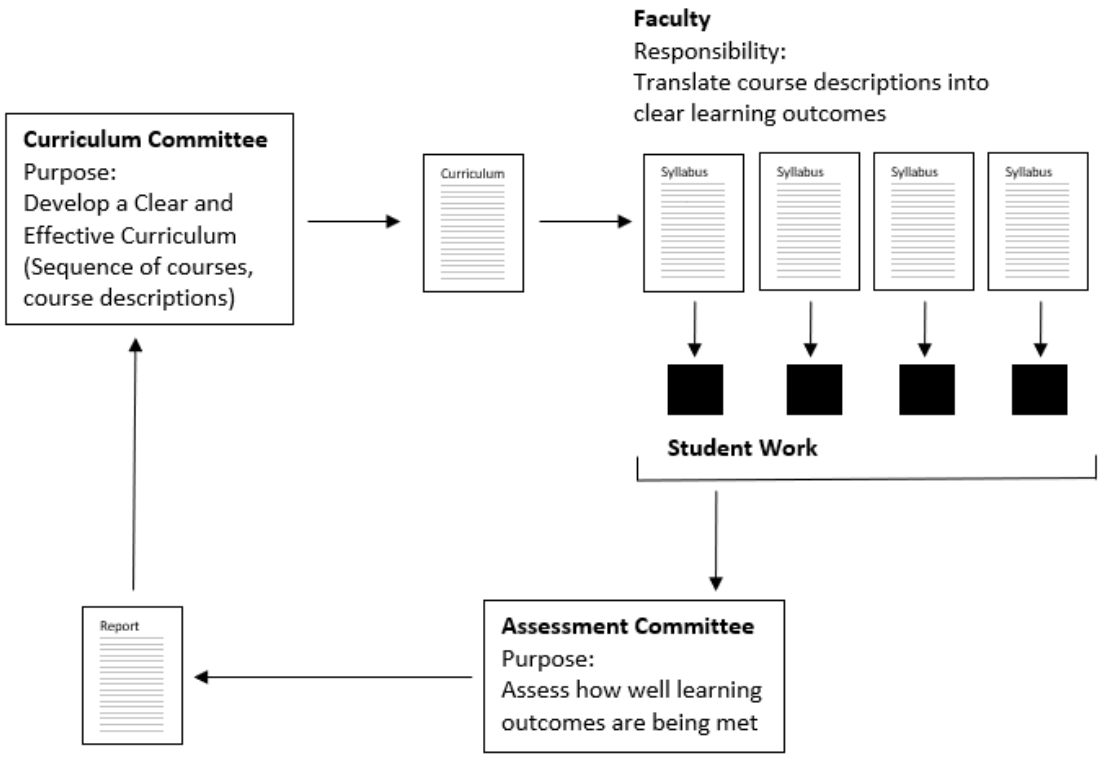
Initiating assessments of all courses introduced the need to establish a format that identifies the program and student criteria addressed in each course, documents the assignments that enable students to demonstrate the learning of these criteria, records the successes of these assignments, and notes improvements that may increase this learning. We also collect and review both individual and collective jury responses and rubrics that direct grading. These various assessment approaches are useful documents that communicate a great deal about the learning in different ways. Our abilities to draw understanding from them have become clearer and inform the future development of the curriculum.

The assessment process helped lead to a review of the program curriculum, which is currently underway. In August 2024, the faculty convened for a two-day retreat to begin a review and update of the curriculum. Identifying the skills that students are expected to have achieved at each level and how the content relates across courses, as well as building connections between courses, is being discussed by the faculty. This includes responding to changes in other departments in the college, as Building Construction Science is reviewing its participation in the collaborative studio, and the history courses in the college, as those may be seen as an interrelated body of study. Self-assessments have also been accomplished on events such as end-of-semester studio reviews, the book of the semester program, NCARB discussions and the Architecture & Interior Design Career Expo. Adjustments are being made to these occasions, with the goal of improving impact.

5.3 Curricular Development. The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.
Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:

S|ARC has implemented a cyclical process that moves between development, implementation, and assessment. The S|ARC Curriculum Committee develops curricular changes based on reports from the S|ARC Assessment Committee, which is based on reviewing student projects and exams. This process enables changes to be based on assessment rather than speculation. The process can be best described by the following diagram:



The Curriculum Committee is charged with developing a curriculum that supports the education of an architect. From this structure, faculty design courses with learning outcomes that respond to the course descriptions. After the students complete the work in these courses, the Assessment Committee evaluates the products to see how well the learning outcomes were met. The Assessment Committee may focus on the student work, the learning outcomes (too advanced, not sequential, etc.) or the course descriptions (too vague, too redundant, etc.), or any other problems they identify. The Assessment Committee reports their findings to the Curriculum Committee, noting areas of concern. Clarifications and revisions may be suggested for consideration. The Curriculum Committee uses this report as evidence for their actions, and then proposes changes to the faculty for adoption. In this way, the Curriculum Committee works from evidence. Both the Curriculum and Assessment Committees are standing committees.

Because assessment was initiated in 2021 and the process is still being established, we are currently assessing all elements of the curriculum. Currently, one cycle of assessment has been completed as all courses were assessed beginning in 2023-2024. We have also adopted the practice of the entire faculty reviewing the work of the semester at the final faculty meeting of that term, which essentially means that the entire faculty contributes to the assessment work. As we continue to develop the assessment process and after our curriculum review, we will determine which elements of the curriculum will be studied each year. The S|ARC IE report for university assessment requirements will be done annually, which includes review of the courses that address the introductory and advanced levels of the five goals of the S|ARC Strategic Plan. In this way, the overall goals of the program will be reviewed annually.

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

Program Response:
As noted above, assessment is distinct from curricular development because this material is addressed in two distinct standing committees. The S|ARC Curriculum Committee is guided by bylaws that dictate membership and terms. The S|ARC Assessment Committee operates as a flexible entity that responds to the processes and

productions of the program. However, because we realize the need to institute a clear and strong assessment process, especially in response to the NAAB program and student criteria, we have engaged the entire faculty in the work of the Assessment Committee for the last few years. While the Assessment Committee meets and collects information from faculty about learning outcomes, rubrics, and assessment methods, we have perceived it to be the work of the entire faculty to not only establish the curriculum and assessment process but also prepare for the accreditation visit. The process has been thorough rather than immediate, with faculty discussions about what and how materials should be and can be collected to demonstrate student achievement and progress toward program learning outcomes.

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.

Program Response:

The S|ARC Curriculum Committee is responsible for developing a clear and effective curriculum. This work includes reviewing course sequences, transfer student conditions, the learning of library skills, and staffing concerns. The focus of the work, however, centers on responding to a strong, coherent design education with a well-designed sequence of courses. The S|ARC Curriculum Committee votes on proposals, reports to the faculty during faculty meetings, and brings issues to the entire faculty for a vote of approval or rejection. Decisions from the full faculty are then instituted as needed. Curriculum changes are submitted to the college and university curriculum committees, with approvals by the director and dean. The S|ARC Curriculum Committee includes five faculty members, the S|ARC advisor, and a fifth-year student. The advisor and student provide staff and student perspectives. The student is selected by announcing the opportunity to students and selecting from those who volunteer.

The S|ARC Assessment Committee is responsible for assessing how well learning outcomes are met. This work includes reviewing course learning outcomes, rubrics, course assessment methods, and student work from each semester. The S|ARC Assessment Committee works to support faculty in developing assessment methods and brings assessment discussions to the entire faculty. For the past two years, this committee has engaged the entire faculty in the work in an assessment review of the program and courses. The S|ARC Assessment Committee issues a report to the S|ARC Curriculum Committee at the end of each semester to identify issues that may need to be addressed.

The S|ARC Director operates as a facilitator in this process, providing input for course sequencing, transfer student issues, and other information. Work with the university processes for curriculum changes is also involved, as the S|ARC Director helps shepherd the forms through the required committees and offices. The CAAD Dean is responsible for review and approval of changes. The S|ARC Director and CAAD Dean do not engage in instituting curriculum changes, as the curriculum is the responsibility of the faculty.

5.4 Human Resources and Human Resource Development

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.

Program Response:

Mississippi State University full-time faculty appointments are defined to be 75% teaching and 25% research. The full-time teaching load is 18 credit hours for an academic year. This translates to two 3-credit hour lecture courses and two 6-credit hour studios. Prior to 2024, the design of the curriculum had enabled full-time tenured and tenure-track faculty to fulfill their loads in 15 credit hours, teaching one lecture course and two studios for the academic year. This allows faculty to offer electives, teach courses of interest, or engage in additional research.

However, with the growth in student enrollment, faculty are now teaching 18 credit hours for the year to reduce the size of the rosters in the lecture courses. Student engagement in courses such as ARC 3713: Assemblages or ARC 4313: Architecture Theory needs a student enrollment that enables more one-on-one interaction. Some courses, such as ARC 3904: Structures, are able to be taught in large settings effectively.

S|ARC has twelve full-time faculty. Ten teach on the Starkville campus, one directs and teaches at the Jackson Center, and one directs the Gulf Coast Community Design Studio and teaches at the Jackson Center. There are eleven key architecture lecture courses taught over the academic year at the Starkville campus. These assignments are covered by the ten faculty and the director, which currently enables each of these courses to have a full-time faculty member responsible for the instruction and content. During our curriculum review, we are exploring the shift toward a curriculum that is more shared and less dependent on individual faculty. There are greater instructional needs in studio courses as enrollments used to be 40-50 students, on average, yet now are 50-60 students, with second year reaching 68 students in Fall 2024. Faculty, visiting faculty, the director, lecturers, and graduate students have combined to teach the studios. For fifth year, two faculty and five lecturers teach the courses and studios.

Since Fall 2021, the S|ARC Director has worked to secure more studio instruction support. In the last few years, ten faculty members and one lecturer are bolstered by graduate students in the Master of Landscape Architecture program and are students who have just completed a Bachelor of Architecture. In 2022-2023, two graduate students helped in first-year studio. In 2023-2024, four graduate students helped, with two in first-year studio and two in second-year studio. Response to the graduate students has been extremely positive as the students relate to them well, the graduate students enjoy the teaching experience, and the faculty feel more supported with empowering the graduate students to disseminate design instruction. In 2024-2025, we were able to add another lecturer in the fall and two in the spring. In addition, the professor at the Gulf Coast Community Design Studio is teaching at the Starkville campus in the fall. This instructional support provides a 1:17 faculty student ratio in first year with the assistance of a graduate student for the entire studio, a 1:17 faculty student ratio in second year, a 1:20 faculty student ratio in third year with one section of 22, a 1:18 faculty student ratio in fourth year, and a 1:22 faculty student ratio in fifth year, who are engaged in group projects in the fall. These numbers will be slightly lowered through attrition and another professor will be added to the teaching staff in fifth year in the spring.

Because of the small size of Starkville and restrictions for hiring practitioners who pursue or are involved with design work at the university, part-time faculty is a rarity at the Starkville campus. We are fortunate to have a few lecturers who practice in the area and teach in courses and studios. These lecturers are funded following university guidelines. Lecturers are more abundant in Jackson. Many of those teaching at the Jackson Center have been teaching their courses for years, which speaks to their interest and dedication as well as their satisfaction with university support. When special circumstances arise for any of these courses, such as a large class, the CAAD Dean has provided additional funding to properly compensate the additional loads. As we reinstate our Master of Science program, we will also be able to help increase teaching support through Graduate Teaching Assistants.

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.

Program Response:

Associate Professor Gregory serves as the S|ARC Architect Licensing Advisor. She stays current on all requirements for licensure and APX, and attends the NCARB Licensing Advisor Summits. She attended the 2023 NCARB Licensing Advisor Summit in Kansas City, Missouri in August 2023. She also leads discussions on licensure for the studios, assists with co-op students, works with the externship program, coordinates efforts with the Career Center, and answers questions from students and their employers about how to establish records and track experience. Because this work involves alumni, Director Spence is also involved in coordinating engagements with firms, such

as promoting the externship program and placing students. She attended the Southern Conference of NCARB Educators & Practitioners at the University of North Carolina in February 2024.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

Program Response:

Funding is available for faculty travel to conferences, although this year some restrictions were enacted. Funding comes from state funds, start-up funds for new faculty, and discretionary funds through the MSU Foundation. The restrictions enacted during 2023-2024 was a result of start-up funding being overspent, with reimbursements to the Office of Research and Economic Development needed. With the funds now corrected and proper oversight in place, we will soon resume to a situation in which faculty are supported to travel. During 2022-2023, four faculty were fully funded for the ACSA National Conference, three faculty were fully funded for the ARCC National Conference, two faculty were fully funded to the SAH International Conference in Canada, two faculty were fully funded to the CAADRIA International Conference in India, and one faculty was fully funded to the CAAD International Conference in the Netherlands. During 2023-2024, two faculty were fully funded to the ACSA National Conference in Vancouver, BC, with another attending as an ACSA committee member. Another faculty was fully funded for the EAAE/ARCC Conference in Denmark. One faculty member was fully funded to attend the Southern Conference on British Studies in Charlotte, North Carolina as well as the Southeast Society of Architectural Historians in Little Rock, Arkansas. This year, the faculty have set guidelines for funding to be prioritized for tenure-track faculty, funding up to two conferences a year. Tenured faculty will be funded for at least one conference a year. Peer-reviewed activities are also given priority in funding. Faculty in their first three years have start-up funds to use at their discretion and there are matching funding opportunities provided by the college.

Staff have opportunities to pursue professional development. State funding supports this as needed, enabling Jackson Center staff to travel to the main campus for meetings and trainings. Staff are also able to pursue advanced degrees through MSU.

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.

Program Response:

For academic support, S|ARC has a full-time advisor. Ms. Laura Mitchell meets with students in the weeks prior to registration to review their completed courses, grades, and plans for the upcoming semester. The S|ARC Advisor provides guidance for double majors, minors, and accelerated programs as well as general student support counseling. She has close connections with various support offices across campus, such as the MSU Student Counseling Services, Student Financial Aid, and the Office of Admissions and Scholarships. She also keeps in close communication with the director to keep the program administration informed on students, courses, and the general demeanor of the student body.

The S|ARC Advisor sponsors a lunch during the week of preparation for final presentations. The advisor and director work together to provide snacks throughout the preparation week. The Advising Office typically has snacks and food gift cards for students in need. Mental health activities are also planned during the semester. The CAAD Communications Specialist has helped organize paint events, visits with puppies from animal shelters, and yoga classes.

Students can contact support offices on their own as well as being referred by faculty or staff. The MSU Student Counseling Services accepts student referrals on a timely basis. Virtual screenings are provided for students to be matched with mental health services specific to their needs. The virtual waiting room is available Monday through Friday from 9 am to 4 pm. CAAD is part of a new pilot program that will embed a counselor in the college. This

program began in Fall 2023. The clinician has office hours in Giles Hall, enabling students to meet as needed. In the first year, the program was extremely successful with an increase in students reaching out to the counselor for help. In the second year, we will continue to promote access to the counseling services, as Student Affairs notes that the success of the program is demonstrated through this increase in use. The Student Counseling Services includes Sexual Assault and Advocacy Services, workshops, group therapy, short-term individual therapy, couples therapy, and more. Their website is found here: https://www.counseling.msstate.edu/

The MSU Career Center has several different roles to serve different career needs for the program. The Career Advisor, Ms. Amy Skelton, is assigned to work with students to develop their Connections account and help them prepare resumes. She has worked closely with S|ARC to understand our needs, attending the Design Leadership Foundation workshop to hear from professionals about resumes, portfolios, and cover letters. This fall, she will be invited to studios and courses to help prepare students for career readiness. The Career Advisor also tracks all co-ops and assists with the students and employers involved. In addition to the Career Advisor, the Career Center includes individuals who assist in scheduling and managing events such as the Career Expo as well as creating and maintaining connections with potential employers. The Career Center website is found here: https://www.career.msstate.edu/

5.5 Social Equity, Diversity, and Inclusion

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.

Program Response:

In July 2021, the first female director for S|ARC was hired. In Fall 2022, S|ARC hired an African American lecturer at the main campus and a female visiting assistant professor that was shared with the Interior Design Department. Two female graduate teaching assistants also served the program in 2022-2023, with one being a minority. An African American female was hired as a S|ARC administrative assistant in August 2022. In 2023-2024, with the resignation of two assistant professors, two female visiting assistant professors were hired, with one holding dual citizenship in Poland and Rwanda. A female lecturer was also hired. The four graduate teaching assistants for 2023-2024 included two African American females. A female assistant professor from Asia was hired in 2024-2025. While the visiting assistant professor from Poland and Rwanda extended her appointment for another year, a retirement and a resignation in 2023 instigated the hiring of two more visiting assistant professors, which resulted in a male from India and a female. These changes have increased the diversity of our faculty and staff, moving from eight males and three females, two of which identified as non-white, to six males and six females, four of which identify as non-white. For S|ARC, diversity in faculty and staff is critical as we recognize that if students connect and relate to those in positions of authority, there is a greater chance they listen, respond, and see their own path forward.

For upcoming faculty hires, S|ARC follows the MSU Equal Opportunity Employment policies. MSU also has resources that guide hiring. S|ARC Search Committees will need to attend the training for hiring procedures. The MSU Office of Institutional Diversity and Inclusion lists resources here: https://www.oidi.msstate.edu/recruitment-retention

While 28% of the students at Mississippi State University identify as underrepresented groups, 26% of the students in S|ARC identify as underrepresented groups. In the state, 42% of the population identify as underrepresented groups. To reflect the demographics of the state, we realize the number of underrepresented students needs to be raised. Female students are 51% of the student body at the institution, but 49% of the student body at S|ARC. While this number is closer, it is still not equivalent.

In the last two years, the applicant pool has been examined. From the applications received, a small number is from underrepresented groups. Admissions officers, high school counselors, and others aware of the situation

state that not only are underrepresented groups not pursuing college due to costs but also that the field of design is not a career path with which they are familiar or consider. At S|ARC, one recurring path is for underrepresented students to learn about design while at community college and transfer in as a first-year summer studio student. We recognize that this pipeline allows students to reduce their time at the university as it is four years and one summer, reducing overall costs. It also indicates that awareness of design and architecture happens during their time at community college. With this understanding, S|ARC is starting to make connections to community colleges as well as schools across the Delta, working with the Alex Foundation to make presentations in schools.

Once on campus, our underrepresented groups are supported in a variety of ways. The Design Leadership Foundation helps the entire school community with the development of resumes, portfolios, and interview experience in preparation for the Architecture & Interior Design Career Expo. This organization also funds underrepresented and financially challenged students to go to New York City for a summer session to learn about the profession and engage in part-time internships, as well as funding for studio supplies. Travel support for underrepresented and financially challenged groups is available for field trips, made possible through a donation from an Advisory Board member. Our NOMAS chapter helps provide connections and mentoring for our underrepresented students, who are able to work with faculty on projects such as the Hispanic Heritage Exhibit, the Black History Month poster, or Undergraduate Research Symposium projects. We are also fortunate to have students who take the opportunity to create student organizations for many diversity issues such as the introduction of a YWA (Young Women in Architecture) chapter, QCAAD (an LGBTQ+ students and allies), and Latinx Architecture (Latin America and Latinx Architecture students and allies) student organizations. These endeavors, which range between financial to academic to social, are designed to bring greater equity to everyone in S|ARC.

Faculty and staff are supported with physical resources of adequate working spaces, office materials, access to offices and services across campus, close parking at reasonable prices, and a safe environment. Students are supported with good physical resources as well, with desk space, lockable storage, a student lounge, and other amenities. One of the most recent additions for students is a community materials space, which helps with the costs of models as well as saves time in retrieving materials.

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.

Program Response:

The current S|ARC Director, who started in July 2021, has set a goal of the faculty and staff reflecting the demographics of the program, and the demographics of the program have a goal of reflecting the demographics of the state. S|ARC search committees will have diversity trainings and all hires will adhere to the Equal Employment Opportunity standards as outlined by the university. The guidelines for Affirmative Action, Americans with Disabilities Act, Equal Employment Opportunity, Title VI, and other policies are listed on the MSU Human Resources Management website found here: https://www.hrm.msstate.edu/managers/aa-eeo

For the 2022-2023 academic year, there were eight male full-time faculty and three female full-time faculty, including the S|ARC Director. Out of these, one female identifies with an underrepresented group. Two visiting assistant professors were both female, with one identifying with an underrepresented group. Three staff members for the program are female, with two identifying with an underrepresented group. The S|ARC student community includes 26% that identifies with an underrepresented group, and 49% identifying as female. For the 2023-2024 academic year, there are six male full-time faculty and four female full-time faculty, including the S|ARC Director. Two females identify with an underrepresented group. Three visiting assistant professors include a male who identifies with an underrepresented group and two females, one of which identifies with an underrepresented group. To offer this in another light, our faculty demographics changed from 30% female/70% male to 46% female/54% male, as well as from 15% minority to 30% minority. The S|ARC student community has seen demographics shift toward more females in the program; however, our minority numbers have decreased in the past five years. Our staff is currently all female, shifting from 75% female/25% male in 2022, and now 50%

minority, shifting from 25% minority in 2022. Our staff has remained the same since 2022-2023. Our faculty does not reflect the student demographics currently in our tenured and tenure-track lines, but this will be addressed in the next hiring opportunities. This is accomplished by advertising for positions widely and working with the Office of Access, Diversity, and Inclusion to help increase advertised faculty and staff opportunities. To adhere to state law, these efforts work to address accessibility and inclusion for everyone.

At Mississippi State University, approximately 53% are female while 47% are male. This compares to a S|ARC faculty that is 46% female and 54% male, as stated previously. Approximately 20% of the university faculty is minority, compared to 30% minority faculty at S|ARC. MSU staff is 50% female and 50% male, and 25% minority. For S|ARC staff, 100% are female and 50% are minority.

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.

Program Response:

S|ARC has plans to increase the diversity of our students through outreach to Mississippi schools and community colleges, informing young people about careers in design and architecture. Work with the Alex Foundation, an organization that tells young people about the field of design, is already underway. The director, the advisor, and faculty have visited middle and high schools in McGehee, Arkansas, Lake Village, Arkansas, Avon, Mississippi, Jackson, Mississippi, Memphis, Tennessee, and the Gulf Coast area in Mississippi to share information about architecture. This summer, the director took part in an NEH Teacher Workshop to teach K-12 teachers about architecture, providing lesson plans aimed at young students. Over 40 teachers from all over the country attended. Outreach efforts are continuing to be developed. S|ARC recognizes that building these connections is a continual process yet is committed to this development. For increasing diversity among our student population, we will continue outreach events across the state and region, as previously described.

As noted previously in describing the context of the program, the university enrollment is approximately 22,000 students, of which 72% report as white, 14.4% report as African American, 4% report as Hispanic, 2.4% report as multi-racial, 1.7% report as Asian American, and 3.9% report as Non-Resident, with smaller numbers of other ethnicities also reported. At S|ARC, the student body is 73% white, 12% African American, 8.2% Hispanic, 2.7% multi-racial, 3.4% Asian American, and 2.4% Non-Resident.

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.

Program Response:

MSU Human Resources Management policies include:

- Affirmative Action, including MSU policies on Equal Opportunity, Non-Discrimination and Anti-Harassment, Recruitment and Selection, and Employment Authorization
- Americans with Disabilities Act, including MSU policies on Americans with Disabilities Act Reasonable Accommodation in Employment, Equal Opportunity Statement, and Non-Discrimination and Anti-Harassment
- Child Protection
- Equal Employment Opportunity, including MSU policies on Equal Opportunity, Non-Discrimination and Anti-Harassment, Recruitment and Selection, and Employment Authorization
- Title VI, including information from the U.S. Department of Education Office of Civil Rights,
- Human Resource Guide for Working with Employees Experiencing Vision Loss
- Title IX and Sexual Misconduct, including MSU policies on Discrimination, Harassment, and Retaliation and Sexual Misconduct

These policies can be found at: https://www.hrm.msstate.edu/managers/aa-eeo/eeo

The MSU Office of Institutional Diversity and Inclusion offers a wealth of resources addressing social equity, diversity, and inclusion initiatives, such as diversity consultations, grant programs, reading groups, doctoral scholars, and faculty career exploration programs, among others. The office offers numerous workshops and trainings. They also assist with the institutional commitment to achieve greater diversity in its faculty and staff through recruitment and retention initiatives. More information on the MSU Office of Institutional Diversity and Inclusion can be found here: https://www.oidi.msstate.edu/

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.

Program Response:

The S|ARC facilities are ADA compliant. A student lounge was constructed in the fall of 2022 at the request of students. It includes a group booth area with tables, a private booth area with bench, and an area for students to rest. The plaza outside of Giles has café tables and chairs to allow students to have an outside break. Frisbees are also available for students to take a mental break from work. The Bob and Kathy Luke Library, located in Giles, provides a place for students who wish to work in a quiet area, away from distractions of the studio.

Many students have physical and/or mental conditions that need accommodations. S|ARC faculty and administration have worked diligently to be aware of stress levels and help students work in places and in ways that are most supportive for them. The MSU Disability Resource Center helps with many of our students, providing them with resources and guidance on how they can best be served. Any student who registers with the Center has a plan created for them and all professors are contacted at the beginning of the semester. The student and professor meet to review needs prior to the start of the academic work. More information about the MSU Disability Resource Center is found here: https://www.drc.msstate.edu/

All faculty and staff positions include the following: “MSU is an equal opportunity employer, and all qualified applicants will receive consideration for employment without regard to race, color, ethnicity, sex, religion, national origin, disability, age, sexual orientation, genetic information, pregnancy, gender identity, status as a U.S. veteran, and/or any other status protected by applicable law. We always welcome nominations and applications from women, members of any minority group, and others who share our passion for building a diverse community that reflects the diversity in our student population.” All faculty and staff are supported in this spirit. The EAP (Employee Assistance Program) provides confidential assistance to any MSU employee and their household members to address issues including family and marital relationships, work-life balance, and mental health.

5.6 Physical Resources

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.

Program Response:

S|ARC has space for every student to have a desk and lockable storage in the studios. First year has pin-up space at the sides and end of the studio. The collaborative studio has pin-up space at the sides of the studio. The studios in the balconies of Giles use panels for pin-ups and have gathered in crit areas at the end of the studio or at a table near the gallery. Classes also use the jury room and the auditorium for discussions. The gallery is also used for studio meetings and reviews. As classes have grown and the library has adapted to be a more active space, the library is being considered for meeting space. Lighting in the halls has also been increased to use various pin-up areas as teaching spaces.

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.

Program Response:

S|ARC is housed in Giles Hall, which was once a livestock judging pavilion. The original structure was built in 1927. In 1975-76 it was remodeled, and in 1982 an addition provided more space for the program. In December 2019, the building was designated as a Mississippi landmark. (See building plans in Appendix 4). The building provides approximately 76,000 square feet.

S|ARC has an auditorium that seats 190, a large jury room with tiered seating used for classes that seats 45, a seminar room with a large table that seats 16, a grad lab with tables and chairs that seats 25, and two smaller classrooms that seat 12 each. The majority of the architecture classes are taught in these spaces. A conference room that accommodates 15 is in the main office area. The gallery is also used for meetings and events, as is the amphitheater in good weather. As needed, classroom spaces can be reserved in Old Main, the Colvard Student Union, and other spaces across campus. Studios in the original structure hold approximately 50 students on the first floor and on each balcony. The studio in the addition holds up to 90 students and is used for the collaborative studios that include Building Construction Science students.

S|ARC has a shop that includes a fabrication area with two laser cutters and three 3-D printers, a CNC machine in a dedicated space, and a wood shop. The wood shop includes two Sawstop table saws, two compound miter saws, two bandsaws, a drill press, edge sander, dust collection system, and various hand power tools including drills, sanders, jigsaws, and circular saws. A dedicated work area provides space for student collaboration and shop operations. Advanced 3-D printers are being introduced this fall in the grad lab. A visualization lab is currently set up in Howell, with plans for it to move to a new location soon.

The fifth year of the program is located in Jackson, Mississippi, at 509 Capitol Street, in downtown Jackson. The Stuart C. Irby Jr. Jackson Center provides 20,800 square feet of space to the students and faculty. The structure has been renovated to include two wood-lined atrium galleries that bring light to the three levels. Studios are located on the third floor, with a lounge and kitchen area. Administrative Offices and a classroom occupy the second floor, and the first floor includes a lecture room, gallery spaces, and the library. A complete wood shop and small metal fabrication space is located in the basement (see building plans in Appendix 4). In this way, the program maintains the same physical resources for fifth-year students, as classrooms, studios, a lounge, a library, and a shop support the architecture program in Jackson.

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.

Program Response:

Faculty each have an office that serves their needs for preparing for teaching, research, mentoring, and student advising. Faculty are equipped with a computer that meets their teaching needs. Recent hires have enjoyed start-up packages funded by the MSU Office of Research and Economic Development, CAAD, and S|ARC. These packages have included funds for equipment, computers, books, and other materials that support faculty work. Faculty and staff also have a workspace and a kitchen area.

Staff have space for serving the needs of the students. The S|ARC Advisor has an office near the first-year studio with a couch, providing a comfortable conversation space for students.

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.

Program Response:

S|ARC courses and studios use classroom technology that is supported by MSU Information Technology Services, which is on-call for all classes. Classroom technology includes internet access and docu-cameras, allowing sketches to be projected. WebEx allows lectures at either Starkville or the Jackson Center to be seen by the entire student community.

Studios begin using computers in the spring semester of first year. Software instruction is offered by the professors. Rhino is employed in first year and Revit is introduced in third year, available for purchase for students at-cost through a fee. Photoshop is taught by professors and graduate teaching assistants in first year.

S|ARC has some 3-D printers in the studios, allowing students to experiment with this technology as part of their studio work. Advanced 3-D printers are being introduced this fall in the grad lab, which will provide high quality modeling for the students.

S|ARC regularly uses WebEx and an Owl camera to enable students at the Jackson Center to join Director's Council meetings. The Owl is available to any student organization or faculty. The S|ARC WebEx is also available to students at the Jackson Center and the general public who wish to participate in lectures.

5.7 Financial Resources

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.

Program Response:

Mississippi State University is a state-funded institution, providing support for salaries of full-time and part-time faculty and staff. State funding also provides for some travel for faculty and staff, contractual obligations, and commodities. For the past three years, the budget provided by the state has covered costs of the program. For the past three years, raises have been given to faculty and staff.

S|ARC also receives funding from fees. The fees that the S|ARC students incur are course fees and field trip fees. Course fees support equipment in the plot lab and the shop. This fee structure has recently been revised. Previously, the course fees were tied to a myriad of courses and studios. As practices in courses have changed, students opted for a straightforward approach to supporting the plot lab and shop. This fall, a fee structure that support of both plot lab machines and shop machines will be instituted. Other fees are associated with the two structures courses and the materials course, as both involve projects funded through these fees. Fees for field trips are assessed at the level needed for the trip, with upper-level studios traveling to more distant places. University fees for campus resources, such as the library and the recreation center, are returned to fifth-year students as they are not able to use them when in Jackson. This helps offset the field trip fee to Rome, making this trip an affordable venture to Europe.

S|ARC has revenue and expense funds through services rendered by the Plot and Fabrication Labs as well as the Career Expo and the MSU S|ARC Alumni Design Awards. There are basic charges for plotting and using the laser cutter. These charges support student workers as well as provide for amenities such as food for students during final presentation preparation week. In recent years, a concerted effort was made to purchase large monitors for use in the studio with these funds. This has reduced the need for plotting, saving money for students. The Career Expo and the Alumni Design Awards bring in revenue from the firms that participate in these events. Monies from these events support various program activities such as an Ice Cream Social at the first of the year.

S|ARC is fortunate to have many donors who support the program with funding for events, studios, faculty research, scholarships, student travel, and other discretionary funds. Funds for the program include the School of Architecture Advancement Fund, the Jackson Community Design Center Fund, the David & Valerie Wooley Fund, the Michael Fazio Excellence Fund, and the Robert Harrison Fund. Funds for specific events include the Harrison

Lecture Series Fund and the BARNworks Fund, among others. Funds for specific support include the Pursell Fund and the Harris Fund for the purchase of library books and the Richard & Charlotte McNeel Gallery Fund for exhibits and events in the gallery. Studios have been or are supported by the TimbR Excellence Fund (Design IV-B), the Joseph Stewart Collaborative Studio (Design II-A), the JH&H Studio (Design V-A), the Cooke Douglass Farr Lemons Studio (Design V-B), and the Thomas Little Historic Preservation Studio (placed in studios depending on projects). Faculty is supported through funds such as the West-Berk Faculty Research Fund. Students can apply for travel awards, such as the Aydelott and the Trussell Travel Award. Students who file FAFSA are automatically place in queues for scholarships. Over twenty scholarships are available, with information about them found here: https://www.caad.msstate.edu/scholarships/architecture

Grants have also been obtained to further funding for architectural investigations. Associate Professor Lopez Barrera and Assistant Professor Malaia obtained a grant from the Mississippi Humanities Council to fund housing insecurity research with students. Associate Professors Gregory and Lopez Barrera obtained a Precast Concrete Institute grant to use in Design III-B and Structures II, enabling students to learn about precast in design and construction. Professors Perkes, Barrera, Gines, Herrmann, and Spence obtained a National Academy of Sciences Engineering and Medicine grant used in fourth-year studios. Smaller university grants have also been awarded over the past years to support research and studios.

There are no pending reductions or increases in enrollment and/or funding. There are no planned or in-progress development campaigns.

5.8 Information Resources

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.

Program Response:

The Mississippi State University Library has over 2 million volumes, over 18,000 journal titles, and over 6,000 electronic subscriptions. Efforts are currently underway to provide access to more materials electronically, which will increase our research support. The Bob and Kathy Luke Architecture, Art, and Design Library is in Giles Hall, making it convenient for all architecture students to access materials that include periodicals, journals, and other resources of interest and service to architecture, art, and design students. At the Jackson Center, the Gertrude C. Ford Foundation Library supports the fifth-year students as well as area professionals. Resources that serve senior projects are part of this collection. Both libraries have study materials for the Architectural Registration Examination. Students are introduced to the library in studio during their first semester and have assignments requiring the use of these resources in courses and studios from first year through fifth year.

Changes to the Bob and Kathy Luke Architecture, Art, and Design Library are in planning stages, creating group spaces for our students. Some of the resources will be moved to the main library. All books are still available, but the alterations will introduce more opportunities for faculty and students to use the library for critiques, discussions, and other events. Gathering spots will include work tables, docu-cameras, and large monitors that can be connected to laptops.

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.

Program Response:

Both the Bob and Kathy Luke Architecture, Art, and Design Library and the Gertrude C. Ford Foundation Library are considered branch libraries by MSU and are supported by a Director for Branch Libraries. A Distance Education Librarian is available for help with learning how to use the library and engage in research. The Ford Foundation Library has a librarian to assist students. The Distance Education Librarian is available to architecture students and

presents to classes for help with research assignments. S|ARC is also fortunate to have close associations with the MSU Library Student Success & First Year Experience Coordinator, who is planning pilot programs with our students, teaching them how to navigate the library. The MSU Library also has a live chat.

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.

Each program is responsible for demonstrating compliance with each criterion. If the programs have separate webpages, responses below should clearly identify and demonstrate compliance for the respective program.

6.1 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, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

The exact language for the NAAB-accredited degree program is included on the MSU S|ARC website here: https://www.caad.msstate.edu/our-difference/accreditation/architecture

6.2 Access to NAAB Conditions and Procedures

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)

Program Response:

The MSU S|ARC makes the Conditions for Accreditation, 2020 Edition, the 2014 Conditions for Accreditation, the Procedures for Accreditation, 2020 Edition, and the 2015 Procedures for Accreditation here: https://www.caad.msstate.edu/our-difference/accreditation/architecture

6.3 Access to Career Development Information

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.

Program Response:

The MSU Career Center works closely with S|ARC to educate and assist students in developing their careers and help obtain employment. Amy Skelton, Career Advisor, visits the program and shares information with students about services provided by the Career Center. This includes learning about career opportunities, becoming familiar with the career development process, and engaging in career experiences that enhance academics and provide professional preparation. The Career Advisor visits classes to bring awareness to the many resources offered by the Career Center, such as Connections, a program that shares resumes to match students to employers. The Career Advisor participates in the Design Leadership Foundation workshop to stay abreast of careers in the design field and is key in helping organize the Architecture & Interior Design Career Expo, which consisted of over 60 firms this past spring. The MSU Career Center website lists resources for students, enables employers to establish

accounts to recruit employees, and lists job opportunities. The website can be found here: https://www.career.msstate.edu/

S|ARC helps coordinate externships and one-year co-ops as well as supports access to internship opportunities. Externships are paid spring break professional experiences for students, providing a productive break from school. Often, these positions lead to summer internships. S|ARC is grateful to have established co-ops, with students accepting one-year positions between their third and fourth years or their fourth and fifth years of the program. Co-ops that continually hire MSU S|ARC students are Perkins & Will, Gresham Smith, and Kligerman Architects, to name a few. At MSU, co-op years freeze scholarships and aid with a $25 fee each semester, overseen by the Career Center. The S|ARC website for externships, internships, and co-ops can be found here: https://www.caad.msstate.edu/academics/cooperative-education/architecture

6.4 Public Access to Accreditation Reports and Related Documents

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 submitted since the last team visit
b) All NAAB responses to any Plan to Correct (if applicable) 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

Program Response:

B.Arch.:

Requirement	Program Website Link (if applicable)
a) All Interim Progress Reports submitted since the last team visit	No Interim Progress Reports were requested.
b) All NAAB responses to any Plan to Correct (if applicable) and any NAAB responses to the program Annual Reports since the last team visit	The Plan to Correct the 2023 Annual Report resulted in the addition of an "Our Commitment" statement at the end of the website information application, found here: https://www.caad.msstate.edu/academics/majors/architecture/admission-requirements
c) The most recent decision letter from the NAAB	https://www.caad.msstate.edu/our-difference/accreditation/architecture
d) The Architecture Program Report submitted for the last visit	https://www.caad.msstate.edu/our-difference/accreditation/architecture
e) The final edition of the most recent Visiting Team Report, including attachments and addenda	https://www.caad.msstate.edu/our-difference/accreditation/architecture
f) The program's optional response to the Visiting Team Report	No response was submitted.
g) Plan to Correct (if applicable)	Not applicable.
h) NCARB ARE pass rates	https://www.caad.msstate.edu/our-difference/accreditation/architecture
i) Statements and/or policies on learning and teaching culture	https://www.caad.msstate.edu/sites/www.caad.msstate.edu/files/inline-files/Studio%20Culture%20Policy%2021%20Sept%202022.pdf
j) Statements and/or policies on diversity, equity, and inclusion	https://www.oidi.msstate.edu/diversity-msstate/our-commitment

M.Arch.:

Requirement	Program Website Link (if applicable)
a) All Interim Progress Reports submitted since the last team visit	Not applicable.
b) All NAAB responses to any Plan to Correct (if applicable) and any NAAB responses to the program Annual Reports since the last team visit	https://www.caad.msstate.edu/our-difference/accreditation/architecture
c) The most recent decision letter from the NAAB	https://www.caad.msstate.edu/our-difference/accreditation/architecture
d) The Architecture Program Report submitted for the last visit	https://www.caad.msstate.edu/our-difference/accreditation/architecture
e) The final edition of the most recent Visiting Team Report, including attachments and addenda	https://www.caad.msstate.edu/our-difference/accreditation/architecture
f) The program's optional response to the Visiting Team Report	Not applicable.
g) Plan to Correct (if applicable)	https://www.caad.msstate.edu/our-difference/accreditation/architecture
h) NCARB ARE pass rates	https://www.caad.msstate.edu/our-difference/accreditation/architecture
i) Statements and/or policies on learning and teaching culture	https://www.caad.msstate.edu/current-students/architecture/student-forms
j) Statements and/or policies on diversity, equity, and inclusion	https://www.aos.msstate.edu/

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These 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

Program Response:

Application to Mississippi State University is needed prior to application to the School of Architecture. The application is online rather than a form. Application instructions to Mississippi State University can be found here: https://www.admissions.msstate.edu/prospective-students/steps-to-enrollment#admission-requirements

Application to the School of Architecture is online rather than a form. Application instructions to the School of Architecture can be found here: https://www.caad.msstate.edu/academics/majors/architecture/admission-requirements

Admissions requirements, decision procedures, and information on evaluating transcripts for Mississippi State University can be found here: https://www.admissions.msstate.edu/prospective-students/steps-to-enrollment

Admissions requirements, decision procedures, and information on evaluating transcripts for the School of Architecture can be found here: https://www.caad.msstate.edu/academics/majors/architecture/admission-requirements

There are no forms for evaluating the content of non-accredited degrees. A description of the process for the School of Architecture can be found here:
https://www.caad.msstate.edu/academics/majors/architecture/admission-requirements

Requirements for applying for financial aid and scholarships can be found here:
https://www.sfa.msstate.edu/types-of-aid/

Forms for applying to financial aid can be found here: https://www.sfa.msstate.edu/forms/

Requirements for applying for School of Architecture scholarships can be found here:
https://www.caad.msstate.edu/scholarships/architecture

S|ARC is dedicated to creating a diverse student body. In order to achieve this, we have been tracking our applications in recent years and talking with students about how they learn about architecture and our program. We know that our applications for fall enrollment are not as diverse as we desire. We believe the way to increase this pool is to not only continue but increase our outreach efforts across the state, talking with middle and high school students about the profession. In coordination with the Alex Foundation, we are developing these opportunities. We also know that our applications for summer enrollment are from a more diverse body of students. We have worked to support more applications through this pathway by using the initial application for students who were categorized as "undeclared-architecture." Those who achieved a 2.0 GPA in their first semesters at Mississippi State University were admitted without further application requirements. This is a change from previous years when these students were asked to resubmit. In Summer 2023, 23 students enrolled in the summer studios, which was an increase from 10 to 12 in the previous summers. While this did not necessarily address diversity, it was an attempt to open pathways to individuals who wish to pursue architecture. As a state program, we believe that we have the obligation to Mississippi to provide a pathway for anyone interested in design. This explanation publicly documents our approach to creating a diverse student body. We state this broad and inclusive approach on our website in the application section, which states our commitment to this in the following: "The School of Architecture at Mississippi State University believes that any individual who wishes to pursue a career in architecture should have the opportunity to do so. In keeping with Mississippi State University's Roadmap to Guide Our Future, the School of Architecture is committed to this work and acts on it through outreach programs throughout the region; scholarships for Design Discovery Camp; pathways for transfer students; scholarships and awards for tuition, materials and supplies and travel; student organizations; study abroad opportunities and more. For more information, please contact the School of Architecture at 662-325-2202 or sarc-admissions@caad.msstate.edu." This statement can be found at:
https://www.caad.msstate.edu/academics/majors/architecture/admission-requirements

6.6 Student Financial Information

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

Program Response:

Mississippi State University has information for students about the costs of attendance, merit scholarships, and financial aid. The MSU Student Financial Aid website includes quick calculators for traditional first-year students and transfer students, as well as a chart that shows the cost of attendance for in-state and out-of-state students. Information on the types of aid, forms, loans, resources, policies, and the appeals process is also available. The website also includes FAFSA information, a Student Financial Aid Handbook, and the ability to sign up with a Maroon Money Mentor, who is a student who can help with budgeting, managing loans, saving money, credit, and other financial matters. The Student Financial Aid website is found here: https://www.sfa.msstate.edu/

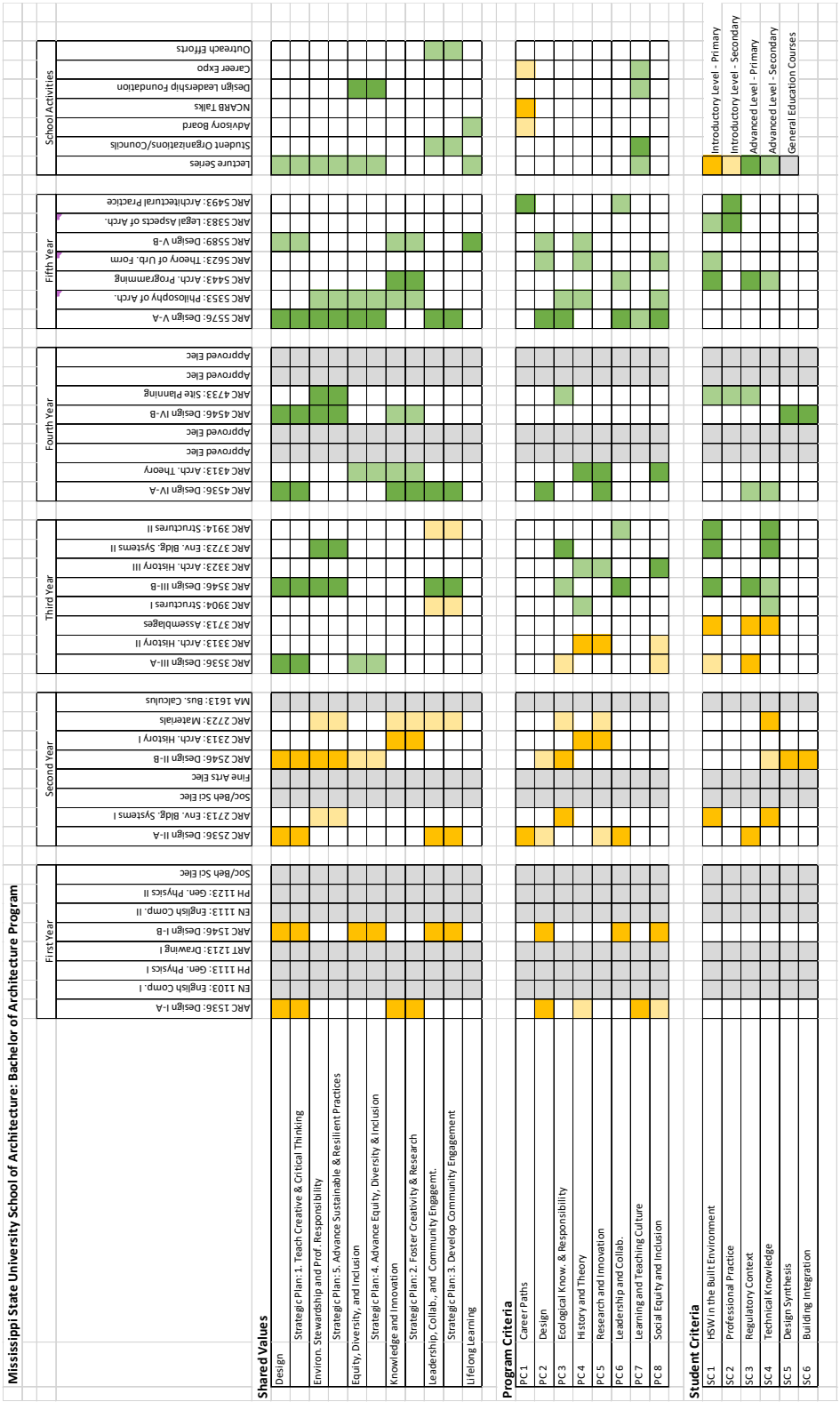
6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:

S|ARC lists fees, computer requirements, and a supply list as well as an estimate of the materials costs. The expected costs for architecture students are found here:
https://www.caad.msstate.edu/academics/majors/architecture

APPENDIX

1. PC/SC Matrix



2. Condition 4.2 Professional Degrees and Curriculum

Programs should complete or modify the following chart for the appropriate accredited program(s) and include as part of the APR.

B.Arch.

Required Prof. Courses	**Elective Prof. Courses**	**General Studies**	**Optional Studies**
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
ARC 1536: Design I-A (6 SCH)		*EN 1103/4: Eng Com I (3 SCH)*	
ART 1213: Drawing. I (3 SCH)	*Professional Electives*	*EN 1113/73: Eng Com II (3 SCH)*	*Approved Electives (12 SCH)*
ARC 1546: Design I-B (6 SCH)	*Since Fall 2021 have included:*	*MA 1613: Bus. Calc. (3 SCH)*	*Include most university courses*
ARC 2536: Design II-A (6 SCH)		*PH 1113: Physics I (3 SCH)*	*With verification of*
ARC 2713: EBS I (3 SCH in GS)	*ARC 4990: Evicted: Housing*	*PH 1123: Physics II (3 SCH)*	*Proper credit by Advisor*
ARC 2546: Design II-B (6 SCH)	*Insecurity Research*	*ARC 2713: EBS I (3 SCH)*	
ARC 2313: H. Arc. I (3 SCH in GS)		*ARC 2313: H. Arc. I (3 SCH)*	*(Some university courses are*
ARC 2723: Materials (3 SCH)	*ARC 4990: Gender and Sexuality*	*ARC 3313: H. Arc. II (3 SCH)*	*Not applicable for hours*
ARC 3536: Design III-A (6 SCH)	*In Architecture*	*Fine Arts Course (3 SCH)*	*Toward degree)*
ARC 3313: H. Arc. II (3 SCH in GS)		*Social Sciences Course (6 SCH)*	
ARC 3713: Assemblages (3 SCH)	*ARC 4990: Digital Design +*		
ARC 3904: Structures I (4 SCH)	*Fabrication*		
ARC 3546: Design III-B (6 SCH)			
ARC 3323: H. Arc. III (3 SCH)	*ARC 4990: Digital Represent.*		
ARC 3723: EBS II (3 SCH)			
ARC 3914: Structures II (4 SCH)	*ARC 4990: Latin America and*		
ARC 4536: Design IV-A (6 SCH)	*Latinx Architecture*		
ARC 4313: Arc. Theory (3 SCH)			
ARC 4546: Design IV-B (6 SCH)	*ARC 4990: Classical Architecture*		
ARC 4733: Site Planning (3 SCH)			
ARC 5576: Design V-A (6 SCH)	*ARC Gulf Coast Interdisciplinary*		
ARC 5353: Phil. of Arc. (3 SCH)	*Research*		
ARC 5443: Arc. Program. (3 SCH)			
ARC 5623: Theory of U.F. (3 SCH)			
ARC 5589: Design V-B (9 SCH)			
ARC 5383: Leg. Asp. Arc. (3 SCH)			
ARC 5493: Arc. Practice (3 SCH)			
Total *107 SCH*	Total *counted in Optional St.*	Total *33 SCH*	Total *12 SCH*
Total No. of SCH for Degree			

*SCH; Semester Credit Hours

M.Arch.

Undergraduate Courses if Preparatory			
Required Prof. Courses	**Elective Prof. Courses**	**General Studies**	**Optional Studies**
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
N/A			
Graduate-Level Courses			
Required Prof. Courses	**Elective Prof. Courses**	**General Studies**	**Optional Studies**
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
N/A			
Total	Total	Total	Total
Total No. of SCH for Degree			

*SCH; Semester Credit Hours

3. One-Page Faculty Resumés

Name: Ryan Heree Ashford
Lecturer

Courses Taught:
ARC 3536: Architectural Design III-A (Six semesters of teaching)
ARC 3546: Architectural Design III-B (Four semesters of teaching)
BCS 2313: Virtual Design & Construction (Four semesters of teaching)
ARC 2546: Architectural Design II-B
BCS 3126: Building Construction Studio

Education Credentials:
Mississippi State University, Bachelor of Architecture
East Mississippi Community College, Associate of Drafting and Design Technology
East Central Community College, Certificate of Masonry

Teaching Experience:
Mississippi State University School of Architecture
Mississippi State University Building Construction Science

Professional Experience:
Major Design Studio Architects, Principal, Columbus, Mississippi
JBHM Architects, Project Manager, Columbus, Mississippi
Schafer and Banner, architect intern, Starkville, Mississippi

Licenses/Registration:
Architect License AR102441, State of Florida
Architect License 10019, State of Louisiana
Architect License 5634, State of Mississippi
Architect License 31435, State of Texas
NCARB Certification 100132/ Record Number 80773
AIA Number 30160346

Selected Publications and Recent Research:
None

Professional Memberships:
American Institute of Architects
American Institute of Architects, Mississippi Chapter
National Organization of Minority Architects

Name: Silvina Lopez Barrera
Associate Professor

Courses Taught (Four Semesters Prior to Current Visit):
ARC 1546: Architectural Design I-B (First-Year Design Studio)
ARC 4536: Architectural Design IV-A (Fourth-Year Topical Studio)
ARC / BCS 3914: Structures II (Lecture + Lab)
ARC 4990: Special Topic Course
ARC 4000: Directed Individual Studies
HON 4093: Honors Thesis

Education Credentials:
Master of Architecture (post professional), Iowa State University.
Bachelor of Architecture, Universidad de La Republica (UdelaR), Uruguay.

Teaching Experience:

2024-present	Associate Professor. School of Architecture, Mississippi State University
2018-2024.	Assistant Professor. School of Architecture, Mississippi State University
2014-2017	Visiting Assistant Professor of Architecture, Middlebury College
2011-2014	Lecturer. Department of Architecture, Iowa State University
2009-2012	Research Assistant. Center for Transportation Research and Education, Iowa State University
2009-2010	Research Assistant and Teaching Assistant. Department of Architecture, Iowa State University

Professional Experience:
GLOM Arquitectas, collaborative architecture practice, Montevideo, Uruguay.
Magnone-Pollio Civil Engineering, Montevideo, Uruguay.
Jose Luis Olivera & Ellen Cardozo Architects, Rocha, Uruguay.

Licenses/Registration:
Architect Professional Registration in Uruguay (since 2008)
LEED AP BD+C (since 2016)

Selected Publications and Recent Research:
“Understanding Informal Housing in the Mississippi Delta: Lessons from Latin American Informal Settlements.” Silvina Lopez Barrera. In Informality and the City: Theories, Actions, and Interventions ed. by G. Marinic and P. Meninato, Springer, 2022
"Centro Cultural Movil: Critical Service Learning and Design with Latinx Farmworkers" Silvina Lopez Barrera and Erin Sassin. In Public Space/Contested Space: Imagination and Occupation ed.by K. D. Murphy and S.O’Driscoll, Routledge, 2021
"Community resilience, governance, and [in]justice in the context of informal housing after an F3 tornado" Diego Thompson and Silvina Lopez Barrera. Local Development and Society, 2022
“Community resilience and collective agency under significant changes in the natural and built environment: a community capitals framework approach” Diego Thompson and Silvina Lopez Barrera. Local Environment: The International Journal of Justice and Sustainability, 2019, ISSN: 13549839.
“The Architectural Typologies of Latinx Housing Precarity” Silvina Lopez Barrera. Proceedings of the Association of Collegiate Schools of Architecture (ACSA), 110th Annual Meeting, 2023. ISBN 978-1-944214-41-8.
“Community Resilience under Contexts of Informal Housing and Climate Change in the Americas” S. Lopez Barrera, D. Thompson, C. Dreifuss, and C. Schreier. Proceedings of the UIA World Congress of Architects 2023.

Professional Memberships:
American Institute of Architects (AIA) Intl. Assoc. Member
Uruguayan Society of Architects (SAU)
Association of Collegiate Schools of Architecture (ACSA)

Name: Joan Blanton
Lecturer

Courses Taught (Four Semesters Prior to Current Visit):
ARC 5623: Theory of Urban Design

Education Credentials:
PhD, Jackson State University, Fall 2008 to May 2013
Awards: Chair's Award for Highest GPA 2010, 2011
MS, University of Maryland, May 1976: Major - Urban Economics & Econometrics
Bachelor of Science, University of Delaware, May 1974: Major - Economics
Awards: Wall Street Journal Award; Mortar Board; Danforth Nominee; Phi Kappa Phi

Teaching Experience:
Adjunct Professor: Mississippi State and Jackson State Universities: 08/2018- present
Teach an Urban Design class to 5th year architecture students for Mississippi State University; teach planning theory, research methods and statistics for Jackson State University
Adjunct Professor: Jackson State University: Teach Masters and Doctorate students in the following course: Statistics, Planning Theory, and Research Methods.
Adjunct Instructor: Midlands Technical College, Columbia, SC: 8/95—5/97
Taught 2-4 sections of Introduction to Macroeconomics each semester.

Professional Experience:
Executive Director: Columbia Housing Authority Developments, Inc. (CHAD), SC: 7/93—7/95
Secured $1.1 million in grants from the Federal Reserve Bank of Atlanta;
Bid on and renovated HUD homes and secured qualified buyers;
Designed and delivered a home ownership course to over 200 families
Planner in Charge of Housing: Metropolitan Planning Commission, Knoxville, TN: 12/88—6/93
Developed, budgeted and directed program items related to housing and neighborhood planning.
Produced housing reports for the General Plan.
Secured $45,000 in funding from the Levi Strauss Foundation.
Legislative Liaison/ Planner: DeKalb County Planning Department, Decatur, GA: 5/79—3/81
Staff support for DeKalb's state legislators and unofficial state lobbyist for the County.
Analyzed pending federal legislation pertinent to urban counties.
Planner: Augusta-Richmond County Planning Department, Augusta, GA: 10/76—5/79
Work included statistical research, block grant applications, and report preparation.

Licenses/Registration:

Selected Publications and Recent Research:
BOOK SECTION:
Building Cities to LAST A Practical Guide to Sustainable Urbanism, Jassen Callendar, 2021 by Routledge, ISBN 9780367223786
REVIEW:
The City after Abandonment. Journal of Planning Education and Research June 2014 34*:* 240-*242, doi:*10.1177/0739456X14526693

Professional Memberships:
Retired from AICP (American Institute of Certified Planner

Name: David Buege
Lecturer

Courses Taught:
ARC 5576: Architectural Design V-A

Education Credentials:
Princeton University, Master of Architecture
Institute for Architecture and Urban Studies, NYC
University of Wisconsin-Milwaukee, Bachelor of Science in Environmental Design

Teaching Experience:
University of Arkansas Fay Jones School of Architecture
Philadelphia University
Auburn University Rural Studio
Mississippi State University
Auburn University
New Jersey Institute of Technology
Pratt Institute
University of Wisconsin-Milwaukee

Professional Experience:
Eisenman Architects, NYC
Bartos & Rhodes Architects, NYC
Foil – Wyatt Architects, Jackson, MS
Herbert J. Githens, Architect, Jersey City

Licenses/Registration:
None

Selected Publications and Recent Research:
Essay: Teaching English. Proceedings of the 7th Beginning Design Conference.
Essay: Hard Cash, Hot Coffee, Good Hope. Mockbee Coker, Thought and Process. Lori Ryker, ed. Essay: Dragonflies and Tumbleweed. Batture, The LSU School of Architecture Journal.
Essay: Architecture or Entomology. Marlon Blackwell, An Architecture of the Ozarks. Princeton Arch. Press.
Short Essay: Birmingham House. The Oxford American, Spring 2008.
Essay: Times New Roman. Invisible Corviale; University of California—Berkeley.
Essay: Western Sage. In The Shadows of The Tetons; ORO Editions. (Edited book text as well.) (With Marlon Blackwell)
Essay: [Untitled]. Samuel Mockbee & the Rural Studio: Community Architecture. Birmingham Museum of Art.
Essay: [Foreword] Heirlooms to Live In; Homes in A New Regional Vernacular. ORO Publishers. (With Marlon Blackwell)
Essay: The Supporting Leg. Power; ORO Editions. (With Marlon Blackwell)
Essay: The Present Situation. OZ, Kansas State University School of Architecture Journal. With M. Blackwell.
Essay: Fayetteville. University of Arkansas Press. With Jeff Shannon.
Interview: New Spaces From Found Materials. NF: časopis studentata arhitekture, Zagreb, Croatia. Essay: Tears of Armadillos. Platform; University of Texas School of Architecture Journal.Essay: Some Have Legs, A Few Have Wings. Radical Practice: The Architecture of Marlon Blackwell ⌀ Architects. Princeton Architectural Press.

Professional Memberships:
Association of Collegiate Schools of Architecture

Name: Jassen Callender
Professor and Jackson Center Director

Courses Taught (Four Semesters Prior to Current Visit):
ARC 5353: Philosophy of Architecture
ARC 5576: Architectural Design V-A
ARC 5589: Architectural Design V-B

Education Credentials:
University of Minnesota, Master of Fine Art
Mississippi State University, Bachelor of Architecture

Teaching Experience:
Mississippi State University School of Architecture
Jackson State University Department of Urban and Regional Planning

Professional Experience:
Eley Guild Hardy Architects, Jackson, Mississippi
JBHM Architects, Jackson, Mississippi
Tom Rose, St. Paul, Minnesota
Barlow Eddy Jenkins Architects, Jackson, Mississippi
Watkins and Cox Architects, McComb, Mississippi
A Neilson Martin, Architect, Starkville, Mississippi

Licenses/Registration:
Architect License #5773, State of Mississippi
NCARB Certificate #104643

Selected Publications and Recent Research:
"Renegade Flood Mitigation: Microparks in West Jackson," $65,000 Hilton Foundation grant, collaboration between JCDC and 2cMississippi, 2023
"Going Green for a Cool, Healthy Jackson," C40 Masterclass: Robert Wood Johnson Foundation Conference on Climate, Health, and Equity, Philadelphia, Pennsylvania, February 2023
"Jackson Urban Heat Island Green Infrastructure Project," $42,000 Robert Wood Johnson Foundation grant, collaboration between JCDC and 2cMississippi, 2022
Building Cities to LAST: a Practical Guide to Sustainable Urbanism, Routledge Press, December 2021
"Haunted into Being: Barns in a Mythic Landscape," SESAH Annual Conference, Natchez, Mississippi, September 2020
Architecture History and Theory in Reverse: From an Information Age to Eras of Meaning, Routledge Press, July 2017
"Sustainable Urban Development," Chapter in *International Encyclopedia of Housing and Home, Vol. 7*, Elsevier Press, April 2012

Professional Memberships:
American Institute of Architects, Mississippi Chapter
Association of Collegiate Schools of Architecture

Name: Gail Joan Cornell
Lecturer

Courses Taught: (Two Semesters Prior to Current Year)
ARC 4990: Special Topics: Historic Preservation Reports
ARC 4623/6623: Research Methods in Historic Preservation
IN 8273: Building Materials Conservation

Education Credentials:
Harvard Graduate School of Design, Master of Architectural History and Theory
New York University, Certificate in Arts Administration
School of Visual Arts, Pre-Architecture Program
Xavier University, Master of Business Administration
Thomas More College, Bachelor of Arts

Teaching Experience:
Mississippi State University School of Architecture
Mississippi State University School of Interior Design
Hunter College, New York, NY
New York University School of Professional Studies

Professional Experience:
City Planner and Preservationist, Hazlehurst, MS
Founder and CEO, Saving Historic Hazlehurst
Lecturer in Art, Architecture & Design, Museum of Modern Art, New York, NY
Lecturer in Architectural History, Smithsonian Institute
Lecturer in Architectural History, National Trust for Historic Preservation
Lecturer in Architectural History, Archeological Tours
Principal, Urban Space Design, Architectural and Design Services
President & Lecturer, ARCHETOURS, Inc.

Licenses/Registration:
None

Selected Publications and Recent Research:
"Chatham Green at Fifty," *DOCOMOMO US* (2012 no. 2:4-5)

Professional Memberships:
Saving Historic Hazlehurst – Founder & CEO
Mississippi Heritage Trust - Board Member
Society of Architectural Historians

Name: Jacob A. Gines
Associate Professor

Courses Taught (Four Semesters Prior to Current Visit):
ARC 2723: Materials
ARC 2536: Architectural Design II-A
ARC 3536: Architectural Design III-A
ARC 4546: Architectural Design IV-B
ARC 4990: Special Topics: Gulf Coast Interdisciplinary Research Seminar

Education Credentials:
Mississippi State University, Doctor of Philosophy in Forest Resources/Sustainable Bioproducts
University of Utah, Master of Architecture
University of Utah, Bachelor of Architectural Studies

Teaching Experience:
Mississippi State University School of Architecture
University of Utah School of Architecture

Professional Experience:
Method Studio, Associate Principle, Salt Lake City, Utah (current)
Scholz Architects, Provo, Utah
Richardson Design Partnership, Salt Lake City, Utah
Carpenter Stringham Architects, Salt Lake City, Utah

Licenses/Registration:
In process

Selected Publications and Recent Research:
"Pioneering Mass Timber in Mississippi: Lessons Learned and the Carbon Story of Lost Rabbit", in process.
"Pioneering Mass Timber in Utah: Best Practices, Lessons Learned and the Carbon Story of Baltic Pointe", in process.
"Redefining Urban Development with Mass Timber Construction", *Forest Products Journal* (under review) and Forest Products Society conference, Knoxville, TN, 2024.
"Toward an Understanding of Building Envelopes: Dew Point and Decay in Mass Timber Structures", Forest Products Society conference, Morgantown, WV, 2023.
"Carbon Matters: Evaluating the Aggregated Impact of Sequestered Carbon from Projects in a Mass Timber Architecture Design Studio", Forest Products Society conference, Morgantown, WV, 2023.
"Concrete Environments", Building Technology Educator's Society conference, Auburn, AL, 2021.
"In Spite of Pragmatics: The Pursuit of Both/And for Integrated Architectural Solutions", BTES conference and proceedings, Amherst, MA, 2019.
"Living the Double Life: Between Architectural Practice and the Academy", ACSA fall conference and proceedings, Milwaukee, WI, 2018.
"TIMBR: Timber Innovations for Mississippi Buildings Reimagined", *Tree Talk*, Winter 2017.

Professional Memberships:
American Institute of Architects, Mississippi Chapter
Association of Collegiate Schools of Architecture
Forest Products Society
Society of Wood Science & Technology
Building Technology Educator's Society

Name: Alexis Gregory
Associate Professor

Courses Taught (Four Semesters Prior to Current Visit):
ARC 3536: Architectural Design III-A
ARC 3546: Architectural Design III-B
ARC 3713: Assemblages

Education Credentials:
Clemson University, Master of Science in Architecture
Virginia Tech, Bachelor of Architecture

Teaching Experience:
Mississippi State University School of Architecture
Savannah College of Art and Design

Professional Experience:
adg, LLC, Starkville, MS
MV+A Architects, Washington, DC
Lorena Checa Associates, Washington, DC
Envision Design, PLLC (now Perkins + Will), Washington, DC
Ai/Ellstreet Corporation (now Perkins + Will), Washington, DC
George Sexton Associates, Washington, DC

Licenses/Registration:
Architect License #0401011629, Commonwealth of Virginia

Selected Publications and Recent Research:
Gregory, Alexis. "The Intersection of Ethics, Empathy, and Agency in Architecture Education: Using the Design Studio to Research Client Needs." **The Research-Design Interface: ARCC 2023 International Conference**. Spring 2023. *double-blind peer reviewed*
Gregory, Alexis. "Addressing othering in architecture education: Learning ethics and empathy." **IN COMMONS – 111th ACSA Annual Meeting**. Spring 2023. *double-blind peer reviewed*
Pierce, West and Alexis Gregory." Rapprochement Urbanism: An Exploration into the Rewilding of Jackson, Mississippi." **Enquiry: The ARCC Journal for Architectural Research**. November 2019. *double-blind peer reviewed*
Gregory, Alexis. "Service-Learning and Social Justice in Architecture Education: Teaching Students to Design for the 'Other'." **Design Principles and Practices Journal**. August 2019. *double-blind peer reviewed*
Gregory, Alexis. "University-Community Partnerships: Managing Expectations and Leadership." **The Ethical Imperative – 106th ACSA Annual Meeting**. Spring 2018. *double-blind peer reviewed*
Gregory, Alexis. "Empathizing with Clients: Teaching Students How to Design for 'The Other'." **The Ethical Imperative – 106th ACSA Annual Meeting**. Spring 2018. *double-blind peer reviewed*

Professional Memberships:
American Institute of Architects, Mississippi Chapter
Architectural Research Centers Consortium
Association of Collegiate Schools of Architecture
Building Technology Educator's Society
United States Green Building Council

Name: Judson R. Jones
Lecturer

Courses Taught (Four Semesters Prior to Current Visit):
ARC 5383: Legal Aspects of Architecture

Education Credentials:
Juris Doctor, The University of Mississippi School of Law
Bachelor of Science, Civil Engineering, Mississippi State University
Associate of Arts, Meridian Community College (MCC)

Teaching Experience:
Spring 2019 – Present, Adjunct Professor, Mississippi State University School of Architecture

Professional Experience:
March 2023 – Present, Director of Marketing, Mississippi for HighFive Healthcare
August 2006 – February 2023, Attorney; Shareholder, Mockbee Hall & Drake, P.A., Jackson, Mississippi, Began as an Associate, Shareholder from January 1, 2013 – February 2023

Licenses/Registration:
Licensed to practice law in all State and (most) Federal Courts in Mississippi (MSB# 102240) and Tennessee (TNBPR# 025490)

Selected Publications and Recent Research:
American Society of Civil Engineers Journal of Performance of Constructed Facilities, "The Engineer's Legal Exposure for Facilities Built on Expansive Soils," January/February 2011, Volume 25, Issue 1 (co-author)
"The Measure of Malpractice - There is a Place for the Threshold Approach in Evaluating Design Errors and Omissions," Journal of the American College of Construction Lawyers, Volume 7, Number 1, Winter 2013, January 2013 (co-author)

Professional Memberships:
Mississippi and Tennessee Bar Associations
American Society of Civil Engineers (not current)

Name: Ruo Jia
Assistant Professor

Courses Taught (Four Semesters Prior to Current Visit):
ARC 4313: Architectural Theory
ARC 2536: Architectural Design II-A

Education Credentials:
Princeton University, Doctor of Philosophy in History and Theory of Architecture with an interdisciplinary certificate Media+Modernity; Master of Arts
Harvard University, Master of Architecture II
Southeast University, Master of Architecture; Bachelor of Architecture

Teaching Experience:
Mississippi State University School of Architecture
Pratt Institute School of Architecture
Cornell University Architecture Art Planning
Harvard University Graduate School of Design
The City College of New York Bernard & Anne Spitzer School of Architecture
Columbia University Graduate School of Architecture Planning and Preservation
Princeton University School of Architecture

Professional Experience:
IfWorks, New York, U.S.
kleinenForm, New York/Cambridge, U.S.
United Design Group, Shanghai, China
FeiChangJianZhu, Beijingi, China
Budem-Projekt, Lodz, Poland

Licenses/Registration:
NA

Selected Publications and Recent Research:
- Jia, Ruo. *Different Shades of the Concrete: Chinese Experimental Architecture* Or *French Poststructuralist Theory* (book manuscript in preparation).
- Jia, Ruo. 不同拼块的具体：中国实验建筑或法国后结构理论[*Different Shades of the Concrete: Chinese Experimental Architecture* Or *French Poststructuralist Theory*] (book under contract).
- Jia, Ruo. *Some Dices, Some Litters: Some Asian Feminist Architectural Possibilities* (book manuscript in preparation).
- Jia, Ruo. "Cloud as an Alternative Architecture." *Representations* (2024 Spring): 117-142.
- Jia, Ruo. "The Architecturing of Modern Love and the Architecturing of Modern Architecture: Revisiting 'Huiyin Lin,' " *The Journal of Architecture,* vol.29, issue 1-2 (April 29th 2024): 188-202.
- Jia, Ruo. "Moving towards a Concrete Type through Collective Body Memory," *Transposed Memory: Visual Sites of National Recollection in the 20th and 21st century East Asia*. Eds. Alison J. Miller and Eunyoung Park (Brill, 2024), 126-143.

Selected Professional Memberships:
Society of Architectural Historian (SAH)
European Architectural History Network (EAHN)
Association of Collegiate Schools of Architecture (ACSA)
College Art Association (CAA)

Name: Charlyn DeLane King
Lecturer

Courses Taught (Graduate Teaching Assistant):
ARC 2536: Architectural Design II-A
ID 6990: Special Topics in ID with Dr. Beth Miller
ID 2103: CAD for Interior Design with Shadow McKnight
ID 1683: Interior Design Graphics with Amy E. Crumpton
ID 3643: History of Interiors with Dr. Beth Miller
ID 3614: Interior Design Studio III with Ashley Studdard Hughes

Education Credentials:
Master of Fine Arts – Historic Preservation, Mississippi State University, expected May 2025, ABD
Bachelor of Architecture, Mississippi State University, Cum Laude, April 2021
Associate of Applied Science in Drafting and Design, Jones Junior College, April 1988

Teaching Experience:
Mississippi State University, Graduate Teaching Assistant, Interior Design,
TRAC Enterprises (Little Caesars multi-unit franchise)
Meridian Community College

Professional Experience:
Owner/Operator, TNC Property Management, Meridian, MS
Davis Purdy Architects, Meridian, MS
Owner/Operator Little Caesar Franchise Stores, East MS – West AL Area
Staff Sergeant, Mississippi Army National Guard, Camp Shelby, MS

Licenses/Registration:
NCARB Certificate #869983

Name: Duane McLemore
Assistant Professor

Courses Taught (Four Semesters Prior to Current Visit):
ARC 1536: Architectural Design I-A
ARC 4990: Representation I
ARC 2546: Architectural Design II-B
ARC 4990: Digital Representation
ARC 4536: Architectural Design IV-A
ARC 1546: Architectural Design I-B

Education Credentials:
University College London, Master of Architecture
University of Southern California, Bachelor of Architecture

Teaching Experience:
Mississippi State University School of Architecture
Woodbury University School of Architecture
Pasadena City College Department of Architecture
California Polytechnic University Pomona School of Architecture

Professional Experience:
X Over Zero Design and Architecture, Los Angeles, CA and Starkville, MS
Franz Lee Architects, Los Angeles, CA and Santa Monica, CA
Hodgetts + Fung Design & Architecture, Culver City, CA
Griffin Enright Architects, Culver City, CA
Kovac Architects, Los Angeles, CA
Tilsley and Associates Architects, Cincinnati, OH

Licenses/Registration:
Architect License #38095, State of California
NCARB Certificate #96805

Selected Publications and Recent Research:
"Collaborative Human Assembly" in *Proceedings of the ARCC / EAAE Conference 2024*
"Algorithmic Community Construction" Chapter in *The Co-Creation Sourcebook*, TU Delft 2024
"Virtual Reality Applications in Housing Insecurity Research" in *Proceedings of the CAADRIA Conference 2023*
"Visualizing Space Group Honeycombs with Modified Sterographic Projection" in *Proceedings of the DCA Conference 2022*
"Concrete Environments" in *Proceedings of the BTES Conference 2021*
"Space Group Symmetry Generation for Design: The Horta Component Library" in *Proceedings of the ACADIA Conference 2020*

Professional Memberships:
American Institute of Architects, Mississippi Chapter
Association for Computer-Aided Design in Architecture
Building Technology Educators' Society

Name: Gokul Biju Nair
Visiting Assistant Professor

Courses Taught (Four Semesters Prior to Current Visit):
ARC 1536: Architectural Design I-A
ARC 4990: Special Topics: Representation I

Education Credentials:
Columbia University Graduate School of Architecture Planning & Preservation, Master of Science in Architecture & Urban Design
Savitribai Phule Pune University, Bachelor of Architecture

Teaching Experience:
Mississippi State University School of Architecture

Professional Experience:
Studio Localground, Pune, India
Stapati Architects, Calicut, India
MAP Architects, Bengaluru, India

Licenses/Registration:
Architect License: CA/2023/157485

Selected Publications and Recent Research:

Professional Memberships:
Indian Institute of Architects, Pune Chapter

Name: Charles Lawson Newman
Lecturer

Courses Taught (Four Semesters Prior to Current Visit):
ARC 5443: Architectural Programming

Education Credentials:
University of Texas at Austin, Master of Architecture
University of Texas at Austin, Certificate in Historic Preservation
Mississippi State University, Bachelor of Architecture

Teaching Experience:
Mississippi State University, School of Architecture

Professional Experience:
WFT Architects, P.A., Jackson, Mississippi
The Boudreaux Group (formerly Architects Boudreaux, Hultstrand & Carter), Columbia, South Carolina

Licenses/Registration:
Architect License # 4518, State of Mississippi

Selected Publications and Recent Research:
n/a

Professional Memberships:
American Institute of Architects, Mississippi Chapter
Association for Preservation Technology
National Trust for Historic Preservation
Mississippi Heritage Trust

Name: David Perkes
Professor and Gulf Coast Community Design Studio Director

Courses Taught (Four Semesters Prior to Current Visit):
ARC 4536: Architectural Design IV-A
ARC 5576: Architectural Design V-A
ARC 5589: Architectural Design V-B

Education Credentials:
Loeb Fellow, Harvard Graduate School of Design, 2003-2004.
Master of Environmental Design, Yale School of Architecture, 1993.
Master of Architecture, University of Utah Graduate School of Architecture, 1985.
Bachelor of Science in Civil and Environmental Engineering, Utah State University, 1982.

Teaching Experience:
Mississippi State University, College of Architecture, Art, and Design
University of Texas at Austin, School of Architecture
Harvard University, Graduate School of Design
Yale School of Architecture
Temple University, Department of Architecture

Professional Experience:
GULF COAST COMMUNITY DESIGN STUDIO
Biloxi, MS. Mississippi State University College of Architecture, Art + Design. Founding Director, 2005 to present.
JACKSON COMMUNITY DESIGN CENTER
Jackson, MS. Mississippi State University School of Architecture. Director, 1998 to 2005.
WFT ARCHITECTS, Jackson, MS. Architectural Consultant, 1995 - 1997.
SVIGALS ASSOCIATES ARCHITECTS, New Haven, CT. 1992 - 1993.
BLACKNEY-HAYES ARCHITECTS, Philadelphia, PA. 1990 – 1991.
VENTURI, SCOTT BROWN and ASSOCIATES, Philadelphia, PA 1986 – 1990.
WALLACE, ROBERTS and TODD, Philadelphia, PA. 1985 – 1986.

Licenses/Registration:
Architect, Pennsylvania, 1990.
Mississippi, 1999 to present.

Selected Publications and Recent Research:
National Academy of Science Engineering and Medicine, Gulf Research Program, Gulf Futures Design Studio. PI for two-year pilot program and three-year Phase II for interdisciplinary Gulf Coast design studios, 2022-2027.
Resilient Housing Planning Guide. EPA funded project in partnership with Smart Home America to create a tool for jurisdictions to produce resilient housing plans, 2021-2024.
"New Urbanism and the Hazard Transect Overlay District: Improving the Integration of Disaster Resilience and Design in Coastal Areas," Article in *Landscape Journal,* Vol 40:1, Authors: Gavin Smith, Allison Anderson, David Perkes, University of Wisconsin Press, 2021.
"East Biloxi: Bayou Restoration as Environmental Justice," Chapter in *Resilience for All: Striving for Equity Through Community-Driven Design*, author Barbara Brown Wilson, Island Press, 2018.
"Learning from Public Interest Practices," Chapter in *Public Interest Design Practice Guidebook*, Co-authors David Perkes, Roberta Feldman, Sergio Palleroni; edited by Lisa M. Abendroth and Bryan Bell, Routledge, 2016.

Professional Memberships:
American Institute of Architects
Association for Community Design

Name: John Stack Ross
Assistant Professor

Courses Taught (Four Semesters Prior to Current Visit):
ARC 3723: Environmental Building Systems II
ARC 2546: Architectural Design II-B
ARC 2536: Architectural Design II-A
ARC 1546: Architectural Design I-B (Summer)
ARC 1536: Architectural Design I-A (Summer)

Education Credentials:
Harvard University, Master of Architecture
University of Texas at Arlington, Bachelor of Science in Architecture

Teaching Experience:
Mississippi State University School of Architecture
Lund University, LTH Department of Architecture and Built Environment
Auburn University School of Architecture
University of Minnesota School of Architecture
University of Texas at Arlington School of Architecture

Professional Experience:
Cannon Design, Shanghai, China (Vice President/Design Director)
VJAA, Minneapolis, Minnesota
Foster + Partners, London, England
Convergeo / Waldvogel + Huang, Concord, Massachusetts
Mario Corea Arquitectura, Barcelona, Spain

Licenses/Registration:
AAIA (Associate AIA)

Selected Publications and Recent Research:
Simulated Environments and Experiences in STEM (Co-I, grant pending)
Digital Twins for Resilient Basing (PI for MSU sub-award, grant pending)
Computer-Aided Design of Affordable Net Zero Buildings (PI)
The Unknowing of the Outcome, BTES 2023 Conference Proceedings (Co-I/coauthor)
Rethinking the Architectural Review Through Immersive Virtual Reality, ARCC 2023 Conference Proceedings (PI)
Emmett Till Memorial Project: A Community Engaged Studio Project, ACSA 109, 2021, (Co-I/coauthor)

Professional Memberships:
American Institute of Architects (Associate)
Association of Collegiate Schools of Architecture
AIA, The Committee on the Environment (COTE), Mississippi Chapter (Co-Chair)
Building Technology Educators' Society (Officer/Treasurer)

Name: Angela Uruhimbi Shyaka
Visiting Assistant Professor

Courses Taught (Four Semesters Prior to Current Visit):
ARC 1536: Architectural Design I-A
ARC 1546: Architectural Design I-B
ARC 3323: History of Architecture III
ARC 4313: Architectural Theory
ARC 4536: Architectural Design IV-A

Education Credentials:
Drury University, Master of Architecture
Drury University, B.A. in Art History

Teaching Experience:
Mississippi State University School of Architecture

Professional Experience:
Dake Wells Architecture, Springfield, Missouri

Licenses/Registration:

Selected Publications and Recent Research:
"Hope and the Uruhimbi: A Rwandan Fable on Sacred Space", Design Drafts #2, *PIN-UP 35*, Winter 2023

Professional Memberships:
American Institute of Architects, Missouri Chapter
Society of Architectural Historians
National Council of Architectural Registration Boards

Name: Karen Cordes Spence
Professor and Director

Courses Taught (Four Semesters Prior to Current Visit):
ARC 5353: Philosophy of Architecture
ARC 2313: History of Architecture I
ARC 4313: Architectural Theory

Education Credentials:
Texas A&M University, Doctor of Philosophy in Architecture
University of Cincinnati, Master of Science in Architecture
University of Arkansas, Bachelor of Architecture

Teaching Experience:
Mississippi State University School of Architecture
Drury University Hammons School of Architecture
Texas A&M University College of Architecture
University of Cincinnati Department of Architecture, Art, and Planning
University of Arkansas School of Architecture

Professional Experience:
Karen Cordes Spence, Architect, Springfield, Missouri
Fennell Purifoy Architects, Little Rock, Arkansas
Schaefer Johnson Cox Frey and Associates, Wichita, Kansas
Keyes Condon Florance Architects, Washington, DC
AIAS National Vice-President, Washington DC

Licenses/Registration:
Architect License #A-8262, State of Missouri
Architect License #8818, State of Maryland
NCARB Certificate #49890
LEED AP, June 2008

Selected Publications and Recent Research:
A Primer on Theory in Architecture, Routledge Press, January 2017
"Presence and Absence," Chapter in *Shadow Patterns: The Architecture of Fay Jones*, University of Arkansas Press, April 2017
"Drury University Design Team Creates Crystalline Veteran Memorial for Arkansas," ArchDaily, 17 July 2020
"Developing Resources for Design Students," ACSA Regional Conference, Norman, Oklahoma, March 2020
"Encore Delivered with Strength and Delicacy," *ARCHITECTURE* (77: 52-7), October 1988 and *American Architecture of the 1980's,* 1990

Professional Memberships:
American Institute of Architects, Mississippi Chapter
Association of Collegiate Schools of Architecture

Name: Laura Smith Taylor
Lecturer

Courses Taught (Four Semesters Prior to Current Visit):
ARC 5493: Professional Practice

Education Credentials:
2002 B.Arch Mississippi State University
2007 MSAS University of Texas at Austin
(Masters of Science in Architectural Studies – did an interdisciplinary masters program under Michael Benedikt)

Teaching Experience:
TA Auburn University Rural Studio 1999-2000 (2nd year studio)
TA University of Texas at Austin 2006 (1st year studio)
Visiting Assistant Professor MS State Spring 2015 (2nd year studio and Architectural Appreciation)
Instructor Professional Practice 2023 – 2024 MS State

Professional Experience:
Student Researcher S/ARC Small Town Center Summer 1999
Americorps VISTA at Auburn University Rural Studio 1999-2000
Intern Architect Williamson Pounders Memphis, TN Summer 2001
Intern Architect Eley Associates / Architects Jackson, MS 2002 – 2005
Architectural Intern at Vince Hauser Architect Austin, TX 2005 – 2007
Intern Architect / Architect at Foil Wyatt Architects & Planners Jackson, MS 2007 - 2015
Staff Architect / Director of Planning and Design at the University of MS Medical Center 2015 - current

Licenses/Registration:
Registered Architect State of MS 4744

Selected Publications and Recent Research:

Professional Memberships:

Name: Annette Fortman Vise
Visiting Assistant Professor

Courses Taught (Four Semesters Prior to Current Visit):
ARC 2536: Architectural Design II-A
ARC 3733: Assemblages

Education Credentials:
Millsaps College, Master of Business
Mississippi State University, Bachelor of Architecture

Teaching Experience:
Mississippi State University School of Architecture
University of Southern Mississippi School of Construction + Design

Professional Experience:
McCarty Architects; Architect and Jackson Office Director, Jackson and Flora, Mississippi
Vise Architecture; Architect and Owner, Flora, Mississippi
Vise & Morgan; Managing Partner and Architect, Ridgeland, Mississippi
Canizaro Cawthon Davis; Designer and Project Manager, Jackson, Mississippi
David Dillard, Architect; Designer, Jackson, Mississippi
Robert Parker Adams; Intern Architect, Jackson, Mississippi
Eley Associates Architects; Student Intern, Jackson, Mississippi

Licenses/Registration:
Mississippi license 5141
Louisiana license 8823
NCARB Certificate 82621
California Office of Emergency Services (Cal OES) Credentialed Disaster Service Worker ID# 88844

Selected Publications and Recent Research:
N/A

Professional Memberships:
American Institute of Architects, Mississippi Chapter
Construction Specifiers Institute, Mississippi Chapter

Name: Aaron White
Assistant Professor

Courses Taught (Four Semesters Prior to Current Visit):
ARC 1536: Architectural Design I-A
ARC 3313: History of Architecture II
ARC 5589: Architectural Design V-B

Education Credentials:
Columbia University, Doctor of Philosophy in Architecture
Pratt Institute, Master of Architecture
University of Idaho, Bachelor of Architecture

Teaching Experience:
Mississippi State University, School of Architecture
Tufts University, School of Art and Architecture
Columbia University, Graduate School of Architecture, Planning, and Preservation
Pratt Institute, School of Architecture
Parsons The New School, School of Architecture

Professional Experience:
Mark Rakatansky Studio, New York, NY
Easton + Combs Architects, Brooklyn, NY
Graftworks Design Research, New York, NY
Servo, New York, NY
uRED Architecture, New York, NY
Hummel Architects, Boise, ID

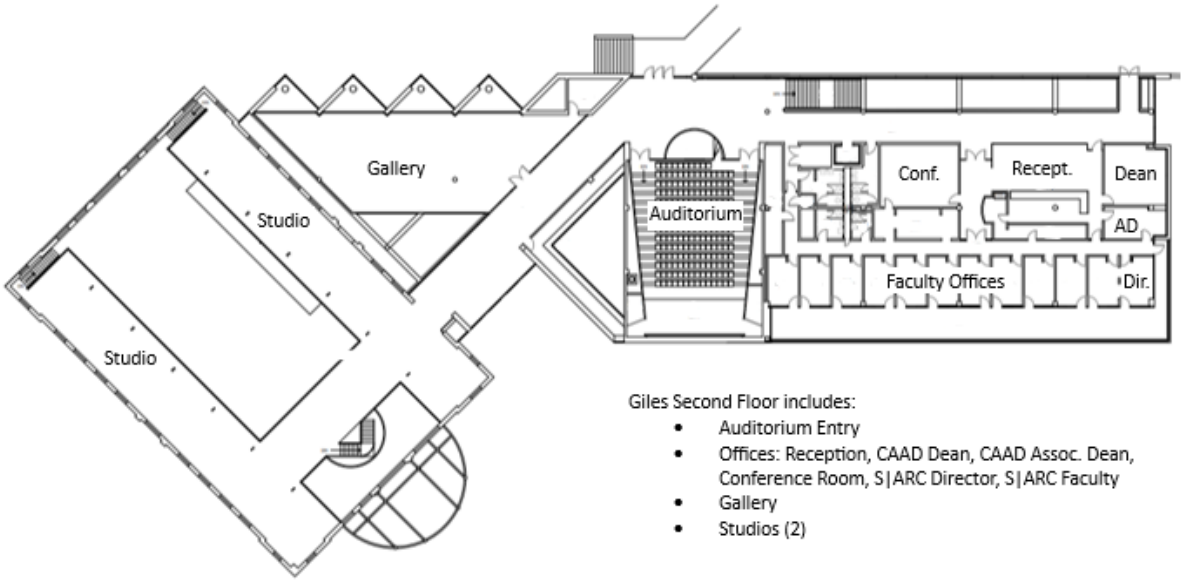
Licenses/Registration:
None

Selected Publications and Recent Research:
Aaron White and Dijana O. Apostolski, eds., *Early Modern Architecture and Whiteness: Power by Design,* Routledge, forthcoming Fall 2024.
"Equating the Unequal: Architecture and Philosophy," *Khōrein: Journal for Architecture and Philosophy*, vol. 2, issue 1 (June 2024): 93-103. https://khorein.ifdt.bg.ac.rs/index.php/ch/article/view/43
"Design in Dialogue: Precedent in the Introductory Design Studio," in Germane Barnes & Blair Satterfield, eds. *ACSA 112: Disrupters on the Edge*, 2024, 592-99. https://doi.org/10.35483/ACSA.AM.112.75

Professional Memberships:
Society of Architectural Historians
Southeast Society of Architectural Historians
Association of Collegiate Schools of Architecture

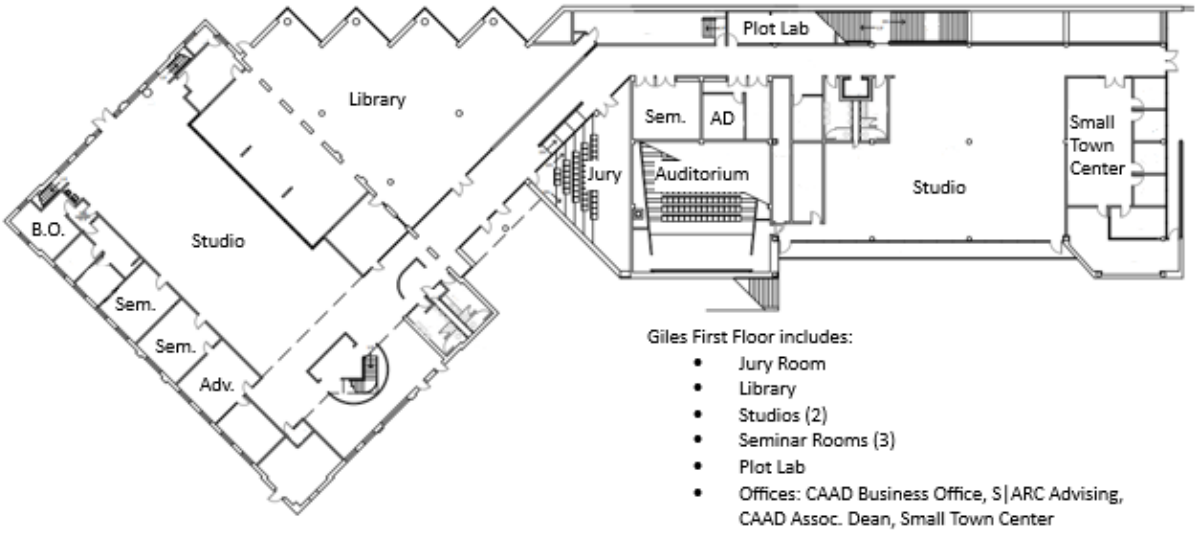
4. Facilities

Giles Hall, Starkville



Giles Second Floor includes:

- Auditorium Entry
- Offices: Reception, CAAD Dean, CAAD Assoc. Dean, Conference Room, S|ARC Director, S|ARC Faculty
- Gallery
- Studios (2)



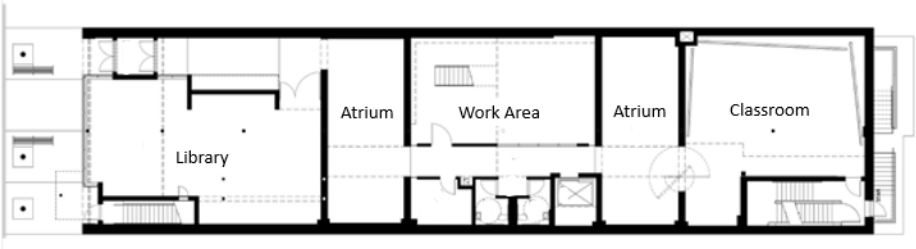
Giles First Floor includes:

- Jury Room
- Library
- Studios (2)
- Seminar Rooms (3)
- Plot Lab
- Offices: CAAD Business Office, S|ARC Advising, CAAD Assoc. Dean, Small Town Center

Giles Lower Level includes:

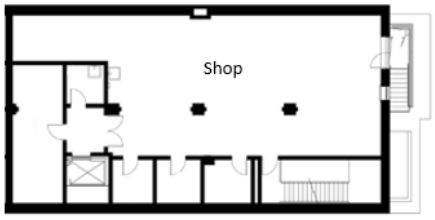
- Graduate Lab Classroom
- 3D Printers & Laser Cutters
- CNC
- Woodshop
- Workroom
- Archives
- Mechanical

Stuart C. Irby Jr. Jackson Center, Jackson



Stuart C. Irby Jr. Jackson Center includes:

- Studios
- Lounge
- Plot Lab
- Classrooms (2)
- Atrium/Gallery Space (2)
- Office Suites
- Shop
- Library
- Work Area



School of Architecture IE Report Summer 2023, Fall 2023, and Spring 2024

Deadline for completion: June 1, 2024 (preferred)

Unit: School of Architecture

Authors and contributors: Karen Spence

IE Report Point of Contact: Karen Spence

Mission statement for the degree program (not department):

The mission of the Mississippi State University School of Architecture is to educate future design leaders prepared to engage the social, environmental, and cultural conditions of Mississippi, the region, and beyond.

PART I

Learning Outcomes

Learning outcomes describe what a student should be able to do, think, or know by the time they complete the program. It is expected that you will have at least four outcomes that are unique to this major, as opposed to general outcomes that all degree earners should have.

Does this program hold any specialized accreditation that may influence its outcomes and measures?

What proficiencies are associated with this academic program?

1. To teach critical and creative thinking, enabling a student to combine thinking, drawing, and making to become a principled and responsible design leader who embraces agency, collaboration, and innovation,
2. To foster creativity and research, empowering students to implement creative research that examines the social, cultural, and environmental issues of Mississippi and the region, advancing design knowledge and challenging codified knowledge,
3. To develop community engagement, connecting a student to communities to bring awareness to career paths in design, serve others through design, and forge relationships with industry partners,
4. To advance equity, diversity, and inclusion, enabling a student to hear a diversity of voices and be immersed in situations and environments that are unfamiliar, broadening perceptions of issues, contexts, and design responses, and
5. To advance sustainable and resilient practices, enabling a student to promote and explore ways to improve operations and products that respect the earth and protect resources.

Measures and Data

The School of Architecture is accredited by the National Architectural Accrediting Board (NAAB). Student learning measures are identified in 19 criteria. The first five criteria center on a set of values shaped to reflect the School's Strategic Plan. The next eight address NAAB program learning measures, and the final six address NAAB individual student learning measures. Documenting and tracking assessment of the first five criteria tracks progress toward achieving the goals of the Strategic Plan.

Learning Outcome 1:
To teach critical and creative thinking, enabling a student to combine thinking, drawing, and making to become a principled and responsible design leader who embraces agency, collaboration, and innovation.

Assessment Procedure A
Assessment for Introductory Level:
ARC 1536: Design I-A final projects demonstrate a student can recognize and apply thinking, drawing, and making to create an innovative design.
ARC 1546: Design I-B projects demonstrate a student can recognize and apply thinking, drawing, and making to create innovative design and experience collaboration and agency in design.

Target*:*

Year	***Assessment Results*** *Sample size and percentage if applicable: 80% (16 of 20) scored 85 or greater*	***Use of Results*** *Analysis of data. What conclusions have been drawn? What decisions have been made regarding continuous improvement?*
23-24	For ARC 1536, the benchmark was 75% of the students scoring 80% or better on the assignments. For the final two projects, 79% (40 of 51) and 90% (46 of 51) of the students scored 80% or better. For ARC 1546, the benchmark was 80% of the students scoring 75% or better on the assignments. For the final project and final portfolio, 94% of the students (44 of 47) scored 75% or better.	Time for each project will be reviewed, as well as improvements in introducing the connection between representation and design, and the connection of technique and critical thinking. Employing an iterative process was successful in teaching critical thinking skills. This will be continued and clarified. Critical and innovative responses to the site will be explicitly addressed to strengthen the agency students employ in working with and in the context.

Assessment Procedure B

Assessment for Mastery Level:

ARC 4546: Design IV-B projects demonstrate a student can analyze and create through thinking, drawing, and making, achieving an innovative and collaborative design approach, and taking on agency in design.

Target*:*

Year	***Assessment Results*** *Sample size and percentage if applicable: 80% (16 of 20) scored 85 or greater*	***Use of Results*** *Analysis of data. What conclusions have been drawn? What decisions have been made regarding continuous improvement?*
23-24	For ARC 4546, the benchmark was 80% of the students scoring 75% or higher, demonstrating a student is able to analyze and synthesize a comprehensive and integrative design that shows innovation, agency, and collaboration through thinking, drawing, and making. For the semester-long project comprised of a series of exercises, the eight assignments ranged between 85% (39 of 46) and 96% (44 of 46) meeting the benchmark.	Growing enrollments introduce the discussion of approaching this project in pairs of students, which would increase collaborative experiences and model this aspect of practice. Bringing in professors of support courses (structures, environmental systems, etc.) and professionals would aid the depth of critical thinking regarding issues. Conceptual development through the connection of critical thinking and project design is needed, which may be achieved with discussions and dedicated time.

Learning Outcome 2:

To foster creativity and research, empowering students to implement creative research that examines the social, cultural, and environmental issues of Mississippi and the region, advancing design knowledge and challenging codified knowledge.

Assessment Procedure A

Assessment for Introductory Level:

ARC 2313: History of Architecture I assignments demonstrate a student can engage in library research on social, cultural, and environmental issues.

Target*:*

Year	***Assessment Results*** *Sample size and percentage if applicable: 80% (16 of 20) scored 85 or greater*	***Use of Results*** *Analysis of data. What conclusions have been drawn? What decisions have been made regarding continuous improvement?*
23-24	For ARC 2313, the benchmark was 75% of the students scoring 80% or better on the notebook demonstrating	More detailed requirements for the annotated bibliographies can help advance good research practices. Requiring deeper analysis and

	annotated bibliographies, library research, and field research. For the semester-long notebook, 77% of the students scored 80% or better.	reflection will also aid the research of social, cultural, and environmental issues.

Assessment Procedure B

Assessment for Mastery Level:

ARC 5443: Architectural Programming projects demonstrate a student can engage in research that responds to social, cultural, and environmental issues in Mississippi in a creative way, challenging and advancing knowledge.

Target*:*

Year	***Assessment Results*** *Sample size and percentage if applicable: 80% (16 of 20) scored 85 or greater*	***Use of Results*** *Analysis of data. What conclusions have been drawn? What decisions have been made regarding continuous improvement?*
23-24	For ARC 5443, the benchmark is 75% of the students scoring 80% or higher on each of the drafts and the final programming document. For the drafts and final, 79% of the students (30 of 39) scored 80% or higher.	Precedents need stronger research and understanding of building type, stronger social connections through interviews, and stronger architectural ideas. By introducing a mid-review that focuses on precedents and ideas, these areas can be further developed.

Learning Outcome 3:

To develop community engagement, connecting a student to communities to bring awareness to career paths in design, serve others through design, and forge relationships with industry partners.

Assessment Procedure A

Assessment for Introductory Level:

ARC 2536: Design II-A projects explore design through collaborative projects with Building Construction Science students for the community.

Target*:*

Year	***Assessment Results*** *Sample size and percentage if applicable: 80% (16 of 20) scored 85 or greater*	***Use of Results*** *Analysis of data. What conclusions have been drawn? What decisions have been made regarding continuous improvement?*
23-24	The benchmark is 80% of the students scoring 75% or higher on each of the projects. Between 81%	With over 60 architecture students and 70 Building Construction Science students, the teams for the first project were large. The size of the teams needs to be reduced. The second

	and 86% of the students (from 52 to 55 of 64) scored 75% or higher.	project of pairs and working on a competition proved to have greater accountability for students and more interest in the project.

Assessment Procedure B

Assessment for Mastery Level:

ARC 5576: Design V-A asked students to address sustainability and equity in downtown Jackson, Mississippi through a series of team projects.

Target*:*

Year	***Assessment Results*** *Sample size and percentage if applicable: 80% (16 of 20) scored 85 or greater*	***Use of Results*** *Analysis of data. What conclusions have been drawn? What decisions have been made regarding continuous improvement?*
23-24	The benchmark for the ten projects is 75% of the students scoring 75% or higher. In the ten projects, between 82% to 100% of the students (31 of 38) scored 75% or higher.	While the team projects prepared students for practice, this negatively impacted the sense of ownership. To address this, more independent work will be assigned earlier in the semester.

Learning Outcome 4:

To advance equity, diversity, and inclusion, enabling a student to hear a diversity of voices and be immersed in situations and environments that are unfamiliar, broadening perceptions of issues, contexts, and design responses.

Assessment Procedure A

Assessment for Introductory Level:

ARC 1546: Design I-B projects demonstrate a student can recognize and apply thinking, drawing, and making to create innovative design and experience collaboration and agency in design.

Target*:*

Year	***Assessment Results*** *Sample size and percentage if applicable: 80% (16 of 20) scored 85 or greater*	***Use of Results*** *Analysis of data. What conclusions have been drawn? What decisions have been made regarding continuous improvement?*
23-24	For ARC 1546, the benchmark was 80% of the students scoring 75% or better on the assignments. For the final project and final portfolio, 94%	Employing an iterative process was successful in teaching critical thinking skills. This will be continued and clarified. Critical and innovative responses to the site will be explicitly addressed

	of the students (44 of 47) scored 75% or better.	to strengthen the agency students employ in working with and in the context.

Assessment Procedure B

Assessment for Mastery Level:

ARC 5576: Design V-A asked students to address sustainability and equity in downtown Jackson, Mississippi through a series of team projects.

Target*:*

Year	***Assessment Results*** *Sample size and percentage if applicable: 80% (16 of 20) scored 85 or greater*	***Use of Results*** *Analysis of data. What conclusions have been drawn? What decisions have been made regarding continuous improvement?*
23-24	The benchmark for the ten projects is 75% of the students scoring 75% or higher. In the ten projects, between 82% to 100% of the students (31 of 38) scored 75% or higher.	While the team projects prepared students for practice, this negatively impacted the sense of ownership. To address this, more independent work will be assigned earlier in the semester.

Learning Outcome 5:

To advance sustainable and resilient practices, enabling a student to promote and explore ways to improve operations and products that respect the earth and protect resources.

Assessment Procedure A

Assessment for Introductory Level:

ARC 2546: Design II-B asked students to research and analyze ecological literacy and responsibility, research technical knowledge, and include ecological literacy in design.

Target*:*

Year	***Assessment Results*** *Sample size and percentage if applicable: 80% (16 of 20) scored 85 or greater*	***Use of Results*** *Analysis of data. What conclusions have been drawn? What decisions have been made regarding continuous improvement?*
23-24	For ARC 2546, the benchmark was 75% of the students scoring 80% or higher on the projects. For the six projects, between 84% (52 of 62) and 95% (59 of 62) of the students scored 80% or higher.	Improvements can be obtained by increasing the connections with MSU Extension, increasing desk critique times, and clarifying assessment measures for the projects.

Assessment Procedure B

Assessment for Mastery Level:

ARC 5576: Design V-A asked students to address sustainability and equity in downtown Jackson, Mississippi through a series of team projects.

Target*:*

Year	***Assessment Results*** *Sample size and percentage if applicable: 80% (16 of 20) scored 85 or greater*	***Use of Results*** *Analysis of data. What conclusions have been drawn? What decisions have been made regarding continuous improvement?*
23-24	The benchmark for the ten projects is 75% of the students scoring 75% or higher. In the ten projects, between 82% to 100% of the students (31 of 38) scored 75% or higher.	While the team projects prepared students for practice, this negatively impacted the sense of ownership. To address this, more independent work will be assigned earlier in the semester.

PART II

Reflection

The remainder of this report is meant to be holistic and not necessarily broken out by proficiency.

What changes did you make that are directly tied to the measures and data you collected?

We continued with teaching sustainability and equity as well as collaboration. This work strengthened and improved in ARC 1546, ARC 2546, and ARC 5576. Projects in these courses were designed to address these issues, reinforcing the importance of these topics with the students. ARC 1546 explored equity in Mississippi through an Emmett Till memorial, ARC 2546 studied food insecurity in Mississippi, and ARC 5576 studied urban issues in Jackson, Mississippi. These are only a few of the instances that addressed these issues. Coastal resiliency, housing, and community projects were also offered in various studios. Research also improved with explicit assignments addressing research skills in ARC 2313. However, these changes identified weaknesses in addressing the learning outcomes as it was realized that building critical thinking skills is necessary to support learning. ARC 1536 and ARC 1546 begin this process with iterative design, and this emphasis was added this year. ARC 4546 and ARC 5443 show weaknesses in critical and conceptual thinking, which is detrimental to achieving innovative, creative sustainable and equitable design. In general, the changes we made disclosed other weaknesses, which will be addressed.

Describe any additional changes implemented this year that proved to be beneficial to student learning?

Collaboration was examined, partly because of high enrollment numbers but also partly because of a desire to build collaborative skills. In ARC 2536 and ARC 2546, large teams and pairs of students were studied. Students working in pairs seemed optimal as students learn from one another, have a good understanding of sharing the work, and create a situation in which the professor can spend quality time with students, instead of rushing through individual conversations or not addressing everyone in a group.

What changes do you plan to make next year to enhance student learning in this program?

We are planning a comprehensive curriculum review to look specifically at scaffolding ("Scaffolding Technique" by Talip Gonulal and Shawn Loewen, https://www.academia.edu/35980923/Scaffolding_Technique) in relation to critical thinking, building research skills, and learning sustainability and equity. We have begun a sub-committee in the Curriculum Committee that will lead this work. We are planning a faculty retreat in August to begin this process together.

What other accomplishments did your students achieve?

Our students continued to build understandings of careers related to design and the practice of architecture through the Design Leadership Foundation workshop, the Career Expo, and externships. Our students also learned more about materials at an earlier stage as a new professor in second year assigned projects that introduced material assembly and detailing.