Architecture Program Report

Institution

Cal Poly Pomona

Date

September 20, 2022

National Architectural Accrediting Board, Inc.

NAAB

Architecture Program Report (APR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	California State Polytechnic University, Pomona
Name of Academic Unit	College of ENV Design, Department of Architecture
Degree(s) (check all that apply) Track(s) (Please include all tracks offered by the program under the respective degree, including total number of credits. Examples: 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: Undergraduate degree with architecture major + 60 graduate semester credit hours Track: Undergraduate degree with non-architecture major + 90 graduate semester credit hours ☐ Doctor of Architecture Track: NA
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2014
Current Term of Accreditation (refer to most recent decision letter)	Continuing Accreditation (Eight-Year Term)
Program Administrator	George Proctor AIA, Chair of Architecture
Chief Administrator for the academic unit in which the program is located (e.g., dean or department chair)	Dr. Mary Anne Akers, Dean of ENV Design
Chief Academic Officer of the Institution	Dr. Jennifer Brown, Provost
President of the Institution	Dr. Soraya Coley, President
Individual submitting the APR	George Proctor AIA, Chair

Name and email address of individual to whom questions should be directed	Chair George Proctor AIA, grproctor@cpp.edu Cc: Sam Winfield, Administrative. Support Coordinator dswinfield@cpp.edu

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted

INTRODUCTION

Progress since the Previous Visit (limit 5 pages)
In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern 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:
The introduction describes the series of program changes and revisions undertaken in response to feedback provided in the 2013-14 NAAB review. The first section describes CPP's response to the "Conditions Not met," "Student Performance Criteria Not Met," and "Causes for Concern" in the 2014 VTR, and NAAB responses to subsequent IPRs. The second section of the Introduction details programmatic changes made based on NAAB Conditions as well as internally motivated changes based on the university's semester conversion, response to COVID, and other curricular demands.

These changes are organized under the following subheadings:

1. NAAB 2013-14 NAAB review – 2009 Conditions
   Changes responding to the NAAB VTR
2. CPP – 2018 Semester Conversion
   Changes based on university's conversion to semester
3. CPP – 2021 Course Unit Modification
   Changes to course units to better reflect student work effort in various courses
4. CPP – 2021 Split Cohort Modification
   Changes to accommodate two separate course schedules M,W,Th or Tu,W,F
5. COVID – Changes in response to the need to teach remotely due to the pandemic
   NAAB 2020 Conditions
6. Changes to the program based on the new conditions

NAAB 2013-14 NAAB review – 2009 Conditions

CONDITIONS NOT MET

2014 VTR
None

STUDENT PERFORMANCE CRITERIA NOT MET

2014 VTR
B.2 Accessibility
B.12 Building Materials and Assemblies Integration

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

"2014 Team Assessment: In the B. Arch program, the team has concerns regarding the accessibility elements of this criterion. Based upon the review of the information provided in ARC 201 and ARC 303 it was evident that the concepts and requirements related to accessibility were covered extensively in the lecture series information, but the team found little evidence in the student studio work those students had developed the ability to incorporate the requirements of the site access and associated accessibility requirements into the building design.

The graduate program course work in ARC 591 met the requirements related to building code analysis related to life safety elements, but the student work was lacking in exhibiting a firm understanding of the accessibility requirements of this SPC. Some students showed an understanding of the internal

building requirements but did not provide sufficient evidence to successfully express their ability in site accessibility."

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

"This criterion has not been met by undergraduates or graduates. Sufficient evidence to demonstrate that students meet this performance criterion was not found. Students demonstrate that they lack an understanding of the basic principles utilized in selecting materials, etc. Evidence was presented in ARC 341/A and ARC 342/A for the graduate and undergraduate programs, but neither set provided convincing demonstrations of this understanding. While the team found some examples of acceptable competency in studio projects across the years, there were not enough to be convincing in this area. There were numerous examples of an absence of this understanding throughout the exhibition."

CAUSES OF CONCERN

2014 VTR	
A.	Studio Culture
B.	Writing Ability (B. Arch only)
C.	Applied Research
D.	Comprehensive Design
E.	Strategic Planning

A. Studio Culture Policy: There is concern that the Studio Culture Policy, though it exists, was not fully understood by the student population as indicated during our student meeting. It is recommended that the process for developing the policy is shared with students to invite comment and disseminate the policy in a more formal, direct manner.
B. Writing Ability: For the B. Arch program, the ability to write effectively needs improvement. Though most of the work is acceptable, some samples of written work demonstrate writing skills in need of improvement. Examples of writing skills that suggest this as a concern can be found in the provided work in ARC 299/299A and ARC 464/464A.
C. Realm A Criterion A.11 Applied Research: While undergraduate and graduate work exhibited indicates that students successfully complete a variety precedent and case study exercises, it is not clear students realize the role that this research offers a design investigation.
D. Realm B Criterion B.6 Comprehensive Design: In finding that students were able to produce projects that demonstrated the breadth of comprehensive design decisions in the spring·

Comprehensive Studio ARC 303/L (undergraduate) and 505/L (graduate), complete accessibility in projects exhibited was a concern. It was mentioned during team conversations with faculty that students would perhaps gain a better grasp of this material if the quarter-long studio were instead a two-quarter sequence or a semester-long offering.

E. Strategic Planning - As stated in the APR and found in discussions with faculty and administration, the program is proactive through faculty meetings and the gathering of timely and pertinent data. However, the annual uncertainty of the state budget, the high demand for the Architecture program (due in large part to the cost compared with private schools), the CSU transition from the quarter to the semester system, foments uncertainty that contributes to greater challenges to future planning that keeps pace with the discipline, profession, NAAB conditions, along with the academic master plans of the College, University and CSU System.

Summary of responses to APR & IPR from CPP.

Following the 2013 APR and 2014 team visit and VTR report, the Architecture program at CPP (CPPARC) submitted interim reports in 2016 and 2019 delineating efforts to address the areas not met and the causes for concern.

Our response to the 2014 VTR can be summarized as follows:

Responses to Student Performance Criteria Not Met from 2014 NAAB Visit

B2. Accessibility

B.Arch. UNDERGRADUATE PROGRAM

Summary: Accessibility is introduced as a part of the second-year curriculum where human scale, proportion, site, and environmental design are brought into the design studio. Typically, this year, students are introduced to accessible path of travel, ramp design, site grading, vertical circulation, and ADA bathroom design. Accessibility is then expanded in the third-year curriculum, where students acquire knowledge in the codes lecture course, and implement their knowledge in one of the design exercises during the fall semester studio and which is then fully implemented within the spring integrated design housing design and design development studio sequence.

Following semester conversion in 2018, we added additional code lectures and studio requirements, specifically addressing accessible design to the culminating senior project sequence. Accessible access and path of travel is a requirement of all Senior Projects. The faculty assess that students can clearly describe accessibility laws, show that all locations in their projects are accessible and that the experience of entering and moving through their building is equitable to all persons.

M.Arch. GRADUATE PROGRAM

Summary: The graduate program in architecture (M.Arch.) at Cal Poly Pomona includes courses where requirements for accessibility are discussed during a graduate course in Building Codes, the second-year housing studio, and their final studio thesis project as their capstone project. We assign specific deliverable requirements to address ADA throughout the design studio sequence and in program and performance-oriented lecture courses. Product deliverables include showing the path of travel from the public right of way to the front entry for every studio project beginning in their second year. This includes the design of exterior ramps, sidewalks and stairs. Starting in the late Second year, interior accessibility requirements are

investigated in studio design projects in horizontal and vertical circulation, toilet room clearances and casework. The design outcomes of universal access are represented in final studio products.

B2. Building Materials and Assemblies Integration

Summary: Undergraduates and graduates take similar materials construction course sequences, for the undergrads these are Building Construction 1 (ARC 3410/3412) and Building Construction 2 (ARC 3420/3422) and for the grads these are Building Construction 1 (ARC 5440/5442) and Building Construction 2 (ARC 5450/5452). The development of construction means, methods, and assemblies are also part of the housing and design development studio sequence (taken by the B.Arch. in their Third Year and by the M.Arch. in their Second Year).

In 2018, the course introducing students to knowledge and techniques in materials and assemblies ARC 3410/3412 was moved one year earlier in the curriculum to allow students to begin to apply their knowledge of material and assemblies to earlier design studios. The more advanced ARC 3420/3422 course remains connected to the concurrent housing design studio project and serves as an application of the knowledge and techniques appropriate to the development of type V housing. For the housing studio students select materials, prepare CSI format outline specifications, prepare structural and environmental control systems, selections/analyses, and develop plans, elevations, building sections, wall sections and details to represent their solutions for building systems integration. This DD Housing package has proven very valuable for the students during internship interviews (students are required to complete 500 hours of AXP prior to graduation.)

In 2018 as part of semester conversion, the program added a material and structural integration course to both the fifth-year undergraduate culminating studio and to the grad thesis. These courses support the design development of studio projects on integration of technical solutions, building assemblies and materials through lectures, readings and component assignments modules. Modules on wall sections, facades and building envelop systems, and cladding are developed as part of the culminating project final package. To ensure an understanding of structures and environmental systems, students prepare 2D schematic diagrams and 3D isometric drawings of their environmental systems and structural framing (gravity loads and lateral loads).

Responses To Causes for Concern from 2014 NAAB Visit

Studio Culture

As of the last visit, the Department of Architecture has updated its Studio Culture Policies every two years to better define the desired quality and environment of studio (“Shared Values,” “Time Management”, Social Environment”, “Intellectual Environment”, “Physical Environment”, and “Studio Structure and Policies”.) The Chair, faculty, and American Institute of Architecture Students (AIAS) are all active in creating these policies, working together to craft the text, to explain the policies to incoming students, and to reinforce the policies with the entire student population during the school year.

Studio Culture Policy is also addressed at the start of the semester all-Department meetings. In general, students are very supportive of the policy, as are the faculty. Given the importance of time management issues the department faculty and student body have established an exam/review calendar, homework recommendations based on course contact

time, and maximum course unit and outside work policies. The entire Studio Culture Policy / Student Handbook is included in the Department website and has been emailed to students.

A copy of the revised Studio Culture Policy is attached at the end of this document. To see the document online visit: https://www.cpp.edu/env/architecture/resources/studio-culture.shtml

Writing Ability (B.Arch. only)

In response to the Visiting Team's 2014 Report, the program's commitment to writing was implemented through most courses in the curriculum. These include studio courses as well as lecture courses. The course-by-course description of changes can be read in the 2016 IPR. For studio writing assignments students are asked to describe their goals and conceptual and/or technical strategies that address the project goals. In lectures with longer research papers, faculty strengthened the outcomes by assisting students in developing their papers by scaffolding assignments: meeting with faculty to determine a topic, reviewing outlines, having students partner with other students to read and critique drafts, having students that are struggling use the writing center for assistance, and helping students with sources which includes having students avail themselves of robust library resources.

Since Semester conversion we have also added significantly more writing to the Undergraduate Senior Project and Thesis courses. Here each assignment throughout the 3-course sequence has a short writing component, between 350 and 500 words depending on the assignment. Students write about each part of the programming, site research, and design process. For their final Senior Project Booklet students write fourteen short essays for each portion of their research and proposal, which begin with a reflective essay on their past educational experiences and a short biography followed by projects texts for their thesis statement, formal strategy, program and users, site research, code research, case-study research, test fit option descriptions, and technical strategy.

During the last visit, the writing component of the M.Arch. program was met, but we have added additional writing components in both studios and lectures to strengthen the writing at the graduate level. Typically, students entering the program have better writing skills developed during their undergraduate degrees in other programs, particularly since many of them come in with liberal arts degrees. The graduate thesis has a similar structure as the senior project, although students have greater flexibility in the selection of research area, site and program than the undergraduate students.

A.11 Applied Research

After the accreditation visit, we modified the case study assignments in design studio courses for all cohorts so that students in selected studios use precedent studies as a research tool. The knowledge gained in this research is then applied to the design strategies being investigated in their design project.

In their case-studies, students analyze buildings and develop diagrams and other drawings used as investigation tools and to visually explain the project's main strategies. Case studies are assigned to illustrate the variety of approaches to a given program and to expose students to design practices from a variety of cultures, contexts, and site conditions. In the housing and culminating studios, case studies augment the students' knowledge of contemporary building techniques including application of specific construction materials and systems in relation to tectonics, expression, and affordability.

In addition to the research in studios, the graduate students have several other opportunities to engage in applied research in the M.Arch. program. In their first-year students take a stand-alone course, Introduction to Programming and Behavioral Factors (ARC 5010), where they do three typological research assignments focused on the reasons and evolution of the single-family house, the office, and the museum.

Comprehensive Design

In the B.Arch. and M.Arch. programs Comprehensive Design happens in the middle of their education with a multi-unit, mixed use Type V over Type I housing project (third year for the undergrads and second year for the grads) and in their culminating projects where students have greater liberty to select the program, construction type and site (fifth year Senior Project for the undergrads and third year Thesis for the grads).

The IPR from 2016 has an in-depth description of the modifications that were made in third year following the 2014 NAAB visit and in section 3 we have a description of how we address SC5 and SC6, which together address what was previously understood to be “Comprehensive Design.”

Strategic Planning

The Department addresses long-term issues such as curricular development, admissions targets, budget constraints, faculty recruitment, and changes to our facilities in several formats: 1) bi-monthly faculty meetings with tenured and tenure-track faculty, staff, and student leadership, 2) bi-monthly curriculum meeting with the curriculum committee made up of full-time faculty representing each area of the curriculum, 3) yearly department wide meetings with full-time and part-time faculty, staff and student leadership, and 4) yearly retreats with tenured and tenure-track faculty and staff.

The Department’s strategic planning efforts, developed collaboratively by the full-time faculty, have been quite active following our last NAAB accreditation visit given the conversion from a quarter calendar to a semester calendar that took effect in fall 2018 and given the realities of increased admissions and program size. Since our accreditation visit the department has held four two-day off-site retreats with all tenure and tenure-track faculty. These retreats were used to discuss long-term plans and larger curricular assessments and proposed changes. In addition to these retreats the faculty met approximately every two weeks to discuss curricular and accreditation issues (these are on alternate weeks to the faculty meetings).

NAAB sent the following responses regarding our progress as described in Interim reports:

August 2017: the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated satisfactory progress toward addressing deficiencies identified in the most recent Visiting Team Report.

May 2020: the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated satisfactory progress toward addressing deficiencies identified in the 2-Year Interim Progress Report. No further information is required at this time.

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.

This section is limited to 5 pages, total.

Program Response:

2018 Semester conversion

In 2014, the CPP Administration announced that the university would begin planning to convert from quarters to semesters, scheduling the implementation for fall of 2018. The department of architecture used the opportunity to conduct a thorough self-assessment of the program, evaluating the whole curriculum, reorganizing the order of some courses, strengthening connections between courses in each semester, greater attention to the handshakes between semesters, and better aligning courses to meet NAAB criteria. While we were careful to retain the content of the accredited quarter-program, we were able to refine our courses to better meet the then current 2014 NAAB conditions. In rewriting all the ECOs we determined three measures for student outcomes for each course: 1) Department expected outcomes, 2) Outcomes mapped to NAAB's Student Performance Criteria, and 3) Outcomes mapped to National Council of Architectural Registration Boards (NCARB) Architect Registration Examination (ARE) criteria. This was reviewed by curriculum committees for the department and the college, and by the university semester conversion committee.

At the start of the process the faculty determined the broad subject areas and learning outcomes for each of the ten semesters of the undergrad program and six semesters of the grad program. The faculty also evaluated student workload per semester to distribute courses with different deliverables and teaching methods, so that students were engaged with different types of learning every semester. For example, a semester would have a studio course, a course with significant reading and writing, a technical course with homework & tests, and a digital course with distributed assignments. At that time, we also established a common schedule for courses and estimated workload (class time and expected hours of homework/week) to promote work-life balance for students.

The revised curricula for the B.Arch and M.Arch programs were approved by the college/university in fall of 2016, the revised expanded courses outlines were approved in winter 2017, and the semester program was implemented in Fall 2018. The online course conversion guide between quarters to semester courses can be found here:

https://cmsweb.cms.cpp.edu/psc/CPOMPRDS/EMPLOYEE/HRMS/c/Q2S_CUSTOMIZATIONS.Q2S_CRSE_EQUV_SRCH.GBL (note to see a complete list this link requires one to select Architecture in the Subject Area and add ARC in the Catalog Nbr).

2020 Course Unit Modification

Having had two years to evaluate the revised grad and undergrad curricula from semester conversion, the department determined some additional modifications to the curriculum were needed to improve work-life balance and better reflect student workload. During Semester Conversion all departments were encouraged to have mostly 3-unit courses. This allows students to have a manageable 5-course schedule, versus having a greater number of smaller-unit courses.

In 2020, after reviewing the program and workload, the faculty determined that student effort in studios was not being reflected in the number of units students were receiving. The department voted to change the unit count of studios from 3-units to 5-units (4 units studio activity + 1-unit of lecture). This was achieved by changing its assigned course type (c/s designation) from a laboratory to an activity. This meant we were able to reduce the units to hours multiplier (k factor) from 3x to 2x. Therefore a 3-unit "Lab" course, which used to meet 9 hours/week was converted to a 4-unit "Activity" that met 8-hours per week with a 1-hour unit-lecture, such that total meeting time was equivalent. It was also important to not reduce the Weighted Teaching Units (WTU) for faculty, which would have impacted lecturer pay.

The increase in studio units across the undergraduate and graduate program meant that we had to remove 2 units of coursework from each semester. This was done by reducing the unit count of the prior studio lectures and digital courses. The goal here was to have 1-unit studio lectures and digital courses focusing on the acquisition of knowledge (via lectures, readings, and workshops), which could then be assessed in the studio, i.e., the application of knowledge. This strategy better conforms to the revisions to the NAAB 2020 conditions. During this curricular review and edit, we also determined a master flowchart showing the comparison of units to class hours to recommend homework hours to establish an average 40-hour work week (like what they will face after they graduate). See appendix for a copy of the flowchart showing our changes.

2020 Split Cohort Modification

In 2020 the college and university requested the department develop a space plan to account for growth in the program and take measures to use existing space resources more effectively. The Department decided to split each cohort (i.e.- First Year, Second Year, etc.) into two schedules, which would create greater flexibility for students and faculty and alleviate some of the space issues we were facing given the increase in students. Studios are now scheduled from 2-5:50pm either on a Monday-Thursday schedule or a Tuesday-Friday schedule. We have found that the additional hour of class-time makes it easier to review the average of 16-18 students per section, it also allows more time for development of studio projects between meeting times. We assigned a common 1-hour studio lecture on Wednesdays (typically this is conducted online or hybrid). This structure allows for faculty in team-teaching studios to lecture to the entire cohort or to individual sections depending on the assignment.

Changes responding to NAAB's Conditions

Changes to program based on 2014 Conditions

For an in-depth description of changes made to the program based on the five perspectives introduced in the 2014 NAAB Conditions see the 2016 IPR. This report was included, since our 2013 APR and 2014 visit utilized the 2009 Conditions.

Between 2015 and 2018 the program undertook a thorough evaluation of the curriculum based on the required conversion from quarters to semester. As part of the conversion, we were tasked with developing extended course outlines (ECOs) for all courses taught in the program. This offered us an opportunity to assign NAAB criteria to all our courses. We mapped each course to criteria established by NAAB, WASC, and NCARB and used this as a guide for planning students' pathway through their degree. We identified where knowledge would be first introduced, where it would be reinforced and where understanding would be evidenced. This assessment tool guided our curriculum development between 2015 to 2020.

Changes to program based on 2020 Conditions

The department of architecture at Cal Poly Pomona (CPPARC) welcomes the 2020 NAAB Conditions for Accreditation. The new conditions closely align with the missions of Cal Poly Pomona (CPP), the College of Environmental Design (ENV), and CPPARC goals, which are described in Section 1 of this document. To reconcile the new conditions to the current program of CPPARC, the faculty mapped the 2020 NAAB conditions to the University and College Mission statements and the Department's goals and current curriculum (which had been developed during the University's semester conversion, with the 2014 NAAB criteria). see articulation chart in the Appendix to this Document.

The exercise assisted the faculty in sorting out what aspects of the program already aligned with the new 2020 NAAB Conditions and what work would be needed to transition the program from the 2014 NAAB Conditions to the 2020 Conditions. The process helped form a solid understanding of the new structure in the 2020 NAAB conditions which now differentiates Program Criteria (PCs), which is akin to the Defining Perspectives found in the 2014 Conditions, and the Student Criteria (SCs) previously categorized into A, B, C and D Criteria.

CPPARC understands Program Criteria (PCs) to be its response to the knowledge, ideas, culture, and ethics of the discipline and profession. The NAAB Program Criteria establishes a culture that "fosters," "instills," "engages," "furthers and deepens" student understanding of the values and responsibilities of an architect. CPPARC understands NAAB Student Criteria (SCs) as the Program's responsibility for imparting the knowledge, ideas, culture, and ethics of the discipline and profession. Student Criteria outfits a graduate for practice so they may become licensed and call themselves architects.

Changes to course content to address specific subject areas

To address the 2020 NAAB Conditions CPPARC distributed most of the assessments of NAAB criteria to two points in the curriculum. Assessments are targeted to when students are first introduced to a criterion, and then again, after they have gone further into their education. This allows us to gage student progress and do our own self-assessment. Assessment of the "acquisition of knowledge" is typically addressed in lecture courses and the "application of knowledge" is typically addressed in the exercises, papers, and projects of activity courses. The application of knowledge for a given criterion is assessed directly by comparing average grades to a benchmark. Indirectly a criterion is assessed through surveys of jurors and students. In lecture courses with a project or paper assignment, such as architectural practice or history, the acquisition and application of knowledge are both assessed in the same course. The designations are fully documented in section 3 of this document. The following is a summary of how assessments of NAAB criteria were distributed across the program by class level (e.g. Second Year).

Undergraduate B.Arch. Program

The First Year B.Arch. design studios aim to introduce students to spatial design, critical thinking, creative exploration, and teamwork. The design studio is supported by courses in digital design and software tutorials. Beyond the design studio the program emphasizes an awareness of liberal studies through students' General Education (GEs), and through courses in architectural history and theory. Since the last NAAB visit, we created the course Introduction to Architectural Design Theories and Methods (ARC 1010) and the course Visual Literacy and Civilization: An Architect's View (ARC 1020), which also counts as GE Area "C2". Written and oral communication are integral to all First Year courses. The first year is assessed for criteria PC2 (Design), PC4 (History and Theory), PC7 (Learning and Teaching Culture), and PC 8 (Social Equity and Inclusive Environments). Since the 2014 NAAB site visit we moved World Architecture before the Renaissance and Discussion (ARC 3610/3612) into first year (from second year). Additionally,

content on social equity and inclusive environments was incorporated into both the studio and lecture courses of the First Year.

The B.Arch. Second Year builds on the foundation of First Year with greater emphasis on project site and project program. Second Year is when students first encounter significant technical content, such as structures, building construction, and environmental controls. In the Second Year PC2 (Design), PC4 (History and Theory), and PC7 (Learning and Teaching Culture) are assessed to evaluate how well the program advanced the knowledge and learning culture initiated in the First Year. With the technical courses of Second Year, knowledge and research methods are assessed through PC3 (Ecological Knowledge and Responsibility) and PC.5 (Research & Innovation). PC.6 (Leadership and Collaboration) is also initiated in Second Year. Since the 2014 NAAB site visit, we have moved three of the introductory technical courses into Second Year from Third Year. Our aim in doing this was to better balance the curriculum, so that students would engage in a variety of subjects and assignments each term; for example, writing a history term paper, describing a building system, calculating a load, and doing a design project. Previously most of the “liberal arts courses” were placed in second year and the “technical courses” were placed in Third Year.

The Third Year is known as the culmination of core and where we first assess most of the NAAB Student Criteria, except for Professional Practice. This includes SC.1 (Health, Safety, and Welfare in the Built Environment), SC.3 (Regulatory Context), SC.4 (Technical Knowledge), SC.5 (Design Synthesis) and SC.6 (Building Integration). Third year is also where we conduct the second assessment for PC.3 (Ecological Knowledge and Responsibility), PC.4 (History and Theory), PC.5 (Research & Innovation), PC.6 (Leadership and Collaboration), and PC.8 (Social Equity and Inclusive Environments).

The Fourth Year is the first year of a two-year exploration of professional path options. Fourth Year course offerings are in topic studios, professional electives, and upper-level GE. Some students choose to study overseas in one of the programs offered through the CSU or CPP. We do not currently use any Fourth Year courses for our assessment. Realizing the Department’s goals outlined in section 2 of this report will align the upper division with PC.5 (Research & Innovation) and PC.1 (Career Paths). This goal is further spelled out in the outlook section of these criteria in section 3 of the APR.

The Fifth Year culminates the program and offers the final opportunity to assess Student Criteria. In Fifth Year, SC.3 (Regulatory Context), SC.4 (Technical Knowledge), SC.5 (Design Synthesis), and SC.6 (Building Integration) are assessed. In advance of students graduating into the profession, PC.1 (Career Paths), PC.5 (Research & Innovation), PC.6 (Leadership and Collaboration), and SC.2 (Professional Practice) are also assessed. In the fall students continue their exploration of building types and career paths through topic studio and professional electives. Senior Project and Professional Practice courses span the full year. The courses of Fifth Year culminate the program and provide a professional framework for the practice of architecture.

Graduate M.Arch Program

As a first professional degree the M.Arch. has a shorter incubation time (compared with the B.Arch.) for learning and cultivating a design process. Therefore, the integration of multiple complex factors, in different settings and scales of development, from buildings to cities is compressed into four-semester studios over two years. At the end of the 2-year core, through an integrated design project, students confront a wide variety of design issues on an urban site. In the final year, through the culminating project, M.Arch students take design from programming and site selection through to the integration of structure and building systems.

The M.Arch. First Year covers content equivalent to the first two years of the undergraduate program. As such it is used to introduce students to design theories, design of form, space and organization, creative exploration, teamwork, site research and program development. In the First Year, PC.2 (Design), PC.3 (Ecological Knowledge and Responsibility), PC.4 (History and Theory), PC.7 (Learning and Teaching Culture), and PC.8 (Social Equity and Inclusive Environments) are assessed.

In the Second Year, students are asked to integrate technical knowledge and design thinking into their projects. As with the Third Year of the undergraduate program, the NAAB Student Criteria, except for Professional Practice. This includes SC.1 (Health, Safety, and Welfare in the Built Environment), SC.3 (Regulatory Context), SC.4 (Technical Knowledge), SC.5 (Design Synthesis) and SC.6 (Building Integration). This year is also where we conduct the second assessment for PC.3 (Ecological Knowledge and Responsibility), PC.4 (History and Theory), PC.5 (Research & Innovation), PC.6 (Leadership and Collaboration), and PC.8 (Social Equity and Inclusive Environments).

Third Year culminates the M.Arch. program and is the final opportunity to assess Student Criteria. The NAAB Student Criteria assessed this year are SC.3 (Regulatory Context), and SC.4 (Technical Knowledge). Given that students are just about to join the profession, we also assess PC.1 (Career Paths), PC.5 (Research & Innovation), PC.6 (Leadership and Collaboration), and SC.2 (Professional Practice). The student's culminating thesis project guides them through the design of a building project that demonstrates their knowledge of architectural design and building integration providing the program with material for a final assessment of criteria SC.5 (Design Synthesis) and SC.6 (Building Integration).

Development of unique learning and teaching practices that demonstrate program quality and improvement.

Changes to course delivery making greater use of online learning tools

Like all programs in the country, the pandemic forced new teaching strategies – such as delivering course lectures via ZOOM, setting up virtual workshops, using online pin-up spaces such as Conceptboard, and making better use of online course management system (initially Blackboard and most recently Canvas). We have also had to develop ways to assess the effectiveness of these new platforms and to decide whether we would still avail ourselves of these tools after we returned to face-to-face teaching. As it turns out many of these tools have proven to be incredibly useful and serve to complement how and what we teach. Since returning to in-person teaching, we have developed learning and teaching strategies that combine both face-to-face meetings, reviews, studios, and lectures AND their online counterparts. We have found that mixing both forms of interaction with students and the outside world has made students more adaptable and broadened their exposure to new people and ideas.

Implementation of different teaching modalities across the curricula

In 2021 the university asked us to reassess the teaching modality for all our courses. After consultation, we determined the following, with a plan to reassess the effectiveness of our decision on a yearly basis (per the university once modalities are set, they cannot be changed until the following year):

- Large lectures are delivered online, typically synchronously

  - Students often attend lectures while in their assigned studio space, so we implemented a headphone rule in the studio.
  - Where large lectures have activity components, such as lab work or workshops, these are typically conducted face-to-face
- Digital workshops are delivered online, typically asynchronously
- Studios are all face-to-face but are web-assisted, for example
  - Some of the reviews are done in person and some online. For example, in spring 2022 Senior Project had its first two reviews in-person and the final were held via ZOOM, which allowed us to invite over 80 jurors from around the United States and from abroad.
  - We still make use of Conceptboard particularly for online studio reviews, but also for certain studio pin-ups and submittals.
- Studio lectures are delivered online either synchronously or asynchronously depending on the cohort. In this way the lectures can be recorded and made available to students along with the lectures – this is particularly helpful for lectures addressing significant technical information.
- Invited lectures are sometime online and sometimes face-to-face. In spring 2022, the Mexican architect Tatiana Bilbao came to speak in person while other international architects presented their work via Zoom.

We have also created an alignment survey, sent to all faculty, that asks faculty to evaluate how well-prepared students are to tackle coursework that has indirectly helped us better understand how particular teaching modalities may be impacting student learning outcomes.

Improved coordination between courses

Effective teaching also involves greater coordination between courses – both in terms of content and schedules. To better coordinate courses we developed a common syllabus template, developed a schedule template defining deliverable weeks for types of courses (for example field trip week happens week three or four of the term, and studio midterms take place in week nine), we split studio cohorts and gave each half a faculty coordinator.

Streamlined and improved use of Canvas, our online management system

In 2020 the university switched their course management system from Blackboard to Canvas. We have found that Canvas has a number of tools that benefit teaching, particularly the use of teaching modules (organized by week or assignment) that improve the clarity and purpose of course topics. As of 2021 all our courses are organized into modules containing: context and learning objectives, lectures, readings and video content, and a discussion board. The modules are tied to specific assignments that are uploaded to Canvas (and/or one-drive and Conceptboard) to be graded against a rubric that is directly connected to the learning outcomes and, where appropriate, specific NAAB criteria.

Our transition to Canvas has also helped to formalize how we grade student work and improved grading transparency and fairness, including providing greater consistency in grading across sections in team-taught studios.

Increased emphasis on case-study research at all cohort levels

Based on curriculum discussions between the faculty we decided to expand our use of case-study research for students to better their understanding of architectural space, structure, and material choices based on climate, availability of materials and cultural factors. This is an ongoing effort to address knowledge of non-western histories and cultures as well as improve students' research and analysis skills.

Instituted a policy of end of term course books for core studio and topic studios

Two years ago, we embarked on developing a template and training for faculty to encourage all studios to produce a course booklet (sometimes printed and sometimes in pdf format) to properly record student projects across all year levels. These course booklets all have a similar format and structure to give our program a stronger identity and to serve as a comparative assessment tool. The booklets are made available to architecture firms that are involved in our program (and that hire our students), to the administration (for them to better understand what we do), and to prospective students. The booklets can also be used during faculty retreats for the faculty to better understand the types of projects and approaches across the program. This collection also serves as an important program-based assessment tool.

Evaluating our program's quality based on results in student competitions

To better assess how our student work compares to work being produced at other schools, we regularly participate in regional competitions. Evidence of our program's quality can be seen in student awards received in regional student competitions such as 2x8 (where 2 students from 20 architecture compete for scholarships) or the Julius Shulman Emerging Talent Competition (a team charrette for students from graduate and undergraduate professional programs in greater Los Angeles). In the last few years, our program has won the top prize at both competitions – our students have received the highest scholarship awarded the last three years at 2x8 and our student teams won top place three out of five past years at the Shulman competition. We also encourage students to compete in regional and national competitions.

Development of formal evaluation process for assessing student achievement and documenting of results

The need to rigorously evaluate what works and what needs to be adjusted based on NAAB Conditions is not new to our program, but the changes set forth in the 2020 Conditions did require us to formalize how we measure student success. As stated previously, Semester Conversion and the Covid Pandemic were both catalysts for us to reassess how and what we teach. This effort has continued since then, with yearly evaluations on how these changes have impacted student knowledge and outcomes, making yearly adjustments at the level of single courses, modalities of teaching, use of online platforms, and curriculum-wide adjustments. Some of the formal processes that we recently instituted are:

All Courses:

- Developed a syllabus template, clarifying department and university policies for faculty, such as recommended amount of homework, rubrics, and student support resources.
- Developed a common calendar with recommended weeks for field trips, midterms, finals to better coordinate dates for deliverables between courses.
- Developed an Evaluation Rubric templates for use by faculty for studios, technical and humanities lectures.
- Developed a template for Canvas (including recommendation of grading tools and use of modules) and set up training for faculty on how to use these resources.
- Created alignment surveys and a system to collect and analyze the information.
- Created student surveys to evaluate how well PCs and SCs are being addressed

Studios:

- Formalized the assessment tools to evaluate the required second year portfolio review conducted by all full-time faculty.
- Instituted a summer boot-camp at end of second year for students that are struggling.

- Instituted a template and process to collect studio work.
- Jury Surveys for reviewers from outside the university
- Jury Surveys for reviewers that also teach in the university and have a different insight into curricular matters

Faculty:

Assessment of teaching effectiveness happens via the Retention Tenure and Promotion (RTP) process for the tenured and tenure-track faculty (yearly RTP reports for tenure-track faculty, at promotion for tenured Associate Professors, and at post-tenure review for tenured faculty including full professors) and via yearly Lecturer reviews. In these reviews faculty are asked to comment on their success and growth via student surveys and peer reviews. There are also several workshops faculty can participate in to improve teaching effectiveness and to learn new tools.

In 2021, faculty participated in a half day workshop on Canvas, focused on the use of Modules, grading, and use of templates. All faculty were then asked to submit a sample Canvas for a course to be evaluated by a committee. The department plans to continue to train faculty in the use of tools such as Canvas that enrich and simplify the assessment process.

Development of an assessment culture and ongoing assessment processes that can change and evolve over time:

As part of our assessment process, we have implemented or are in the process of implementing a series of measures to ensure that this work continues after our NAAB visit.

We have established the following:

- Created templates for syllabi, grading rubrics, Canvas, studio booklets, and surveys
- Established an assessment coordinator within the program, currently assigned to Prof. Schulitz
- Engaged student leadership in discussions about survey, assessment, and program revisions in response to assessment outcomes.
- Set us a system to increase participation in alignment and assessment surveys, such as:
- Set up Reminder Communication to participate in Assessment surveys
- Reopen surveys if participation is low and prompt assessors who have not responded to survey.
- Utilized annual end-of-year faculty retreat to discuss needed alterations to the program, courses, teaching and committee assignments, in response to student performance relative to WASC, NAAB, University, College and Department expectations of the program. Adjust personnel assignments for the following academic year if necessary and appropriate.

In the coming years, on an ongoing basis, we plan to implement the following:

- Take better advantage of university resources for assessment
- Encourage greater involvement of student leadership in assessment strategies and curricular development.
- Continue to have yearly department retreats to address how we conduct assessment
- Continually refine our surveys of jurors, students, and faculty and evaluation of how well we are addressing PCs and SCs in specific courses.
- Initiate faculty participation as an item on formal Peer Reviews.
- Continue to create resources to document and promote student achievement
- Create an additional Associate Chair Position (or a department assessment committee with a committee chair) with responsibilities for assessment coordination to supersede the Assessment coordinator position.

NARRATIVE

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).

CPPARC is an in-person program.

Program Response:

CPP is one of 23 campuses in the California State University system (CSU). The individual California State Colleges were brought together by the Donahoe Higher Education Act of 1960, and in 1972 the CSU system was formed. CSU offers more than 4,100 bachelor's and master's degree programs in 357 subject areas. With almost 478,000 students, who were taught by some 56,000 faculty, the system awards about half of the bachelor's degrees and a third of the master's degrees granted in California. Since 1961, the CSU has awarded 3.9 million bachelor's, master's, and joint doctoral degrees.

CPP opened September 15, 1938, with an all-male enrollment of 110 students as the Voorhis Unit of California State Polytechnic College in San Luis Obispo. It was located on the 150-acre San Dimas site of the former Voorhis School for Boys. Breakfast cereal magnate W.K. Kellogg deeded 813 acres of land located three miles south of the Voorhis campus to the state of California in 1949. In 1956, 508 students and 44 faculty and staff moved from San Dimas to the Kellogg campus. Soon after, 329 women joined the student body in 1961. The Pomona campus separated from the San Luis Obispo campus in 1966 and became California State Polytechnic College, Kellogg Campus. University status was granted in 1972. Today, the campus covers 1,438 acres and is the second largest in area among California State University's 23 campuses. The University employs 1,208 faculty and 1,410 staff members. 1,000 faculty and staff support the education of 30,000 students- 26,973 undergraduate and 2,130 graduate students. (https://libguides.library.cpp.edu/c.php?g=686944&p=5013734 https://www.cpp.edu/data/documents/cpp-facts/fall_2020_fast_facts_v2.pdf)

CPP is located on the eastern edge of Los Angeles County, 27 miles east of downtown Los Angeles at the Interstate 10 and the 57 State Freeway interchange. As one of three polytechnic universities in the state, CPP is known for its learn-by-doing philosophy. The University recognizes that students who solve classroom problems today have an advantage as professionals solving real-world problems tomorrow. Ranked among the top public universities in the western United States, CPP provides a rich academic experience that encourages hands-on learning in every program, course, and activity on campus. Eight academic Colleges offer more than 80 degree programs, including undergraduate, graduate, doctoral, credential, and certificate programs.

CPP's polytechnic emphasis is on the application of science, technology, and the arts to the needs of professions and society. By linking the theoretical and the practical in all areas of study,

the University aims to generate the understanding, attitudes, and perspectives that will enable students and graduates to solve complex problems and enrich local and world communities. CPP is dedicated to preparing students for life, leadership, and careers in a changing, multicultural world. Through its programs and services, the University promotes academic excellence, educational equity, diversity in the campus community, and an understanding and appreciation of diverse cultures.

CPP benefits from a richly diverse community reflective of the greater Los Angeles area. The university student body is 49% Hispanic, 21% Asian, 15% White, 7% Other, 5% International, and 3% Black. U.S News & World Report ranked CPP as the eighth most diverse among regional universities in the West and tenth most diverse in the nation. As a part of the CSU system, CPP is state supported and offers competitive tuition well below that of other universities in the United States. The in-state registration, annual tuition and fees for a full-time undergraduate student is $5742.00 (Tuition), $1654.00 (Fees); and for out-of-state students, $17622.00 (Tuition), $1654.00 (Fees).

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:

The program context section describes the physical, social, and professional contexts for the Architecture program at CPP. What follows is a discussion of the mission of the University, the College of Environmental Design (ENV), and the Architecture Department. An associated "Articulation" table aligns the National Architectural Accrediting Board (NAAB) 2020 Criteria, NAAB 2014 Criteria, and University and College Goals with CPPARC program courses, activities, and events. This table is the source for the Goals stated in the Department Mission.

In addition to Architecture, ENV offers a graduate degree in Regenerative Studies, undergraduate and graduate degrees in Landscape Architecture, and Urban and Regional Planning, and undergraduate degrees in Art History and Visual Communication Design. The College is dedicated to the pursuit of the design professions as a human imperative. Excellence in design, enhanced by social and environmental concerns, is the basis of the curriculum as well as the measure of the faculty and programs. The College remains committed to the "learn by doing" polytechnic approach to education, which links theory to practice. Consequently, ENV graduates are recognized by the industry for their superior preparation to enter the workforce.

The history of the Architecture Department begins in 1965 when discussions were initiated by the Department of Landscape Architecture to provide a separate Department for those persons seeking an architectural education. At that time approximately 1,400 students were enrolled in architectural courses at the adjacent five community Colleges. During the Fall Quarter 1966, the first courses in architecture were offered within Landscape Architecture, which was then part of the School of Agriculture. In 1968 a major study headed by Dean Lawrence Anderson from M.I.T. was commissioned by the College to consider the appropriateness of starting an architecture program at Cal Poly Pomona. Architect Ray Kappe and the crew that would eventually form Sci-Arc were brought in to shape the program direction and provide profile. Architect Richard Neutra

also joined the faculty to teach across several programs. A year later, in 1969, Architecture became a program option within the Department of Environmental Design.

In 1971 the School of Environmental Design was officially established giving Department status to Architecture, Landscape Architecture, and Urban Planning. Between fall 1971 and 1979, architecture was offered as a four-plus-two program, a four-year Bachelor of Science degree after which a student could pursue a two-year Master of Architecture degree. In 1979, the Architecture Department began the process of phasing out the four-plus-two program and phasing in the present five-year program leading to a Bachelor of Architecture degree.

The Cal Poly Pomona Architecture Department (CPPARC) undergraduate program is "impacted," that is, many more students apply than can be accommodated each year and a supplementary admissions process is required by the Department. The application process for undergraduates, transfer. and graduate students are highly competitive, with an average acceptance rate of 1 in 10. In 2021-22 the total Department of Architecture population was 727 undergraduates and 45 graduate students. These students represent diverse cultural, economic, and ethnic backgrounds with 54% female students, 37.5% Hispanic, 24.2% Asian, 19.5% White, 3.6% multiracial, 3.8% unknown, 1.7% Black, and 9.4% non-resident alien.

Over the period since the previous NAAB review:

- Michael Woo, was Dean of the College of Environmental Design from 2008 until Spring 2019
- Dr. Lauren Bricker served as Interim Dean from Fall 2019 until July 2022
- Dr. Mary Anne Akers was appointed Dean starting July 2022.
- Professor George Proctor, AIA has served as the Chair of the Department since January 2017, succeeding Professor Sarah Lorenzen, AIA who was Chair during the 2013 NAAB Accrediting Team Visit.

CPPARC is a member of the Association of Collegiate Schools of Architecture and offers three degrees: a five-year Bachelor of Architecture program, a three-year First Professional Master of Architecture degree (advanced standing is available for students with architectural background) and a 2-year Master of Interior Architecture (M.Int.Arch.) accredited by CIDA. Both the undergraduate and graduate architecture programs are accredited by NAAB (National Architectural Accrediting Board.)

University Mission

CPP is one of eleven polytechnic universities nationwide, utilizing the polytechnic “learn-by-doing” philosophy. CPP’s mission is to cultivate success through a diverse culture of experiential learning, discovery, and innovation. CPP envisions an inclusive polytechnic university that inspires creativity and innovation, embraces local and global challenges, and transforms lives.

Cal Poly Pomona University Academic Plan
(https://www.cpp.edu/aboutcpp/calpolypomona-overview/mission-and-values.shtml)

Values

1. Academic Excellence – We demonstrate academic quality, relevance, and excellence through our teaching, learning, scholarship, and creative activities with student centered faculty in an evidence-based culture.
2. Experiential Learning – Our polytechnic identity fosters an integrative approach to education through collaboration, discovery, learn-by-doing, and innovation. Our approach encourages reflection, informed risk-taking, and continuous learning.
3. Student Learning and Success – We are deeply committed to educational experiences and supportive services that engage our students, enhance personal well-being and growth, provide career opportunities, and foster ethical citizenship.

4. Inclusivity – Our diversity across multiple dimensions reflects and enhances our community. We are welcoming and respectful, and we value diversity.
5. Community Engagement – We nurture mutually beneficial and meaningful relationships with community partners and stakeholders.
6. Social and Environmental Responsibility – As global citizens, our individual and collective actions reflect our commitment to one another, society, and the environment.

Strategic Initiatives

- Deliver quality programs that promote integrative learning, discovery, and creativity.
- Enhance student learning, development, and success.
- Prepare our students for the future of work and civic engagement.
- Strengthen our economic vitality and impact.
- Advance organizational development and employee excellence.

College of ENV Design Mission

Departments within the College of Environmental Design (ENV) offer professional degrees in the environmental design disciplines of Architecture, Interior Architecture, Graphic Design, Landscape Architecture and Urban Planning. The Mission of ENV is to prepare design professionals and scholars to shape the future of the built and natural environments and to develop creative solutions which are effectively communicated.

College of ENV Design Academic Plan
(https://www.cpp.edu/env/about/mission.shtml)

Vision

ENV is a hatchery of design ideas, an incubator of innovation and experimentation, a conservatory for precedent and best practices, and, at its best, a wonderland that inspires a passion for learning.

Goals

1. Interdisciplinary Collaboration - Weave interdisciplinary collaboration throughout the curriculum by expanding and adapting available facilities to promote collaboration and exchange, cultivating resources, and exploring recent technologies and innovative approaches to teaching, making ENV a college where something interdisciplinary is happening all the time.
2. Diversity - Fulfill ENV's mission of becoming nationally recognized for diversifying the design disciplines by stretching our capabilities to bring all perspectives to light.
3. Communication - The strengths and accomplishments of faculty, students, staff, and alumni are well-recognized, understood, and celebrated.
4. Growth - Consistent with Cal Poly Pomona's reputation as a student-centered institution, hire more tenure-track faculty, experienced professional practitioners, and graduate assistants to accommodate growth of ENV programs, ensure high-quality interaction between students and faculty, and further improve ENV's academic reputation.
5. Research, Professional, and Creative Activities - Support the Teacher-Scholar Model and other avenues for creative professional engagement.

Department of Architecture Context

As a professional program in architecture, the mission of CPPARC is to advocate for the broader purposes of architecture, including its public significance, its role in creating sustainable environments, and its provision of service to society through graduates who are responsible professionals, motivated by a sense of civic engagement.

CPPARC emerged from the creative and practical incubator of Los Angeles (LA), which has long encouraged experimentation as it continually reinvents itself. CPPARC also owes its diverse population and perspectives about the practice of architecture to the multicultural demographics

of Southern California and the broad spectrum of creative opportunities found in the LA region. Experimental movements in architecture, along with the influences of high-tech,

film, aerospace, and the region's real estate development economy, are manifest in the department curriculum.

The programs begin with a core foundation in design, followed by the technical training necessary for the practice of architecture. Degrees focus on the integration of discipline subject areas into the projects explored in design studios. Courses in Architecture Theory and History, Human Behavior, Programming, Sustainability, Building Technology, Environmental Controls, Structures, Codes, Representation, and Digital Media are closely coordinated with Design Studio classes, and students are expected to demonstrate their knowledge of these areas in their design projects. At the upper division, students explore electives, topic studios, and culminating projects that range from the theoretical to the practical. Many students focus on sustainability, preservation, urban design, healthcare, education, and hospitality design. Along this journey students build awareness of cultural phenomena, and emerging fabrication and construction techniques, which enriches their work, leading to a variety of careers in architecture. It is the intention of the department, through its diverse student body and faculty, to prepare individuals who will be able to make knowledgeable, thoughtful, and socially and environmentally responsible contributions to professional practice.

Department of Architecture Academic Plan

(https://www.cpp.edu/env/architecture/about/mission.shtml)

(Please see articulation table that aligns the NAAB 2020 Criteria, NAAB 2014 Criteria, University and College Goals, with CPPARC program courses, activities, and events, for the source of the Goals stated below.)

Goals

1. Interdisciplinary Collaboration and Community Engagement at the upper division of the program to enable a diverse collection of funded multidisciplinary experiences for all CPPARC students in courses that leverage the culturally diverse context of Southern California. Through this endeavor, students will have opportunities to explore a variety of career options and subject areas through upper-division Professional Electives and Topic Studios. In addition to the existing supported activities in Healthcare Design, Education Facility Design, Precast Concrete, Narrative Environment Design, and Housing, the Department will identify support for Hospitality Design, Transit Oriented Development, Suburban Transformation, Autonomous Vehicle Infrastructure, Building Skin Design, Mass Timber Construction, or others as appropriate. Sustainable and Inclusive practices will be part and parcel to all upper division courses. All students will have a multidisciplinary upper-division experience building upon past Department relationships with the Departments of Landscape Architecture, Engineering, Theater, Hospitality Management, and other departments as appropriate.

2. Diversity & Inclusivity will continue to define what architecture is and may become. The diverse and socially dynamic setting of CPPARC studio and activity courses provide a context for establishing significant leadership and collaboration skills in a diverse and inclusive setting. Differences are interesting and offer design learning opportunities. In response to the diverse composition of the student body and broad collection of unique backgrounds and needs, the Department will continue to seek institutional support to facilitate access to the greater catalog of architectural design and design thought, and to recruit faculty that reflects the diversity of the student body. This goal should continue to be ensured given the university and college visions and goals.

3. Experiential Learning through the development of real project opportunities, in parallel with the development of discipline relevant student learning environments and resources, essential for learn-by-doing utilization of design tools, technologies, and methods. Learn-by-doing promotes immediate job placement without limiting professional growth, and ensures students access to a variety of ever-evolving career trajectories of the architecturally educated. This goal should continue to be ensured with the department's alumni advisory board, the Terian Fund and the cultivation of additional donor support.

4. Academic Excellence, Research, Professional and Creative Activity pursued through the activities of Topic Studio and Professional Electives at the upper division, afford students access to a broad spectrum of knowledge areas and career options. Upper division courses are an ideal vehicle for supporting the CPP Teacher-Scholar Model, where faculty and students engage in design research with other disciplines and community stakeholders. In this setting, design ideas and methods can be originated, tested, developed, and documented in a form that can be disseminated to recognize the work of students and faculty and promote CPPARC. This goal should continue to be ensured with the Terian Fund and the cultivation of additional donor support.

5. Prioritize Responsibility Towards People and the Environment pursued through courses that promote sustainable design in response to climate change, design of healthy communities, and universal / accessible design. These values are active at all year levels, they are introduced in the core of the program (in the first, second, and third years of the undergraduate and first and second years of the graduate program), and synthesized in upper division topic studios, Senior Project, and Thesis.

6. Promote a Culture of Reflection and Self-Assessment with the new NAAB conditions, to establish a comprehensive culture of self-reflection, that prioritizes fiscal and human resources through a self-assessment program responsive to evolving social issues, environmental stewardship, the evolving professional landscape of architectural practice, and the corresponding development of department curriculum and program development.

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:

Students are the strength of CPPARC. Many are the first in their family to attend college, most come from diverse backgrounds, and a substantial number of students transfer from a community college to fulfill their dream of becoming an architect. The students of CPPARC bring a drive and work ethic that allows them to excel, to establish their careers and to contribute to the design of the built environments of California and beyond.

Southern California offers significant assets for learning and engaging with trends in the architectural community:

- Eight NAAB accredited programs in the region offer cross-institutional opportunities for public lectures, juries, and public functions/events.
- Access to significant internship and employment opportunities, in a broad variety of project types, at firms working locally and abroad, ranging from small design offices to the world's largest corporate firms. Many are led by alumni of CPPARC.
- Many of these same firms offer professional expertise and financial support for studios.

- Historically significant catalog of mid-century modern architecture and structures of the A+A Case Study program.
- Significant museums – Getty, LACMA, MOCA, Broad
- A living laboratory transforming sprawl into transit-oriented communities.
- And the context as described in Reyner Banham's Four Ecologies as laboratories for a wide variety of design studio topics.

The CPPARC, NAAB accredited degrees, demonstrate academic excellence in an environment where students and faculty of diverse backgrounds engage in real problems with new and emerging ideas, methods, and tools. The program's inclusive curriculum aligns with the University vision to embrace change, through teaching, learning, and scholarship that engages community, and continually addresses the needs of a diverse culture and a dynamic economy, responsible to both the human and natural environments. The program is directed toward the realities of architectural practice and decision-making processes as they relate to the profession of architecture. Faculty members are engaged in practice, education, and research. Many collaborate with peers in other programs on campus on studio projects, committees on diversity, the future of work, technology, the academic senate, and senate level committees. CPP is a teaching institution. However, "Teacher Scholars at Cal Poly Pomona are role models who actively promote life-long intentional learning to our students, are actively engaged in advancing their fields of inquiry, and are committed to blending teaching and scholarship into a single synergistic endeavor that results in a creative integration of the two roles."

The Department has a strong alumni community that begins and is cultivated in the collaborative setting of the Design Studio. The culture of Design Studio has facilitated CPPARC's history of strong student organizations: the American Institute of Architecture Students (AIAS), National Organization of Minority Architecture Students (NOMAS), Tau Sigma Delta (TSD), and recently formed Graduate Student Association (GSA). Each student organization is an affiliated chapter responding to bylaws of a national organization and holding administrative autonomy from the department. Many students belong to more than one of these organizations. Consequently, there is a lot of sharing and collaboration of activities and events. The students organize and operate workshops, provide mentoring to new students, organize "firm crawls," work with the faculty to organize the annual Firm Day job fair in our studio building, and each term curate an exhibit of work from across the program as a celebration and an open house to the community and prospective applicants.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

As a professional program in architecture, the mission of CPPARC is to advocate for the broader purposes of architecture, including its public significance, its role in creating sustainable environments, and its provision of service to society through graduates who are responsible professionals, motivated by a sense of civic engagement.

- Interdisciplinary Collaboration and Community Engagement at the upper division of the program to enable a diverse collection of multidisciplinary experiences for all CPPARC students in courses that leverage the culturally diverse context of Southern California.
- Diversity & Inclusivity will continue to define what architecture is and may become. The diverse and socially dynamic setting of CPPARC studio and activity courses provide a context for establishing significant leadership and collaboration skills in a diverse and inclusive setting.

- Experiential Learning through the development of real project opportunities, in parallel with the development of discipline relevant student learning environments and resources, essential for learn-by-doing utilization of design tools, technologies, and methods.
- Academic Excellence, Research, Professional and Creative Activity pursued through the activities of Topic Studio and Professional Electives at the upper division, afford students access to a broad spectrum of knowledge areas and career options.
- Prioritize Responsibility Towards People and the Environment pursued through courses that promote sustainable design in response to climate change, design of healthy communities, and universal / accessible design.
- Promote a Culture of Reflection and Self-Assessment with the new NAAB conditions, to establish a comprehensive culture of self-reflection, that prioritizes fiscal and human resources through a self-assessing responsive program.

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:

As one of only a few polytechnic universities nationwide, CPP promotes a “learn-by-doing” philosophy supported by a diverse culture of experiential learning, discovery, and innovation. The Department of Architecture along with the Departments of Landscape Architecture, Urban and Regional Planning, Regenerative Studies, and Art form the College of Environmental Design (ENV). ENV fosters an inclusive learning environment where students are expected to acquire as well as apply knowledge throughout their course of study. With each department working to shape the design education of its students, the result is an incubator of design thinking where a vast array of ideas and experimentation coalesce with practical know-how, inspiring future practitioners to design a more resilient, inclusive, and just built environment.

Since its inception in 1968, the Architecture Department’s mission has been to equip students with the necessary tools that will allow them to become responsible professionals, motivated by a sense of civic duty and engagement. An aspect of that mission speaks to an enduring commitment to supporting career readiness. We consider integrative design practices to be an essential part of preparing students for professional practice and licensure. As a result of the department’s unique position within ENV and a growing need to respond to the complexity of an ever-evolving world, we place great emphasis on cross-disciplinary studios where students of architecture may work students and faculty of engineering, landscape architecture, hospitality management and theater arts. Equally important is our rich engagement with community groups and stakeholders. A significant number of our design studios and lectures courses explore topics in design, urban design, fabrication, healthcare, hospitality, housing, education, sustainability, and infrastructure, frequently the result of the faculty’s research activities with underserved communities or projects that constitute large civic participation. A recent ARC/LA cross-disciplinary studio developed design for an African American Museum of Beginnings in Pomona working with stakeholders and community leaders, and the education design studio developed a new campus building for Compton Community College. Past ARC-LA studios have proposed district master plans for defunct industrial zones, engaging the City Councils, Planning Commissions, and communities of San Juan Capistrano and San Clemente.

These endeavors are complemented by our longstanding relationships with professional practice, not to mention our department’s reverence for architecture’s broader public significance in creating sustainable environments and its provision of service to society. Our extensive design studio and course options, particularly in the topic studio sequence are complemented with our robust public lecture series, special programs, and student organizations, all of which are evidence of our lasting interests in these topics. Recognizing CPP’s unique urban location at the center of the Los Angeles basin, with an incredibly diverse population, that is undergoing a densifying suburban transformation adding new transit infrastructure, our B.Arch. and M.Arch. programs operate in a living laboratory where students and faculty can conduct timely research as well as develop innovative design ideas and working methods. This is reinforced by the following goals and values outlined in the department of architecture’s mission statement that seeks to achieve:

- Interdisciplinary Collaboration and Community Engagement at the upper division of the program to enable a diverse collection of funded multidisciplinary experiences for all CPPARC students in courses that leverage the culturally diverse context of Southern California.
- Diversity & Inclusivity to continue defining what architecture is and will become in its role to foster equity and diversity through design. The diverse and socially dynamic setting of CPPARC studio and activity courses provide a context for establishing significant leadership and collaboration skills in a diverse and inclusive setting.
- Experiential Learning through the development of real project opportunities, in parallel with the development of discipline relevant student learning environments and resources, essential for the learn-by-doing philosophy.
- Academic Excellence, Research, Professional and Creative Activity pursued through the activities of Topic Studio and Professional Electives supporting the CPP Teacher-Scholar Model.
- Prioritizing Responsibility Towards People and the Environment pursued through courses that promote sustainable design in response to climate change, design of healthy communities, and universal /accessible design.
- A Culture of Reflection and Self-Assessment with the new NAAB conditions, to establish a comprehensive culture of self-reflection, that prioritizes fiscal and human resources through a self-assessment program responsive to evolving social issues, environmental stewardship, the evolving professional landscape of architectural practice, and the corresponding development of department curriculum and program development.

From students' core foundational studios to their culminating design project studios, the Architecture Department emphasizes integrative design at all points in the B.Arch. and M.Arch. program curricula. With increasing complexity, design studios and their support courses examine the interrelationships between site and program, structural typologies, construction methods, and material assemblies. The studios are taught by a wide range of practicing architects, designers, and educators who work exhaustively to not only impart lasting lessons that assure the public's health, safety, and welfare, but that also create quality designs capable of transforming, for the better, places where people live, learn, work, and play.

The Department has had a long history of being a leader in the area of interdisciplinary teaching, often collaborating with faculty outside our department. Much of this effort has been of reciprocal benefit to other students and faculty on campus and often these collaborative teaching efforts have been aimed at serving a specific off campus stakeholder through community service. These efforts largely occur through the upper division topic studios.

The Disney Studio, which is an interdisciplinary collaboration between Walt Disney Imagineering and CPP's Departments of Architecture (ARC) and Landscape Architecture (LA), is taught by Professors Irma Ramirez (ARC) and Andy Wilcox (LA). The studio is attended by 18 ARC students and 20 LA students. The course traditionally focuses on topics that engage underrepresented Los Angeles communities. Fall 2021 studio collaborated with Communidades Indigenas en Liderazgo (CIELO) to assist them in their vision for an Indigenous Center that serves disadvantaged indigenous communities in Los Angeles. Fall 2020, the class collaborated with the African American Museum of Beginnings in Pomona to envision a new facility. Imagineers from the disciplines of architecture, landscape architecture, set design, and engineering are active participants in the Disney supported studio and lecture to the class on alternative professional practices related to the field of architecture.

The topic studio Collective Frameworks Housing in Chinatown L.A. was also offered in Fall 2021.Taught by architect and urban designer Elaine Kwong (ARC), the studio used an interdisciplinary lens to help students build skills and different observational methods for understanding the built environment. Merging urban planning, urban design, ethnography and

architecture, students developed a new understanding of the complexities of multiple forces in an existing community.

Another interdisciplinary topic studio taught Fall 2020 was a collaboration between the global environmental organization The Nature Conservancy (TNC), the philanthropist and environmentalist scientist Jack Dangermond, and CPP's Departments of Architecture and Landscape Architecture, co-taught by Professors Luis Hoyos (ARC) and Maryam Eskandari (LA). The studio engaged 10 ARC students and 10 LA students to develop a nature retreat and conservation laboratory across a 24,000-acre coastal site near the Vandenberg Airforce Base in Central California.

More recently, Professor Luis Hoyos (ARC) taught an interdisciplinary topic studio in Fall 2021 entitled South Park DTLA: Preservation, Adaptive Re-use, and Redevelopment. While only attended by undergraduate and graduate architecture students, the studio introduced contemporary practices of historic preservation for buildings. Emphasis was placed on the treatment of historic buildings in California. The lectures and field emphasized five themes: 1) Regulatory aspects that affect the practice of preservation in architecture, 2) American (and Western U.S.) preservation practices, with an emphasis on historic districts, including the variety of methodologies available for the documentation of the cultural and physical history of the site, 3) appropriate treatments for historic sites and buildings, 4) design issues in historic preservation, and 5) application of these issues in the area of community revitalization.

The architecture department's emphasis on interdisciplinary education also includes a diverse range of professional elective courses, reinforcing the notion that architecture may be practiced for a variety of purposes, in many forms, and with career tracks in many specialties. This is facilitated though courses offering deeper knowledge within some aspect of architecture, or in emerging modes of practice, such as new media and technology.

The classroom, the studio experience, field trips in a region rich with experimentation, guest lecturers and faculty advisors, all reinforce to the students the broad professional opportunities available in an increasingly global economy. Our commitment to cross-disciplinary pedagogy is evidenced through each of the programs. Undergraduate students are required to take four 3-unit professional electives during the fourth and fifth year of the program (3000 or higher). Graduate students are also required to take four 3-unit professional electives during their course of study (1 in the fall of second year and 3 others in their final year of study). Students may choose to take any upper-level elective (4000 or higher) within the College of Environmental Design. These consist of elective courses in the departments of: Landscape Architecture, Urban and Regional Planning and/or Regenerative Studies.

Students are presented with a range of approaches to design, professional issues, client/architect models and ethical considerations, within studio and lecture courses in both the B.Arch. and M.Arch. programs. The focal point for professional concerns is delivered through the B.Arch. required course, Architectural Practice (ARC 4710 / 4712), and the M.Arch. required course, Architectural Professional Practice 1 (ARC 6710 / 6712). In these courses, students are engaged in discussions of professional ethics and social responsibility as part of discussions on the legal and ethical responsibilities of practice. Assignments include student attendance at Planning Commission and Design Review and written reports on the meeting subjects including commentary on the ethical and professional performance of practitioners.

Undergraduate students are introduced to social responsibility and community engagement in the first year of the program. These ideas are reinforced in the development of projects that have a social dimension or community focus in subsequent design studios. The Third Year Design Studio 2 (ARC 3021 / ARC 3021A) focuses on housing design in urban neighborhoods of Los Angeles, in-part addressing low-income housing and the need for architects to make decisions in

the context of larger community goals. Topics in Architectural Design 3 (ARC 4031 / 4031A) urban design studios explore large scale issues. Graduate students engage community and social responsibility in the housing lecture of Intermediate Architectural Design 2 (ARC 5041) and through the housing design problem in the studio, Intermediate Architectural Design 2 Activity (ARC 5041A). Most graduate thesis projects have a dimension of community and social responsibility.

At CPP, the educational model of architecture school generates a wide spectrum of career trajectories and many students of architecture go on to remarkable success in many creative and problem-solving fields. Some graduates become classical architects who orchestrate and direct projects (e.g., principals and firm owners). Some graduates become technical specialists within the field (e.g., energy, structural, and construction technology experts). Other graduates develop refined skills that can be sold in many fields (e.g., visual communication, and design software development). Some graduates operate design-build firms while others become developers and use their knowledge and other people's money to hire architects. And some highly creative, lateral-thinking graduates leverage their communication and problem-solving skills and their capacity to learn about people, places, and problems, to pursue alterative careers (e.g.-, inventors and film makers). We believe the architectural education at Cal Poly Pomona offers tremendous advantages in a rapidly changing world, that some argue will demand a person to be prepared to change careers three or more times in their life.

CPPARC has always enjoyed a close relationship with professional practice, viewing it as vital partnership so that our students have the necessary knowledge and skills required to successfully engage architectural practice at every level. Throughout the B.Arch. and M.Arch. curricula our mantra of "learn by doing" is reinforced by a longstanding dialogue and engagement with professional practice in which innovative technology, interdisciplinary collaboration, and new ways of working impact how and what we teach. The Department's long-range plan is to increase the number of sponsored and cross-disciplinary studios such that ALL students will experience collaborations with a diverse team from multiple disciplines, engage with the larger set of stakeholders from industry and the community, with meaningful sponsored support.

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:

The Architecture Department places the teaching of environmental literacy as a crucial part of our pedagogical mission. Our objective is to instill a sense of individual responsibility in our students so that as design professionals they operate with a keen awareness of sustainable building practices. We consider issues of environmental sustainability to be among the most pressing challenges before the architectural profession today.

Our objective over the past several years has been to expand our current sustainability and Building Information Modeling (BIM) course offerings to promote students' greater technical competence in upper division studios. The Department has begun a curricular shift focused on the development of greater technical integration in the studio. Since our last accreditation we have revised the undergraduate Third Year Design Studio ARC 303L studio and the M.Arch. Second Year Design Studio ARC505L studio, which are now Third Year Design 2 / Activity (ARC 3021/3021A) and Intermediate Architectural Design 2 / Activity (ARC 5041/5041A), to better integrate with concurrent courses in structures, codes, and environmental control systems.

The John T. Lyle Center for Regenerative Studies (LCRS), founded by John T. Lyle, a faculty of the Landscape Architecture Department, is a multidisciplinary teaching, research, and residential facility devoted to the study and implementation of sustainable practices. The LCRS under the leadership of Director Pablo La Roche, author of Carbon Neutral Architectural Design, offers an undergraduate minor and a Master of Science in Regenerative Studies (MSRS). The Center's vision is both local and global, and core faculty working in sustainability education like Dr. Hofu Wu and Professor Juintow Lin prepare our students well. Our students routinely win national sustainability awards including the Mel Ferris Scholarships and USGBC National Design competitions.

In 2021-2022 during regular Curriculum Committee meetings and retreats, faculty have stated a desire for greater emphasis on Sustainability and Construction Technologies in line with the Department's goals. This is especially true of upper division design studios with a comprehensive design approach, with "consulting" guest lectures and faculty brought into the studio to emphasize the integration of building and environmental technologies. The use of digital BIM data and its potential to tie construction to design-build is also a future curricular change.

All Cal Poly Pomona students are made aware of the role of applied research and the role it plays in design, through design studios focused on materials science (pre-cast concrete and mass timber construction) and sustainability (net zero Resort and sustainable healthcare facility design) where the monitoring of conditions within buildings is linked to the use of appropriate technologies for shading, cooling, heating, and ventilation that reduce energy consumption.

Professionalism and "standard of care" extend to all aspects of what an architect does including Environmental responsibility. The Department's long-range plan for environmental stewardship and professional responsibility is to ensure that the principal of "standard of care" as taught in professional practice, is applied broadly, and that sustainable principles are evidenced in the culmination of core design studio (NAAB SC5 and SC6) and in the program's culminating M.Arch. project (NAAB SC5 and SC6). With the new NAAB conditions general principles of sustainable practices must be evidenced in student work. The medium-range goal is a commitment to incorporate performance modeling of student design proposals at the culmination of Core and Culminating project. CPPARC special and guest lecture programs, topic studios and professional electives, underscore these issues as a critical obligation and responsibility of all architects.

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:

Cal Poly Pomona benefits from a richly diverse community reflective of the greater Los Angeles area. Ethnic groups make up 68% of the student body, 58% of staff personnel and 37% of faculty. The student body is roughly one-third Latino, one-quarter Asian, 5% international students, and 3% Black. This diversity is seen as one of our institution's greatest assets. Through its programs and services, the university promotes educational equity, diversity, and inclusion throughout the campus community. In 2022, U.S News ranked CPP seventh on the Top Performer of Social Mobility rankings among American universities.

Similarly, the Department of Architecture and the College of Environmental Design strive to create an educational environment where all students, faculty, and staff feel they are equally able to learn, teach, and work, free of harassment or discrimination.

Signaling this commitment, the 2019-2023 ENV Strategic Plan includes diversity and inclusion as one of its seven core objectives. The college's ambition is to become a nationally recognized model for diversifying design disciplines. Two primary goals have been set in place: By fall 2023 at least 50% of new tenure-track faculty, lecturers, and staff hires will be from underrepresented groups, and 10% of the first-year class will identify as African American. A diverse faculty and staff are foundational to creating an inclusive learning environment. Thirty years ago, we had only 3 tenured women, and few people of color on faculty. Our faculty is now close to 40% women and more than 50% underrepresented communities.

In fall 2020 under the leadership of Interim Dean Lauren Bricker, the College established the Diversity Assessment and Plan of Action (DAPA) to respond to growing demands from the student body and faculty for increased diversity and inclusivity throughout all aspects of the academic experience. Student leadership, faculty, and staff meet regularly throughout the academic year working collaboratively to maintain and to promote inclusion and belonging by addressing key points of concern. They include presenting diverse points of view in course syllabi, lectures, and readings as a means of shaping different intellectual and moral frameworks for viewing the world; increasing the number of African American, Hispanic, Native American, and female jurors represented at mid-term and final reviews; and electives in advanced history, professional practice, and a category we call "global and cultural diversity in architecture" (formerly "non-Western architecture"). Ultimately, inclusion and belonging are communicated via the representation that students and others see in college faculty and leadership, so a diverse faculty is foundational to creating an inclusive learning environment.

Many of the full and part-time Architecture faculty are native speakers of a language other than English including, German, French, Spanish, Mandarin/Cantonese, Russian, Turkish, and Persian. From the 2021 annual report data, tenure-track faculty were 13% Asian, 27% Hispanic, 40% White, 13% unknown, 7% Black. With two new tenure-track faculty starting fall 2022 the demographic distribution is now 6% Asian, 31% Hispanic, 37% White, 13% unknown, and 13% Black. Tenure-track women faculty have also increased with the new hires from 33% to 38%. The most current data for adjunct faculty indicates a distribution of 11% Asian, 25% Hispanic, 43% White, 3% multi-racial, and 18% Unknown. Women represent 36% of the current adjunct faculty. The Department is committed to a faculty that represents the larger world and to faculty-student demographic parity.

Student organizations are represented on the ENV Council. The ENV Council holds monthly meetings with the Dean's office. They set the agenda to promote inclusive and shared college-wide activities. The Council raises administrative or academic issues, and the administration collaborates with ENV Council to identify and implement solutions.

At the Department, CPPARC faculty and students are similarly responding to hardships brought on by the pandemic. The loss of in-person engagement and reduced access to facilities and resources over the past two years have led students to request improved access to a variety of resources, from academic and physical facilities to mental health and well-being programs and financial support. Students have asked for additional support in response to the challenges of online teaching and learning modalities, with a focus on practices of inclusivity, empathy, and trauma-informed teaching. The events of the past two years led to a heightened awareness of issues of equity and inclusion, and brought about a demand to expand the architectural canon to be more culturally inclusive. In response, a concerted effort now includes a greater catalog of case studies and references in course syllabi. The CPP American Institute of Architecture Students (CPPAIAS), The National Organization of Minority Architects (CPP NOMAS), the Tau Signa Delta Honor Society (TSD), and the Graduate Student Association (GSA) have committed to collaborating with faculty to work towards outcomes that benefit all members of the CPPARC community. Department and student leadership meet biweekly to address the concerns, and some meetings are also attended by the ENV Dean. Faculty are more attentive directing students

to resources that have long been cited in all syllabi, such as Broncos Care and Counseling and Psychological Services.

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:

Our program's location in southern California is a great strength in that it offers a large network of professionals and academics that can be invited to give lectures and serve as critics. There are also free and open lectures for students to attend at other educational and cultural institutions in the greater metro area. These outside voices broaden student understanding and exposure of the profession and help them to develop a culture of lifelong learning. Alumni also play a key role in these efforts through support of the lecture series and by serving as critics during reviews of student work. The Department also maintains a guest lecture series, usually organized by the faculty, under different themes. Recent topics have included housing, urbanism, historic preservation, the practice of the profession, robotics, interactive systems, and sustainability.

The Neutra Award is given to prominent architects (many are Pritzker Prize laureates) who are invited to Cal Poly Pomona, recognized in a ceremony after which they give a lecture on their work. Recent Neutra Prize lectures include Frank O. Gehry, Chilean architect Alejandro Aravena, Japanese architect Tadao Ando, and Tatiana Bilbao of Mexico.

Maintaining and advancing knowledge in the Architecture professions is supported through the University RTP and faculty development processes, which provides guidelines for faculty scholarly, professional, and creative activities. Cal Poly Architecture faculty engage in professional practice and/or research as a scholarly/creative activity (see faculty CVs.) Faculty demonstrate currency through their active participation at conferences, publishing activities and by maintaining AIA memberships and professional licenses, both of which include mandatory Continuing Education.

CPPARC faculty have distinguished records of academic and professional achievement that signal their commitment to the evolving field and cultural context.

The Department regularly provides accommodation for student attendance at AIAS regional and national AIAS meetings and conferences. Students also work directly with faculty in a variety of research endeavors co-authoring and presenting at professional conferences. CPPARC will continue to develop relationships with its strong alumni base.

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:

Department of Architecture students assume leadership roles in several student organizations: American Institute of Architecture Students, AIAS; National Organization of Minority Architecture Students, NOMAS; Tau Sigma Delta, TSD; and Graduate Student Association, GSA; College (ENV Council), and University organizations (Associated Students, Inc., or ASI). The NOMAS Chapter was chapter of the year in 2021 and the largest in the US. AIAS, NOMAS, TSD and GSA leadership join the faculty meetings and actively participate in setting Department policies, and

frequently meet with the Chair to discuss issues and plan events. AIAS, NOMAS, and TSD provide mentorship for students and conduct workshops (e.g., portfolio design and skills, construction techniques and software training, field trips (buildings under construction and new buildings by well-known architects) and social events for the student and faculty body. The AIAS also encourages members to participate in local AIA chapters and students are active in these, particularly in the Inland (AIA IE), Pasadena-Foothill (AIA PF) and Los Angeles (AIA LA) Chapters. AIAS also organizes trips, attend discussions at CPPARC and other schools, visit architecture firms, and enter design and scholarship competitions.

The architecture program strives to prepare students for careers in a competitive and globalized economy. In addition to educating students, the faculty often help to place students (as graduates and interns) in award-winning and multi-national practices in architecture and urban design. The faculty also support career opportunities such as an AIAS facilitated Firm Day when local firms come to the Cal Poly Pomona to interview and recruit our students.

Leadership and collaboration are a part of every design studio, particularly during the research weeks of the term when data that serves all members of a studio is collected (case study references and site data). All students are instructed in the role of the architect in practice and the community in Professional Practice ARC 4710/4712. This course looks at the AIA's role in practice and the architect's interaction with various regulatory agencies. As part of the course all students attend and document a local design review meeting to assess the performance of an architect in this regulatory context. Students are provided credit in a range of classes for participation and leadership in AIAS and encouraged to discuss lessons learned from this leadership in classroom discussion.

The best opportunities for Leadership and Collaboration occur in the upper division of the programs. Interdisciplinary Collaboration and Community Engagement at the upper division of the program in multi-disciplinary Professional Electives and Topic Studios provide opportunities to meaningfully contribute to a team setting. Studios have included faculty and students from Landscape Architecture, Engineering, Hospitality Management, and Theater. The Department's long-range plans are to increase these activities in our upper division topic studios in Healthcare Design, Education Facility Design, Precast Concrete, Narrative Environment Design, net-Zero Hospitality Resort design, Mixed-Use, Transit Oriented Development, Suburban Transformation, Autonomous Vehicle Infrastructure, Building Skin Design, Mass Timber Construction, or others as appropriate. With the goal that all students have a multidisciplinary upper-division experience.

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:

Achieving the mission of lifelong learning requires an environment of trust, mutual respect, free expression, and inquiry. Integrating these values into the CPPARC experience establishes a supportive teaching and learning environment that follows graduates into the profession. The Department of Architecture aspires to provide education and scholarships that prepare individuals for life, work, and leadership. Students, alumni, faculty, staff, and program participants across the university contribute through teaching, learning, research, and service.

The department's faculty are composed primarily of practitioners and highly regarded scholars, who connect students to the profession through their expertise in design, structures,

environmental systems, along with history, theory, and critical reflection. Research and publishing projects bring technical knowledge and the humanities to life across the B.Arch. and M.Arch. curricula. Public events within the department and college, such as our public lectures, the Neutra Prize and the Hemle Fellowship all support lifelong learning by promoting open and sustained dialogues between the department, design practitioners, and professional organizations. Student organizations, AIAS, NOMAS, TSD and GSA organize firm crawls and project walks that reconnect alumni to CPPARC and to the emerging ideas and energies of developing architects.

The department's studio structure provides time space for guest expertise lectures on Wednesday afternoons, and many of these same professionals also contribute as guest reviewers for design studio project presentations. The exchange of knowledge with outside voices enriches and expands the education received in the traditional classroom. Many guest experts are alumni with a unique perspective on how Cal Poly Pomona disseminates and stewards the never-ending relationship between the academy and professional practice. For example, the Department's Alumni Advisory Board works with the department chair and offers support for studios, guest expertise, advice on trends in the profession, a few occasionally teach a studio or course, and most of them also give financial support.

Alumni Surveys are used to measure our graduates' progress and curriculum areas important for entering the profession. They also identify skills sets and topics where we have room for improvement as well as new issues/trends in the profession that should be considered in longer range planning. To serve both our alumni and the larger community, the Department is working on a non-accredited post-professional degree to be offered through our continuing education College of Professional Global Education (CPGE), a Master of Science in Management of Architecture Practice. The courses have been approved and added to the university catalog. The work of building out the degree is still in progress. The MS is intended to be offered online for working professionals with short-term residency.

Faculty led summer study programs travel abroad. Through direct experience these classes promote a shared interest in learning from other cultures and in seeking out exemplary works of architecture, landscape architecture, and urbanism.

Affiliation with national organizations such as AIAS, NOMAS, and TSA extends student connections beyond the institution and region to the national level. We are proud of our faculty, students, and staff who in each their own way advance architecture well beyond the classroom and into the world. Faculty share their research and scholarship and our students take formidable steps toward careers of lifetime learning and advocacy of the discipline of architecture.

3— B.Arch. 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.

Link to Program and Student Criteria Matrix

Introduction

As a rule, the program is organized into groupings of courses: lecture courses where students acquire knowledge and studio courses (labelled as “activity” by the university) where students apply the knowledge. These courses are typically co-requisites (meaning students must sign up for both) and grading in one course influences the other. Student work is typically assessed via the students’ studio projects and falls into two categories – grading of specific assignments and review deliverables (typically a midterm and a final) and surveys of internal and external jurors following midterm and final presentations.

Our studio courses are taught by faculty who are both experienced academics and practicing architects. Similarly, external reviewers who evaluate these courses are also knowledgeable academics and practitioners who are frequently principals of award-winning design firms. The balance between voices from academia and professional practice allows students to appreciate the value of research and design from the point of view of generating design ideas as well as their application in real life circumstances.

Note that we have two types of courses labelled “Activity” those that are studios and those that are hands-on workshops. For example, the studio course Foundation Design 1 / Activity (ARC 1011/1011A) has a 1-hour/week lecture component for the entire cohort ARC 1011 and an 8 hour/week studio ARC 1011A. The digital course Intermediate Digital Design 2 Activity (ARC 2502A) is a standalone 2-hour/week course that has both lecture and workshop components. The larger lecture courses also have a large lecture for the full or half of the year cohort and smaller discussion sections. In Structures 1 / Discussion (ARC 3210/3212) the lecture meets with half the cohort in a lecture setting and then is broken up into smaller “discussion” sections where students test structural concepts in a laboratory setting.

In most of our courses, to assess how well a course is doing, we evaluate direct evidence (such as graded assignments) and indirect evidence (such as surveys of external faculty sitting on reviews of student presentations). To prevent bias towards the curriculum the surveys generate separate data for three groups: 1) reviewers from outside the university, 2) reviewers that teach at our university (and have different insights of curricular matters), and 3) students. The department also conducts alignment surveys of faculty teaching in our program, that ask how prepared students were to tackle course material. This helps us understand if there are gaps in knowledge that might be addressed earlier in the curriculum.

The collected data allow us to correlate and compare the indirect evidence with the direct evidence as well as information from alignment surveys. At the end of each academic year the cohort coordinators compile self-assessments from all involved faculty and analyze the assessment information to determine whether learning goals or achievements have been met, where there are deficiencies and where additional coordination between classes is necessary to achieve better outcomes. Suggestions from the faculty on how to improve outcomes are then discussed in the Curriculum Committee and Faculty meetings.

3.1 Program Criteria (PC)

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

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

Program Response:

1. Overview

We believe that CPPARC graduates need to be versatile members of the profession. This includes preparing them for licensure and a broad range of professional opportunities. We convey career path options to our students in our Professional Practice course and in the fourth- and fifth-year topic studios.

In Architectural Practice (ARC 4710/4712) the program provides a systematic context of the profession including the roles and responsibilities of design teams. The class also focuses on how the role of the architect has changed throughout history, including the expanded role of universal design and sustainability. The course introducing NCARB's AXP guidelines and the ARE exams. Students are also made aware of career opportunities in parallel disciplines that support the practice of Architecture.

The topic studio structure, offered in fourth and fifth year, allow students to model roles and responsibilities within design teams, where they learn about the variety of professional roles that architects perform, and where they engage with real-life projects by working with public and/or private agencies, community groups and/or project/community stakeholders. The varied contexts of Los Angeles are part of what allows us to offer these diverse opportunities within the topic studios. Here, students learn about varied careers within the profession and alternative careers in the technology and entertainment sectors. Many of these topic studios are sponsored and/or have access to leaders in the profession, which can lead to internships or full-time positions after graduation. Below are examples of topic studios we offered in 2021-2022.

- Adaptive Re-use and Redevelopment
- Center for Indigenous LA Communities
- Interdisciplinary and Community-based studio in collaboration with Walt Disney Imagineering

- Education Studio
- Hospitality Studio
- Collective Frameworks Housing
- Healthcare Studio
- Transit Oriented Design (TOD) / Urban Design

- Low-Rise Mixed-Use Intergenerational Housing
- Studies in Precast Concrete Architecture
- Community Centers in Collaboration with the Community Coalition South LA
- Sports Architecture studio

For example, in the Education studio we invited design principals from a variety of firms engaged in the design of Education Facilities to lecture to students about their work and to describe their professional trajectories. The Healthcare studio similarly invites firm principals and architects heading facility departments at large hospitals to describe the distinct requirements and their responsibilities in this program type. The Walt Disney Imagineering studio has Imagineers (architects working at this company) come into the classroom to give feedback on student projects and to explain their design methodologies. Other topic studios work with community members, such as the Community Center Studio, or with planning agencies, such as the TOD studio, or with the actual client for the project, such as the Adaptive Reuse Studio.

NCARB's AXP program allows candidates to register and progress on the path to licensure during their studies. To support students' path to licensure, CPP ARC requires students to complete a minimum of 500 hours of internship prior to graduation logged through NCARB's AXP program. This requirement ensures that all students set up their NCARB profile early on, typically by their third year of their studies. Students become familiar with the NCARB's website and the process of reporting their work experiences and learn about the ARE exams. The department regularly updates the ARC Internship Canvas to address questions about licensure, internship, and provides a job board with available internships and full-time career opportunities.

The department holds a yearly job fair called Firm Day, which is attended by over 100 firms. The job fair serves three purposes: it connects students and future employers, it showcases the breadth of the profession and possible career paths, and it lets students gain experience presenting their work and themselves as future professionals. Firm Day is a joint event with the Department of Landscape Architecture. This is an in-person event during the spring semester, and it has a virtual component to allow firms from outside the greater LA area to connect with students. To ensure that Firm Day shows the full breadth of the profession the department invites small and large architecture firms that represent different office cultures and scope of projects, interior architecture firms, landscape architecture firms, and multidisciplinary firms also covering planning and engineering. The FIRMDAY 2022 website can be accessed here: https://cpp.conceptboard.com/board/1m1c-0mfi-2smp-6gt1-7f67 The College of ENV and University also have career resources for students to help them write resumes and develop interview skills.

CPP ARC has built strong relationships with the local AIA chapters including AIA Los Angeles, AIA Orange County, AIA Inland Empire, and AIA Pasadena & Foothill and other design organizations such as AWA+D and the A+D Museum. The local AIA chapters and other organizations hold student events and competitions, which our students actively participate in, giving them greater exposure to member firms.

The Department's Bernhard Zimmerman lecture series invites design professionals to speak about their own practice and their career path. The student clubs also hold a variety of events focused on career opportunities such as mentoring sessions and firm crawls.

2. Assessment

Assessment of the acquisition and application of knowledge

Primary assessment points using direct evidence:
- ARC 4710/4712: Architectural Practice / Discussion

Secondary assessment points using indirect evidence:
- ARC 4011/A and 4031/A: Topics in Architectural Design / Activity
- ARC Internship surveys (only students)

Direct outcomes from the Professional Practice's (ARC 4710/4712) final exam and assignments are slightly below the set benchmark. It is not clear if this is specifically related to student knowledge of career paths since the exam and assignments do not have assessment points for this specific criterion. We plan to refine the syllabi, assignments, and grading rubrics to provide more clarity about the school's performance in this area.

The secondary assessment is done through surveys that allow peers and outside professionals to assess the students' degree of understanding this criterion. This indirect evidence allows us to infer whether students exhibit an adequate understanding of their available career opportunities and paths to licensure.

Our secondary assessment points, though positive, are inconclusive as the questions were not optimally targeted to evaluate this criterion. We are working to refine our survey questions for students, faculty, and outside professionals to more adequately capture their sentiment on how well informed our students are about career opportunities once they graduate.

See Visiting Team Sharepoint folder for self-assessment compilation and assessment data.

3. Outlook

Our program has developed strong ties to the region's professional architecture community. Our plan is to continue to grow these relationships by expanding opportunities for firms to participate in studios through lectures, participation on reviews, and by asking for financial support. Given that currently each topic studios tackles a unique project and has distinct assignments, the department has developed a strategy to better assess student knowledge of "career paths" within these courses. We have asked faculty teaching topic studios to create a specific assignment and rubric that asks students to write about their knowledge of career paths based on a specific lecture or activity. For example, the education studio asks students to write an analysis of the different approaches in the design of educational facilities based on what they learned from the lectures by eight firm principals.

Architectural Practice / Discussion (ARC 4710/4712) will continue to offer students a comprehensive overview of career paths within the changing profession including: 1) The path to licensure, which covers AXP, ARE, and Registration as well as the different opportunities within professional offices. 2) The graduate school path which covers specializations in architecture and opportunities in teaching as well as other related fields. And 3) Paths to alternate employment including non-traditional employment, public opportunities and alternative but related career opportunities.

Another assessment opportunity being introduced is a formal assignment that requires all students to draft a career plan. This exercise will be incorporated into the lecture component of the third-year core studio since the summer between third and fourth year is when most students set up their NCARB account and begin interning at architectural offices.

The department will continue to support student clubs in their organization of firm crawls, lecture series, career readiness events such as portfolio workshops and events with the NCARB Internship advisors. The department will continue to build on its already strong ties to regional AIA chapters.

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:

A. Overview

The CPP motto of "learn-by-doing" is reflected in our approach to research. In the first and second-year foundational studios this takes the form of an iterative process of design, a process that integrates varied strategies at different scales and within different settings. The three courses assessed for PC.2 Design also vary the structure of the assignments, so that students can learn to work independently and in group settings.

The program assesses this criterion at the end of a student's first and second years. The acquisition of PC.2 knowledge happens in the Foundation Design 2 lecture (ARC 1021) and in Foundation Digital Design 2 Activity (ARC 1502A). The introductory assessment of the application of knowledge for PC.2 happens in Foundation Design 2 Activity (ARC 1021A). This studio is organized into short thematic exercises that introduce students to key architectural concepts such as tectonics, formal composition, parti, basic site analysis, and circulation. Site and building designs utilize two and three-dimensional form-making techniques culminating in the design of a 16,000 square foot Cultural Center sited in Pershing Square in downtown Los Angeles. The building program integrates various community, arts, and administrative programs. Using precedent as a foundation for exploration, students research case studies that closely parallel site issues, programmatic affinities, and or parti types that the students are working with in the studio. Presentations of this research are made to the entire class so that students are made aware of a broad variety of examples.

We assess how well students are progressing in the acquisition and application of design skills in Second Year Design 1 Activity (2011A) and Second Year Design 2 Activity (ARC 2021A). In fall students are asked to design a museum on a narrow site. The focus of this studio is on the relationship of program to form and on the use of section in design. The spring studio asks students to re-program an existing admin building into a classroom building. Both studios begin with case study research and a series of narrow-focus design exercises leading to the integration of a more complex whole. Both studios have parallel lectures and digital skills classes where students acquire knowledge of programming and site design and software training.

The studio projects' briefs utilize real-life constraints such as site (downtown Los Angeles in fall and CPP's campus in spring), and clearly defined users and programs. Since this is a team-taught course, meetings are held regularly to evaluate the effectiveness of exercises and to propose changes.

B. Assessment

Assessment of acquisition of knowledge.

Primary assessment points using direct evidence (based on knowledge from lectures):

- ARC 1021: Foundation Design 2
- ARC 2011: Second Year Design 1
- ARC 2021: Second Year Design 2

Assessment of the application of knowledge.

Primary assessment points using both direct and indirect evidence:

- ARC 1021A: Foundation Design 2 Activity

- ARC 2011A: Second Year Design 1 Activity
- ARC 2021A: Second Year Design 2 Activity

The studio lectures and digital activity courses are where students learn about the design strategies and digital techniques that they will be applying in their studio projects. However, the assessment of the acquisition of knowledge still happens within the studio setting. The smaller size of studio sections (15-20 students versus over 75 in lectures) allows us to assess student's level of comprehension in one-on-one desk crits and in student presentations.

Foundation Design 2 Activity (ARC 1021A) is composed of 5 modules, each with an associated exercise evaluated with a grade and common rubric. Each module is structured to engage students in a different design task and requiring critical thinking skills. Lecture material and digital design courses are closely tied to design studio projects and module requirements. The studio classes introduce students to design processes that can integrate multiple factors, in different settings and scales of development. Direct evidence is gathered via a graded final project.

In the Second Year Design 1 Activity (2011A) and Second Year Design 2 Activity (ARC 2021A each exercise is designed to introduce students to a new design methodology, building on the complexity of these incrementally, with the assessment happening at the end with the final project.

At the completion of the second year, all students are required to submit a portfolio of work from their second year, which is evaluated by the full-time faculty. Passing this review is a requirement to continue to third year.

Student work is also informally assessed in faculty review of all student work presented at the Student Exhibition "Interim" organized every semester, as well as in year booklets showing a compilation of all the work produced in a given studio. These booklets provide a comprehensive view of the design work being produced at all year-levels, with the purpose of facilitating faculty discussions about the program and can be used to promote the department to those inside and outside the university. The booklets use a common template to ensure a consistency in format across the curriculum.

With regards to the assessment of PC2 Design within our program (based on lectures/studios ARC 1021/1021A, ARC 2011/2011A, and ARC 2021/2021A) we are currently meeting our benchmarks.

See Visiting Team Sharepoint folder for self-assessment compilation and assessment data.

C. Outlook

The diverse modes of practice and educational approaches in the Los Angeles region offer great examples to inspire and compare design pedagogy. This happens through ongoing exchanges with neighboring schools at faculty presentations and reviews of student work.

While the major aspects of the course structure for the first and second lectures/studios (ARC 1021/1021A, ARC 2011/2011A, and ARC 2021/2021A) will be repeated next year, coordinators for these courses will continue to adjust the syllabus, schedule, and deliverables for the entire sequence of classes. We plan to improve the "handoffs" between cohorts to ensure learning continuity. We plan to continue to improve our assessment through regular review of studio content and its results. Modifications include expanding non-western case-studies and reducing the scale of the buildings that students design to improve the resolution of projects. We also plan to reevaluate our rubric for grading student portfolios at the culmination of the second year to

improve how we use this information to evaluate student coursework. Our goal is for the portfolio review to generate meaningful dialogue on how the ARC 1021/1021A, ARC 2011/2011A, and ARC 2021/2021A address design criteria.

This coming year we plan to adjust some of the survey questions to better calibrate our level of success in the acquisition and application specific design strategies and representation skills to better assess PC2.

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:

1. Overview

Our department has a long record of accomplishment in emphasizing the importance of sustainable architectural design using an approach that is holistic and inclusive. We recognize that ecological issues represent a global imperative and are entangled with larger societal and economic issues but also that architectural solutions are often specific and technical in nature. We are fortunate to have faculty who are experts in this area and teaching in both our department and at the College of ENV's Lyle Center for Regenerative Studies. The Lyle Center's mission is to advance our understanding of environmental sustainability through education, research, demonstration, and outreach. Several courses in the architecture department deal specifically with Ecological Knowledge and Responsibility and core portions are integrated at all levels of the curriculum. A minor in Regenerative Studies is also offered through the Lyle Center. Additionally, joint courses with Landscape Architecture and various campus policies have aided the colleges and department's effort to instill a profound understanding of an individual's responsibility towards the environment.

In the undergraduate B. Arch courses, environmentally responsible thinking is introduced through the careful consideration of site, surroundings, program, adaptive reuse, and envelope studies. Specific technical knowledge is presented through two Environmental Controls courses: Environmental Controls 1 / Discussion (ARC 3310/3312) and Environmental Controls 2 / Discussion (ARC 3320/3322). The first Environmental Controls course is offered spring of second year and the second Environmental Controls course is offered spring of third year. Both courses have content that is tied to the concurrent design studios. Knowledge presented in these courses is further applied in subsequent studios as it fits our department and college's strategic goals.

The environmental control courses cover performance principles and systems to reduce the environmental impact of buildings and address occupant comfort. Topics covered include thermal comfort, climate analysis, solar geometry, daylighting, passive heating and cooling, renewable energy and mechanical systems. Environmental Controls 2 focuses on active systems and their impact on energy, climate, building operations, and occupant comfort. Fundamentals of heating, ventilation, and air conditioning (HVAC), electrical, fire suppression systems, lighting, plumbing, measurement & verification, indoor mobility, building energy management systems, waste, and acoustics are introduced.

Studio courses and lectures focus on carbon footprint principles, site consideration, adaptive reuse, and envelope studies.

The two Environmental control courses are paired as lecture and activity and operate relatively autonomously, however students are asked to incorporate the knowledge acquired in the ENV Controls courses into their studio projects.

2. Assessment

Assessment of acquisition of knowledge.

Primary assessment points using direct evidence:
- ARC 3310/3312: Environmental Controls 1 / Discussion
- ARC 3320/3322: Environmental Controls 2 / Discussion

Assessment of the application of knowledge.

Primary assessment points using direct evidence:
- ARC 2021/2021A: Second Year Design 2 / Activity

Secondary assessment points using indirect evidence:
- ARC 2021/2021A: Second Year Design 2 / Activity

CPP ARC has established several technical courses and sought fluid integration of sustainable thinking in the architectural discourse. Current principles and new technologies are however more difficult to reflect in coursework. Overall, given the available assessment, all reflected courses do meet the benchmarks for direct assessment points. The outside jury surveys indicate that this knowledge might not be as visible in the student projects as we would like it to be.

See Visiting Team Sharepoint folder for self-assessment compilation and assessment data.

3. Outlook

We are committed to a future in which all people live with dignity in safe, healthy, and sustainable environments. We believe this future is best achieved through the development of ecological, social, and economic systems that regenerate, enabling communities to provide for the future as well as the present. Future objectives will be to further the integration of material technologies and new sustainable technologies in the studio setting. As science advances and new sustainable materials and systems are introduced it benefits students to resolve design problems that will encourage solutions with the use of new systems and materials. For second year courses that offer first time experiences with complex programming and site selection as well as technological, structural backgrounds, the goal is to achieve a better alignment between the design studios and the affiliated courses in sustainability.

The coordination of the environmental controls courses with the studio courses also requires further work to a) avoid redundancies in assignments b) create continuous learning experience through targeted sustainability exercises in studio, and d) reduce the workload for students and streamline the experience by better coordination of the activity portion of environmental controls into the studio assignments. Collected data currently only qualifies and quantifies technical skills. Questions of synthesis need to be further addressed through the objectives within individual exercises in the design studios. This can be done through assigning specific technical skills to design exercises that then can be objectively assessed.

In Third Year we will improve how we integrate Environmental Controls 2 into the design studio (ARC 3021A), in particular issues related to ecological knowledge and responsibility. This is already happening informally within the context of the coordinated Spring Semester, but the assessment needs to be formalized.

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:

1. Overview

CPPARC structures its History and Theory curriculum to fit the needs of its students. While not an insignificant portion of our student population aspires to pursue post-baccalaureate education and/or to engage in cutting-edge research and design work, many come to our program because of its reputation for graduating young professionals with solid technical knowledge, well-developed practical skills, a passionate desire to serve underrepresented communities, and to make their profession more equitable and diverse. The Department is acutely aware of these imperatives. It continuously adjusts its History and Theory curriculum to meet the expectations of greater diversity and inclusion. It also strives to make the knowledge that students acquire in history and theory courses applicable to the solutions of real-life design problems.

The three required courses provide a solid foundation in architectural history and theory, from a comprehensive survey of global architecture to the critique of earlier Eurocentric cannons. CPP ARC students also have an opportunity to take several advanced history and theory courses in their fourth and fifth years. These include Interpreting Architecture (ARC 4630), and American Architecture (ARC 4640/4642). Both are offered on a yearly basis. Several other courses such as California Architecture (ARC 4670) and Drawing as Theory (ARC 4160/4162A) are offered on rotation. Interpreting Architecture (ARC 4630) also fulfills the requirement of General Education sub-area C-3 (Humanities Synthesis), so that, with a few exceptions, it is taken by the entire undergraduate cohort. This course introduces a wide range of contemporary architectural theories and is based on the analysis and the discussion of the texts by leading contemporary architectural theorists and critics.

Visual Literacy and Civilization: An Architect's View / Activity (ARC 1020/1022A) is the first course in the History and Theory sequence. Its main purpose is to convey to the students the notion that architectural forms and architects' tools of visualization are closely related to each other as well as to greater cultural shifts within society. While explaining the rules of descriptive geometry (orthographic, axonometric, and perspective drawing), the course discusses the evolution of these representational conventions in the context of the critique of the ocular-centric nature of our civilization. It connects the western-European ocular-centrism with our culture's hegemonic tendencies, such as colonial expansion and nation-state building.

The second course, World Architecture before the Renaissance / Discussion (ARC 3610/3612), investigates architecture and urbanism's role as the embodiments of cosmology and cultural beliefs in general; approaches them as the setting for social activities, civic events, and symbolic actions; and critically assesses the relationships between architecture and power. In the last several years we have made strides in introducing the critique of architectural cannons that have privileged western-centric vision of history into this course. Since 2019, the course has focused on transnational connections among different geographies and time-periods.

The third course, Architecture from Renaissance through Modern Era / Discussion (ARC 3620/3622) covers the practical and theoretical influence of architecture from the 1400s through 20th century; urban design and its role in city life, society's formation, and the effects of colonialism and industrialization; architectural processes used to create buildings that are symbolically expressive and/or responsive to a range of functions and ideologies; spatial concepts deriving from technological advances; architecture search for modernity through a

global perspective; multiple examples of architecture responsive to different geographical, political, and cultural environs; postmodern conditions, theory and design; sustainability as a response to global environmental and economic conditions; the participating role and responsibility of architectural practices in constructing a racialized world.

2. Assessment

Assessment of acquisition and application of knowledge

Primary assessment points using direct evidence:

- ARC 1020/1022A: Visual Literacy and Civilization: An Architect's View / Activity.
- ARC 3610/3612: Ancient and Medieval Architecture / Discussion
- ARC 3620/3622: World Architecture from Renaissance through Contemporary / Discussion

The primary assessment uses direct evidence from the lecture classes to assess the acquisition of knowledge. The lecture classes that introduce the principles of Regulatory Context to the students are assessed using graded quizzes, graded exams and graded assignments with grading evaluation rubrics. The direct evidence is assessed by the faculty teaching the classes. Instructors teaching ARC 3610/3612 and ARC 3620/3622 conduct mid-term student surveys to be aware of and, if necessary, adjust to students' concerns.

The assessment of acquisition of knowledge takes place in the context of quizzes, weekly responses to the readings. The application of knowledge takes place in the context of mini-papers, and final papers.

History and Theory courses do not have a Secondary Assessment. The collected data for this cycle shows that the main learning objectives of the history and theory curriculum are generally met. Despite occasional assessment points falling short of set benchmarks, students' average performance is within a "B" (good) or better range.

See Visiting Team Sharepoint folder for self-assessment compilation and assessment data.

3. Outlook

The Department sees a potential for a better alignment between the topics and the projects discussed in History/Theory courses, and those used as case-studies in design studio courses. There is anecdotal evidence confirming students' appreciation of their History/Theory exercises being related to the contents of studio courses and of guest lecturers' presentations. Including the means of secondary assessment of History and Theory courses in the studio courses' rubrics will improve the coordination between these parts of the curriculum. There is also a potential to develop graded assignments that would require an application of History/Theory concepts to the content of studio exercises and guest lecturers' presentations, which would allow for more outside feedback from professionals.

In recent years, the Department made significant changes to strengthen the non-western content of its History and Theory curriculum, especially in the context of Architecture from Renaissance through Modern Era / Discussion (ARC 3620/3622), which also fulfils the requirements of PC.8 (Social Equity and Inclusion). The collected data (student surveys) confirms students' enthusiasm about greater inclusion of non-western-European topics and perspectives. The Department believes that there is a potential to further expand this content in the other two courses constituting its History and Theory curriculum, and to better align them with each other. It is also

important to better align specific components in the grading rubrics such as, Written Communication between the three courses that constitute the History/Theory curriculum.

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:

1. Overview

An understanding of Research and Innovation is critical to our overall approach to integrated design. We are positioned as a teaching university, where most faculty also do research and bring their specific areas of influence directly into the classroom. Research of the faculty ranges from theoretical to highly technical; through the lens of a profession that is constantly evolving. We understand that the profession is confronted with continual challenges ranging from technological advancement to cultural and societal changes, and that research and innovation is paramount to preparing professionals to integrate such issues into design practice.

In the B. Arch program, students interface with architectural research and innovation at three points in the curriculum: First introduced in fall of second year in Second Year Design 1 / Activity (ARC 2011/2011A, a second time in Third Year Design 1 / Activity (ARC 3011/3011A) and a third time in the fall of fifth year in Senior Project Research and Programming (ARC 4610)

In Second Year Design 2 / Activity (ARC 2021/2021A) students research museum precedents to inform the final project of the semester - a 20,000 SF museum for Contemporary Japanese Art in Little Tokyo, Los Angeles.

In Third Year Design 1 / Activity (ARC 3011/3011A) research, analysis, and experimentation are undertaken through the careful consideration of structural systems for the design of a small architectural project. Students demonstrate their ability to produce design ideas based on competent research from which novel modes of design thinking can emerge.

Senior Project Research and Programming (ARC 4610) guides students through the research, project programming, and site analysis phases of the Senior Project. The studios are taught by a group of design instructors, each of whom is responsible for a section of Senior Project (in 2021/22 there were six sections), which focuses on a particular building typology and area of Los Angeles. Students demonstrate their ability to produce design ideas based on competent research from which novel modes of design thinking can emerge. Design research not only draws from case studies that reinforce architectural norms and standards but also inspire new design paradigms and practices that alter the way buildings are conceived, built, and/or inhabited. The research studies become the starting point for the design work and technical documentation that takes place in Spring semester. This research underscores the innovative dimension of the Senior Project Proposal and the subsequent Senior Project developed in Senior Project Design Activity (ARC 4611A) and Senior Project Material and Structural Integration (ARC 4620) in the final semester of the B. Arch program.

The B. Arch program is committed to assuring that all students demonstrate a high-level design awareness and reasoning. We see these three research and innovation opportunities within the curriculum as key to becoming a well-informed designer as well as an impactful architect. Having three occasions to assess how well students understand and implement the various aspects of design research and innovation has proven helpful. First, it gives students numerous opportunities to practice these skills. Secondly, it allows the department to better understand how to effectively convey this knowledge and track learning outcomes.

2. Assessment

Assessment of acquisition of knowledge

Primary assessment points using direct evidence:

- ARC 2011: Second Year Design 1 (Fall Semester | 2nd year)
- ARC 3011: Third Year Design 1 (Fall Semester | 3rd year)

Assessment of the application of knowledge

Primary assessment points using direct and indirect evidence:

- ARC 2011A: Second Year Design 1Activity (Fall Semester | 2nd year)
- ARC 3011A: Third Year Design 1 Activity (Fall Semester | 3rd year)
- ARC 4610: Senior Project Research and Programming (Fall Semester | 5th year)

The courses & other activities that are secondary assessment points for this criterion:

- ARC 4611A: Senior Project Design (Activity) (Spring Semester | 5th year)

We have found it useful to emphasize research and innovation as part of the architectural design process at the beginning of the second year in Second Year Design 1 / Activity (ARC 2011/2011A) after students have developed basic design and critical thinking skills in the two preceding first-year foundational studio courses. In Third Year Design 1 / Activity (ARC 3011/3011A), Assignments A1-A3 are conceived as three design vignettes based on given focus topics. In each vignette, students research new formal and structural strategies along with a new set of building design elements. Students explore these strategies for design potential, always with the constraint of 'technical' accuracy. The research outcomes of the introductory Assignments A1-A3 provide a collection of design opportunities for the final project, which is for an observation & research facility on Mount Vetter in the Angeles National Forest.

Senior Project Research and Programming (ARC 4610), offered in the fall of fifth year, marks the beginning of the Senior Project sequence, and is seen as the most critical moment in the curriculum where research and innovation factor significantly into the pedagogical objectives of the B. Arch program. At this point, students are expected to conduct typological research – at two scales: at the urban scale understanding how a building relates to the environment it sits within and at the building scale understanding how the programmatic components and arrangements influence form. While much of the students' research concentrates on understanding common building logics, each student is expected to speculate on how conventional practices may be altered or challenged to inform new thinking and innovation on the topic.

The work produced on these courses is documented in an end-of-the-semester studio portfolios in ARC 2011A and ARC 3011A which are reviewed and evaluated by the faculty to assure all student demonstrate a level of competency necessary for them to proceed in the program. Similarly, a Senior Project Research Booklet is produced by each student in ARC 4610, which serves as the basis for design decision making in the subsequent Senior Project Design Studio, ARC 4611A & ARC 4620.

The organization of ARC 2011/2011A, ARC 3011/3011A, and ARC 4610 is clearly established with well-stated course outlines that emphasize the value of creative problem solving and thinking at the various stages within the B.Arch. program. The richness and relevance of a design proposal and the ensuing building design project reinforce the pedagogical lessons associated with research and its link to creative problem solving and thinking. This is best observed in the respective course syllabi, schedules, and on the Canvas sites where weekly exercises, their learning objectives, and grading rubrics are plainly stated and made accessible to all students.

For studio courses, the benchmarks for PC5 are based on formal measures instituted by the Department. They include faculty grades coupled with surveys by internal and external reviewers and students. While most of the benchmarks for PC5 were met for ARC 2011A, the benchmark from external jury surveys were not met. The ARC3011A studio met the benchmarks for assignments that were directly assessed by studio faculty, but jury-assessed benchmarks were not met. This indicates that the students' research engagement was not as visible to professional jurors as it was to studio faculty. Informal discussions with jurors that attended the ARC2011A and ARC3011A presentations revealed that the studio presentations were missing discreet items that would allow them to identify individual student research and assess it against the presented projects. To alleviate this problem, we plan to adjust the studio presentation mode in these studios to put more weight on the preformed research and investigation and improve its visibility. In ARC 4610 the student grades issued by the faculty surpassed the benchmark. Both internal and external reviewers have formally and informally commented about the program's success in terms of cultivating research and innovation within the three courses under review: ARC 2011/2011A, ARC 3011/3011A, and ARC 4610 (based on the deliverables for ARC 4611A, which include the outcomes of ARC 4610).

See Visiting Team Sharepoint folder for self-assessment compilation and assessment data.

3. Outlook

The department has a strong track record of integrating research and innovation into design. This happens both through faculty bringing their research and knowledge of practice directly into the classroom and having students learn from this expertise. Students also benefit from learning from innovative practitioners in the region who are brought into our courses as guest reviewers and critics. We have also established partnerships with research-based and innovative building industries, inviting these experts into the studio. Some examples of this are studios investigating the use of heavy timber, and precast concrete. While such research and innovation happening across most topic studios, we are still working on determining a consistent assessment tool that can capture the range of activities and research methods available to students in these courses.

We are also working on drawing greater connections between history courses and design studios within the program. One idea is to ask students to speculate in writing on how past methods of building design and/or construction processes might be innovated. This would help students understand that the world we live in is mutable and that their role as designers is to suggest plausible innovations derived from the ever-changing context (technological, environmental, cultural, social, economic) in which buildings are conceived and realized. This could happen at various points in the curriculum, including second and third year where students are researching program-driven and structurally derived building typologies.

Given our assessment of Third Year Design 1 / Activity (ARC 3011/3011A), we have concluded that these courses may not be the best container for PC5. We will instead investigate integrating PC5 Research & Innovation into the three Topics in Architectural Design / Activity. An assignment and corresponding rubric would be used across all topic studios and professional electives for this assessment. This would reinforce the PC5 experience across the entire B. Arch curriculum and capture how well students are performing in these courses which explore a wide variety of research agenda and ideas.

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:

1. Overview

The diverse context of LA means that our students enter our program with personal experience and empathic understanding of the complex social contexts future architects face. The program works to supplement students' familiarity with these contexts through organizational leadership and cross-disciplinary work. The foundation for leadership and collaboration are established through a variety of assignments and activities during the first three years of our students' education (the program core.) The initial emphasis is on graphic skills, which are part and parcel to communication, fundamental to design collaboration. The studio is a collaborative setting offering students a spectrum of informal and formal engagements with peers, even where students must satisfy their own design projects.

In foundation studios, collaboration commences through the sharing design research and working on a group case studies that are presented in written, spoken and graphic forms. In these group exercises students learn to distribute tasks, manage conflicts that arise from differing opinions of how to best present the work, and work together to develop a consistent presentation style and format.

The majority of our studios and courses utilize case studies and actual sites. The project locations come with unique issues and conditions, ranging from the constraints of planning and building requirements and technical issues, to the aspirations of community stakeholders. In second-year, studios, students work in small-group teams to develop design data (i.e., context environmental conditions, demographics, planning constraints) and support materials (i.e., site analysis, digital and physical models) that can be shared with their studio. In the third-year core, students work collaboratively to do case study research and to collect project site/context data. These group exercises are followed by a design exercise, primarily done by individuals.

Several upper division topic studios are conducted in collaboration with other departments including engineering, landscape architecture, theater arts, and hospitality management. Working with people trained in different disciplines and having different working methods is a fundamental responsibility of an architect. In these courses students learn to ask clear questions (devoid of disciplinary jargon), practice active listening, learn to reformulate questions that may not have been properly understood, and make clear and convincing arguments based on issues that matter to varied stakeholders.

Valuing the collaborative process for our work, faculty made sure to incorporate this in the pandemic-impacted years through tools like zoom, canvas and Conceptboard more effectively.

2. Assessment

Assessment of acquisition of knowledge

Primary assessment points using direct evidence:

- ARC 3021A: Third Year Design 2 / Activity

  Module 3a: Students in the studio section self-organize and work collectively to obtain planning information for the project site and context. Working as a team, the studio section generates a set of documents that can be used to inform community program and site design decisions. Assessment is by evaluation of average faculty grades measured against a common benchmark and assessment of jury and student surveys.

Assessment of the application of knowledge

Primary assessment points using direct evidence:

- ARC 4730 / ARC 4732: The Architect and the Development Process / Discussion

  Case Study Analysis: Case Studies are prepared in the ULI format in teams of 4 students. A list of Case Study development projects are provided, and an entire team of four students present their findings.

  Assessment is by evaluation of average faculty grades measured against a common benchmark

  Final Project:
  A 4-student team selects a typology for a proposed development and identifies a project site. The team identifies constraints on the project: zoning requirements, neighborhood context (physical), potential neighborhood opponents and proponents of the proposed development. The Team prepares a preliminary proposal, concept plan, and proforma indicating income, expenses and profit.

  List of courses & other activities that address this criterion but are not used for assessment:

- ARC 4011A: Topics in Architectural Design 1 / Activity
- ARC 4021A: Topics in Architectural Design 2 / Activity
- ARC 4031A: Topics in Architectural Design 3 / Activity
- ARC 4990: Various Professional Electives
- Student Organizations: AIAS, NOMAS, Tau Sigma Delta, and College of ENV Council

See Visiting Team Sharepoint folder for self-assessment compilation and assessment data.

3. Outlook

Our program has a history of community engagement through studio working with surrounding communities and stakeholders. Leadership and collaboration with multidisciplinary teams and stakeholders are a good fit with upper division topic studios and seminars. This coming year (2022-23) we are evaluating adding an assessment for PC.6 to the topic studios and professional electives.

As we pull out of the pandemic, and move back out into the physical world, we will be back to an in-person collaborative design/build project that focuses on real materials within the construction courses. We are also reinvigorating studios and electives that actively engage communities and stakeholders. One scenario under consideration will be to assign/certify some topic studios and electives that operate with interdisciplinary leadership and collaboration as a PC6 emphasis. This will come with a requirement that students must take at least one of their three upper division 6-unit topic studios or two 3-unit electives with a PC6 designation to fulfill their degree. This would compel the PC6 experience while allowing students to explore a variety of professional options. An assignment and corresponding rubric can be used across all topic studios for the PC6 designation.

A few recent elective topic studio examples that would address this area include:

- The African American Museum of Beginnings in Pomona: ARC and LA studio.

- Compton Junior College Campus Building: Education Design Studio
- Transit Oriented Development District in South Central Los Angeles: Urban Design Studio

- A hospital campus: Healthcare Design Studio
- Coastal Tsunami Evacuation facilities for U.Hawaii, Manoa: Precast Concrete Studio

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:

1. Overview

CPPARC embodies an inclusive learning and teaching culture that addresses our diverse student population. Diversity is essential to the education of young architects who must learn to work with a variety of people, places, cultures and problems. In the studio model, classmates are often useful resources for alternative views and attitudes for solving design problems. The program has the largest chapter of NOMAS in the US and students, many students are the first in their family to attend college, and over two thirds of students are first- or second-generation Americans. At CPPARC women and men are almost equally represented. This data is listed in our yearly NAAB reports.

Teamwork is a vital component of the collaborative learning and teaching culture at CPPARC. Collegiality and discourse, both highly valued components of our learning and teaching culture are on display at joint section studio reviews, final reviews and studio lectures where students engage in constructive dialogue with the faculty and their peers. Teaching collaboration is most visible in the studio courses, where full time faculty often define topics in alignment with the Department goals and objectives but openly develop a cohesive teaching environment with instructors of cohort sections that are temporary part-time faculty who in turn bring in knowledge and ideas to these topics that are often informed by the professional or other academic environments.

PC.7 is particularly relevant in the early years of architectural education, where a model of open sharing and collaborating is a central aspect in the first and second year experience. The program promotes a culture of respectful exchange of ideas in studios and in the discussion sessions of the large lecture courses. In these courses respectful exchange of ideas happens in group projects, one-on-one desk critiques, field trips, studio pinups, and oral presentations to external panels.

The smaller discussion sections of large lecture courses such as construction, structures, environmental controls, and history were set up to allow students to exchange ideas and viewpoints in a more conducive setting. Faculty use a variety of techniques to stimulate exchange of ideas and participation by students in discussions. For example, in the discussion sections for World Architecture before the Renaissance (ARC 3612) the professor uses undergraduate TAs to lead discussions, which encourages participation by second year students who may be shy about voicing their thoughts in their first history course.

Taking advantage of the location of the university in the vicinity of Los Angeles, faculty frequently participate on reviews at other design programs such as Sci-Arc, UCLA, Woodbury, USC, and CalPoly Metro. Conversely, faculty and professionals from these institutions join reviews and lectures at CPPARC which in turn leads to exchanges between faculty that foster creative and often innovative ideas in pedagogy. This exchange benefits students in that they are exposed to

an even greater diversity of opinions and values about the profession, design strategies, and ways of discussing work.

The chair, various faculty liaisons and university staff work together to expand our relationships with the area's community colleges. This exchange helps community colleges better align their teaching to our programs in order to help students with the transfer process. We also benefit immensely from this exchange by attracting highly qualified students from highly diverse backgrounds and life experiences.

CPPARC offers a large variety of opportunities for students to learn outside of the typical classroom setting.

- An active lecture series that draws from a large pool of local, national and international professionals serves as a further platform for exchange of ideas. The department has recently expanded this to host annually visiting faculty in a sponsored workshop for students.
- Student clubs such as AIAS and NOMAS host workshops for digital tools and portfolios, and they organize firm crawls and other professional learning and mentorship activities.
- The department hosts a job fair where students can practice their interview skills.
- The once per semester showcase of student work entitled "INTERIM" is a unique opportunity to exhibit the department's Teaching and Learning culture. The exhibition includes examples of student projects from all years, both grad and undergrad. The faculty select the student work and the event is organized by the student clubs (working jointly) with assistance from the faculty. Faculty, students, university administrators, alumni and parents are invited to attend the one-day exhibition, which takes place in our large open design studio

2. Assessment

Learning and teaching culture is distributed across all aspects of the program.

Assessment of acquisition of knowledge and application of knowledge.

Primary assessment points using direct evidence:

- ARC 1021/1021A: Foundation Design 2 / Activity

  The assessment of PC 7 begins in first year with a collaborative case-study analysis exercise. The exercise M3A Programming- Case Study Analysis is a team Project where 3-4 student teams are asked to dialogue and to agree on selecting a case study for analysis. Teams collaboratively produce drawings and diagrams that explain building relationships to program, circulation, and site. Student collaboration requires that they agree on a case study based on the interests of each student in the team, which requires discussion and compromise. Teams develop a plan of action for tackling tasks, develop methods of working and sharing ideas, do peer reviews, and coordinate presentation of their projects to the class.

  Once the case study is completed, all teams that selected the same case study are merged into one larger team. With seven to eight studio sections in the first year, there might be as many as 4 teams who performed the same case study. The larger teams are asked to self-critique and peer review each other's approach to the case-study exercise. The goal is for them to determine the strengths of each project and by comparing ideas they then collectively put together a single presentation for the given case study. The results from this teamwork are then presented to the entire class in the form of a public review posted on the

course's digital white board at the final presentation, students and faculty engage in a cordial and respectful discussion leaving comments and feedback to each other on the whiteboard.

Assignment M3A is graded with a common rubric. 100% of all students achieved the benchmark score of 45 pts (B- or better) in this assessment point.

Primary assessment points using indirect evidence:

- ARC 2021/2021A: Second Year Studio 2 / Activity

No explicit assignment is developed that assesses PC.7, however every review is conducted across all cohort sections with a final review covering all sections of both cohorts and thus offering a podium for discourse with external critics, and faculty. Faculty conducted post-review townhalls in the course ARC 2021 lecture portion to allow students to offer constructive criticism of the learning and teaching culture. These sessions were recorded via zoom to allow the department to discuss the students' feedback.

The secondary assessment for PC7 Teaching and Learning culture is done through surveys and faculty discussion that allow peers and outside professionals to assess the students' degree of understanding this criterion.

Secondary assessment points using indirect evidence:

- Extra-curricular activities sponsored by the department and activities by the student clubs AIAS, ENV Council, TSD, NOMAS:
  - CPPARC Lecture series
  - Firm crawls organized by student clubs and alums from the program
  - Portfolio workshops organized by the student clubs and taught by faculty
  - Software Tutorials organized by the student clubs and taught by faculty and alums
  - Mentoring of First year student by upper-level students
  - "INTERIM" - semester exhibition of outstanding student work across the Department.

In both the first- and second-year studios we met our set benchmarks.

The informal value of the types of informal learning taking place are reflected in faculty meeting minutes which are attended by student club representatives, staff members and faculty. An example lies in a current student-led initiative requesting us to address workload issues, grading transparency and resource access in collaboration with AIAS, GSA and NOMAS. Other evidence is the increase in recent years of the number of lectures, workshops, tutoring, participation in "Interim" (our showcase of student work), and other student activities emerging from the clubs such as AIAS, NOMAS, TSD, GSA, the ENV council etc. The growing number of student clubs and their activities are outlined in section 5.1.

See Visiting Team Sharepoint folder for self-assessment compilation and assessment data.

3. Outlook

Learning and Teaching Culture at CPPARC benefits from robust interactions between students and faculty, and from our highly engaged student clubs which host many extracurricular activities. While remote learning due to Covid put many of these activities on hold we are looking forward to many in person events planned for 2022-23 and beyond. Once we are back to our number of in person events and activities post-Covid we plan to refine our student and faculty surveys to more effectively capture whether these are effective means of encouraging optimism, respect, sharing, engagement, and innovation from all members of the department.

Still our reliance on a wide variety of online learning and meeting platforms such as Zoom, ConceptBoard, and Canvas during Covid had a number of benefits. The use of online teaching tools has led to better focus and delivery with students, stronger attendance, and the reduction of physical commute time. Future challenges and opportunities lie in the successful combination of these technologies with in-person classroom or studio settings. The profession has already been transitioning to web-based meeting and cloud-based practice to improve collaboration and reduce costs. The period of remote teaching during Covid has compelled us to work in modalities more aligned with practice, which has benefited students in their employment after graduation. The use of Conceptboard has significantly encouraged exchange, student frequently leave comments, suggest references and reading lists for each other, while faculty comment on qualities of the work. While these experiences remain anecdotal and are difficult to quantitatively assess we are eager to participate in university initiatives to better assess online learning.

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:

1. Overview

The program's commitment to Diversity, Equity and Inclusion (DEI) is enshrined at every level, including the University Strategic Plan, our college and department academic plans. This includes fostering a level of discourse in the classroom sensitive to culture, tolerant of our differences, inclusive, collegial, and supportive. Our students benefit from studying architecture in the multi-cultural and diverse social context of Los Angeles neighborhoods, and faculty utilize throughout the different program levels, topics of social relevance creating opportunities to envision design for these diverse publics.

PC8 is first assessed in Foundation Design 2 / Activity (ARC 1021/1021A) in an exercise that asks students to incorporate the needs of diverse publics through the experiential analysis of a diverse urban setting, and the design of public programs in downtown Los Angeles.

The program further assesses our effectiveness in deepening student understanding of diverse cultural and social contexts in Architecture from Renaissance through Modern Era / Discussion (ARC 3620/3622). This course engages students in an in-depth discussion and reflection of race in architectural history to provide a strong knowledge base of historical objects from an inclusive perspective. The program deepens the understanding of diverse cultural and social contexts in Housing and Urban Design Activity (ARC 3020A) that is coordinated with the housing studio.

Foundation Design 2 / Activity (ARC 1021/1021A) requires students to engage in a site-based design exercise where students collectively study and research a site’s history, and diverse user information to form a community profile to design for. The design culminates in a 16,000 square foot Cultural Center with various community, arts, and administrative programs sited in downtown Los Angeles. Individually, students apply knowledge through the design of public space considering intended diverse user needs at different scales of activity and inclusive of different user types.

Architecture from Renaissance through Modern Era / Discussion (ARC 3620/3622) lays a historical and theoretical foundation of architecture through a lens of diversity and inclusion highlighting the role of architecture in constructing a racialized world. Acquisition of knowledge occurs in ARC 3620 Lecture where students look critically at architectural production globally to

recognize the practices of underrepresented and neglected architectural practitioners. Application of knowledge takes place in ARC 3622 Discussion where students are asked to challenge the implications of colonialism in the production of modern architecture around the world by presenting lessons and arguments of diversity and inclusion through critical thinking, research and writing, and collaborative student-led team presentation and discussions in a participatory and inclusive presentation format.

DEI issues are reinforced in the Housing and Urban Design Activity (ARC 3020A) a 1-unit co-requisite coordinated with Third Year Design 2 / Activity (ARC 3021/3021A). The lecture course examines diverse cultural, economic, and societal dynamics of housing as related to building human-centered urban environments, placing the architect in the role of fostering equitable housing design practices. Class topics delve into notions of home and the psychological effects of design on mental and physical well-being; housing typologies of diverse populations; design guidelines with diverse interests, policy changes to make way for inclusivity and affordability in our cities; and creative approaches of housing. The class employs critical thinking through reflective writing; and the application of knowledge through a term project where students apply, document and self-critique their studio designs for inclusive and user-oriented design guidelines.

The program offers fourth- and fifth-year options that explore social equity and inclusion in upper division topic studios options, elective courses, and study abroad. Topic studios subjects operate from a variety of collaboration design scenarios, among them working with public and community agencies, and engaging directly with diverse stakeholders. The fourth year is also structured to accommodate students choosing to study abroad in Italy, Denmark, Germany, China, Japan, and Taiwan providing access to diverse international contexts and opportunities.

Outside the classroom, students have several options to engage in extra-curricular activities through the National Organization of Minority Architecture Students (NOMAS), CPP's Global Public Health Brigades, and Diversity Assessment and Plan of Action ENV College Meetings. These groups engage in the consideration of underrepresented and underserved communities regionally, nationally, and internationally with a focus on social equity and inclusion.

2. Assessment

Assessment of the acquisition of knowledge

Primary assessment points using direct evidence:

- ARC 1021: Foundation Design 2
- ARC 3620: Architecture from Renaissance through Modern Era
- ARC 3020A: Housing and Urban Design Activity

Assessment of the application of knowledge

Primary assessment points using direct evidence:

- ARC 1021A: Foundation Design 2 Activity
- ARC 3622: Architecture from Renaissance through Modern Era Discussion
- ARC 3020A: Housing and Urban Design Activity

Secondary assessment points using indirect evidence:

- ARC 3021/3021A: Third Year Design 2 / Activity as it addresses PC8.

In Foundation Design 2 / Activity (ARC 1021/1021A) PC8 is measured in a site observation assignment that requires students to experience, analyze, measure, and diagram the accessibility of a site. They then research implications of a diverse public through the site's history, politics and

changing demographics. Assessment is done by grading assignment to evaluate student findings through urban analysis methods. Students use this research to determine appropriate community cultural programs that will promote equity and inclusion in the design of a new building and public space.

In Architecture from Renaissance through Modern Era / Discussion (ARC 3620/3622) students study how architecture has been responsive to different geographical, political, and cultural environments, and the role and responsibility of architectural practices in constructing a racialized world.

Housing and Urban Design Activity (ARC 3020A) examines cultural, economic, and societal dynamics of housing design with a focus on instilling awareness of the psychological effects of design on user well-being; needs of diverse populations; the use of human centered design guidelines, and awareness of policy's role in making inclusive and affordable housing. In writing assignments students are asked to reflect on housing equity and addressing the needs of a diverse population.

The assessment data for PC8, Social Equity and Inclusion has been successfully addressed per the benchmarks established in the courses being assessed.

See Visiting Team Sharepoint folder for self-assessment compilation and assessment data.

3. Outlook

CPPARC students openly expressed opposition to injustices against black Americans that boiled over in the summer of 2020. Our student engagement has helped to further a dialogue of equity and inclusion in our program and led to students organizing to start our first National Organization of Minority Architecture student chapter which became the largest NOMAS chapter in the country within a year of its founding. Together we accomplished the establishment of NOMAS scholarships that would benefit students in hardship; and students have gone on to enrich the program with many activities promoting social equity to benefit students engaging with the profession. Students asked that our department support initiatives that build on equity and diversity, eventually leading to the pledged commitment of the College of ENV to the NOMAS DEI Challenge in 2020.

CPPARC faculty and students have come together to address specific concerns expressed by our student body in spring 2022 brought about primarily by the hardship of the pandemic. The critical points expressed by the student that will increase equity, diversity and inclusion in the department are: 1) Better access to existing resources pertaining to mental health and other university assistance programs; 2) Compassionate teaching, in response to the challenges of new teaching modalities brought on during the pandemic, with special Faculty training to respond to inclusivity, empathy and trauma-informed teaching; 3) Expanding the canon to diversify the curriculum; 4) Reasonable workload for students' mental health and better learning experience, 5) An internship program to alleviate student difficulties securing internships; 6) Access to materials and software to alleviate financial hardship; and 7) Grading Transparency. The Department and the ENV Dean and student leadership of AIAS, NOMAS, GSA and TSD are collaborating to realize measurable outcomes to these issues.

In the course Architecture from Renaissance through Modern Era / Discussion (ARC 3620/3622) the inclusion of race and equity in architecture history, has the faculty looking to implement PC8 across the history/theory curriculum, a move that would help further integrate the lessons of history with other parts of the curriculum.

The high level of engagement in the Housing and Urban Design writing exercises shows that students are committed to the discourse of social equity and inclusion. The faculty are looking at approaches to incorporate a DEI issues into the ARC3021A design studio while addressing the technical competence required for NAAB SC5 and SC6.

To improve our assessment measures, and to continue addressing the student body's call to expand the canon, the program is exploring where else to increase the assessment of PC8. The program currently has a rich set of optional experiences in the 4th and 5th year curriculum in the areas of social equity and inclusion through topic studios and electives. Topic studios are strong evidence of diverse interests of the faculty in connection to projects outside the classroom and in line with connecting to the regions diverse social, cultural, and professional context. We will be exploring approaches to apply DEI in the fourth and fifth year to meet the increased demand for continuing to diversify the canons.

The Cal State University (CSU) Trustees have also approved Ethnic Studies and Social Justice General Education requirement that will go into effect in the 2023-24 academic year. This new curriculum requirement will no doubt contribute to the dialogue on social equity and inclusion in CPPARC studios and classrooms.

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.

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:

1. Overview

At CPPARC, a central goal is to give students the tools to create healthy and safe environments that improve physical, emotional, and social well-being. This includes an understanding of the conditions that create inclusive and equitable environments, knowledge of materials that support well-being and benefit the environment, knowledge of structural systems, life safety systems and environmental control systems that ensure safety and comfort, and the codes and regulations that regulate these areas. We strive to teach health, safety, and welfare as a network of constraints and ethical considerations, which allows students to identify building components that necessarily arise out of these conditions and learn to embrace these as elements with significant design potential.

We use the lecture courses to disseminate the rules and responsibilities that architects must address about Health, Safety and Welfare in the Built Environment and this knowledge is then applied to students' own projects in the studio courses. Students are first introduced to health, safety and welfare subject matter, such as accessibility requirements, in the first year of the curriculum. However, the acquisition and implementation of this knowledge is concentrated at the end of Second Year through the end of Third Year. In the fall of second year students are introduced to concepts of healthy and safe materials and environments in Building Construction 1 / Discussion (ARC 3410/3412) and in Structures 1 / Discussion (ARC 3210/3212). The acquired foundational knowledge of construction and structures is then applied in the "tectonic" studio Third Year Design 1 / Activity (ARC 3011/3011A). In the fall of the third year, students take Structures 2 / Discussion (ARC 3220/3222) and Architectural Codes (ARC 3010A). These lecture

classes have assignments that are integrated into the concurrent “tectonic” design studio (ARC 3011/3011A), where their HSW competency is formally assessed.

During the spring of third year, Environmental Controls 2 / Discussion (ARC 3320/3322) and Building Construction 2 / Discussion (ARC 3420/3422) run concurrently with the design studio Third Year Design 2 / Activity (ARC 3021/3021A), which gives students a direct feedback loop between acquisition of knowledge and application of knowledge. With the intent to model the nature of the profession, the lecture courses give students access to professors that act as consultants. At the end of the spring semester student HSW competency is assessed with a focus on topics related to environmental controls and building construction in the “comprehensive housing” studio ARC 3021A.

Knowledge of Health Safety and Welfare are also evaluated in the upper division topic studios and in senior project. The department provides a model rubric for studios throughout the curriculum to ensure that all design studios evaluate student outcomes in this area.

2. Assessment

Assessment of acquisition of knowledge.

Primary assessment points using direct evidence:

- ARC 3010A Architectural Codes
- ARC 3220/3222 Structures 2 / Discussion
- ARC 3420/3422 Building Construction 2 / Discussion
- ARC 3320/3222 Environmental Controls 2 / Discussion

Assessment of the application of knowledge.

Secondary assessment points using indirect evidence:

- ARC 3011A Third Year Design 1 Activity
- ARC 3021A Third Year Design 2 Activity

The currently collected direct data from lecture classes and faculty graded assignments indicated that the desired learning outcomes were met, but the data did not corelate with the jurors’ assessment data from the Third Year design studios ARC 3011A and ARC 3021A, where the knowledge was being applied.

Looking at the collected data in detail, the critical survey comments by outside jurors pointed at problems with egress and ADA in the ARC 3011A and ARC 3021A studio projects. In comparison, the students’ assessment of SC1 was relatively high and above the benchmark set by the department in both semesters of third year. This indicates that the students think that the learning was effective, and they progressed in this field during this time period of their studies even if the level of understanding might still be incomplete.

The environmental controls class ARC 3320/3322 had many overlapping assessments of course exercises that result in ill-defined data. Faculty teaching in these areas have been asked to consolidate the current assessment measures into fewer and more targeted assignments.

See Visiting Team Sharepoint folder for self-assessment compilation and assessment data.

3. Outlook

We understand that the principles of HSW represent many aspects of architecture that are considered technical and responsive to non-negotiable prescriptive regulations. In many cases however, issues of Health Safety and Welfare can be more inventive if addressed through novel performative design technologies. New software has allowed us to calibrate a building's performance to create healthier environments, and to optimize structures and reduce material use. One way to stay current in this field is to expand the use of specialized performance-based software. Asking students to create a coordinated BIM model would allow this, but the department is aware that this would require additional classes and proficiency from all instructors. We are currently in discussions on how to best incorporate software and performance-based testing into the curriculum.

The collected data provides evidence for student growth in the area of health, safety and welfare throughout third year. We are looking to address the deficiencies in student understanding of egress and ADA by rethinking how to better align assignments in the ARC3010A codes course, the ARC 3320/22 environmental controls course and the concurrent studio ARC 3011A. While not formally assessed, the outcomes in the senior project classes demonstrate continuous acquisition of knowledge in this criterion.

To assess the specific areas of HSW more accurately, we will add more specificity to the survey questions concerning this criterion in Third and Fifth Year cohorts.

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:

1. Overview

An understanding of Professional Practice is critical to an integrated approach to designing architecture, from conceptualization to development. At CPPARC, we recognize that rules and regulations, as well as issues of ethics and business are constantly evolving and open to interpretation as influenced by context and authorship. Professional Architectural Practice is integrated into several areas of undergraduate design education but is most clearly evident in Architectural Practice / Discussion (ARC 4710/4712) and The Architect and Development Process Discussion (ARC 4730/4732).

Architectural Practice / Discussion (ARC 4710/4712) provides an introduction and foundational information on the legal, ethical and business organizational structures that are used in the practice of architecture. Although this is a lecture course, most of the discussion session focuses on case studies of past projects as well as "what if" scenarios that challenge the students to apply course content to potential situations that they might encounter in the real world. It comprehensively covers the path to licensure, including AXP, ARE and Registration as well as different opportunities within the diversity of professional architectural offices. In the recent past we have also begun to provide a more inclusive overview of career paths within the changing profession that leverages a student's architectural education. These include covering the graduate school path which includes specializations in architecture and opportunities in teaching as well as other related fields. It also covers paths to alternate employment including non-traditional employment, public opportunities and alternative but related career opportunities.

In The Architect and the Development Process (ARC 4730/4732), students are introduced to financial instruments that enable projects to be built including the potential roles of the architect in

the development process. Issues include goals, appraisal of needs, economics, market analysis feasibility studies, appraisal procedures, cash flow methods, financing options, design and delivery processes, and the architect's involvement in design decision-making and project administration.

While assessment of SC2 is focused on the two professional practice courses, we also take advantage of the topic studios (given their connection to a variety of practitioners) and our internship mentoring activities to weave discussions about the path to licensure informally into student education. The Department's Bernhard Zimmerman lecture series regularly invites design professionals to speak about their own practices and the range of issues surrounding professional practice in their own work.

2. Assessment

Assessment of the acquisition and application of knowledge.

Primary assessment points using direct evidence:

- ARC 4730/4732 The Architect and Development Process / Discussion
- ARC 4710/4712 Architectural Practice / Discussion

A secondary assessment was not done for Professional Practice

We believe that the content for Professional Practice is well covered and that the courses are well positioned within the overall undergraduate curriculum in the fifth year. At this point in their education students have built up a core knowledge and are prepared to appreciate and respect the realities of the profession including aspects of business and ethics. We are meeting benchmarks in all areas of SC2 within The Architect and the Development Process (4730/4732). Still, the course could benefit in the future from a closer relationship with the Senior Project courses, where students prepare their capstone design project. Architectural Practice / Discussion (ARC 4710/4712) is meeting our established benchmarks in terms of the assignments but not in the exams. The course would benefit from covering questions in the course material within the smaller discussion sections where students are more apt to speak up when there is something they do not understand. Although this course shares the same name as the Student Criteria it satisfies, it does cover a broad range of material. Moving forward, we will refine how we assess SC2 within the course Architectural Practice / Discussion (ARC 4710/4712).

See Visiting Team Sharepoint folder for self-assessment compilation and assessment data.

3. Outlook.

AIA documents, business ethics and practices, office and project management, and financial proformas are important components of Professional Practice (NAAB-SC2). However, the definition of professional practice must also encompass regional practice and business models, and community engagement opportunities that are available to graduates of our program. The Department seeks to leverage the region's rich context of professional opportunities, to align with the diverse cultures and inclinations of our students. Teaching faculty, regional design firms and community engagement facilitate access to the broad definition of practice. Utilizing these resources, the department looks to broaden the representation of professional practice models and opportunities for graduates of our programs. We are also establishing an initiative to have students early in their education create a speculative career path that can be revisited in the later years of their education. As part of this initiative, we plan to create an informal lecture series in collaboration with the student clubs, where students can present peer-to-peer knowledge of their internship experiences.

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:

1. Overview

Regulatory Context is understood to be a systematic set of guidelines with a broad influence on the shape and use of buildings. It is taught in technical lectures and implemented in design projects throughout the curriculum. Regulatory Context is first introduced in fall of third year within the context of Architectural Codes (ARC 3010A) and is further developed in the fall of fifth year within the Senior Project Research and Programming (ARC 4610) and continued in the Spring of fifth year with Architectural Practice / Discussion (ARC 4710/4712). The assessment of the application of knowledge is based on work from Third Year Design 1 / Activity (ARC 3011/3011A), Third Year Design 2 / Activity (ARC 3021/3021A) and in the Senior Project Design Activity (ARC 4611A).

Architectural Codes (ARC 3010A) is an Introductory course focused on zoning rules and building codes with a focus on the California Building Code. The course explores code history, rationale and fundamental code requirements regarding Occupancy Classifications, Construction Types, Allowable Heights and Areas, Means of Egress, and Accessibility. The course teaches a basic understanding of the zoning and building code, how it is to be used and how it influences the design of a building. Students become familiar with the structure of the code and where to look up relevant code information. Students take this knowledge with them into the third-year studios.

In Fifth Year students acquire knowledge of Regulatory Context in Senior Project Research and Programming (ARC 4610) and Architectural Practice / Discussion (ARC 4710/4712). The ARC 4610 lecture course guides students through the research, project programming, and site analysis phases of the senior project, culminating in the preparation of a project proposal for a building or group of buildings of between 40,000 and 60,000 Net Sq. Ft. In this course students gain an understanding of zoning rules that is applied in Senior Project Design Activity (ARC 4611A). Building codes are further explained in Senior Project Material and Structural Integration (ARC 4620), which serves as a secondary assessment for Regulatory Context. Architectural Practice / Discussion (ARC 4710/4712) provides foundational information involving the legal (including building and zoning codes), ethical, and business organizational structures that are used in the practice of architecture.

2. Assessment

Assessment of acquisition of knowledge.

Primary assessment points using direct evidence:

- ARC 3010A Architectural Codes
- ARC 4610 Senior Project Research and Programming
- ARC 4710/4712 Architectural Practice / Discussion

Assessment of the application of knowledge.

Secondary assessment points using indirect evidence:

- ARC 3011A Third Year Design 1 Activity
- ARC 3021A Third Year Design 2 Activity

- ARC 4611A Senior Project Design Activity

In our assessment of SC3 we identified some discrepancies between the direct assessment data for Architecture codes (ARC 3010A) and the indirect data collected for the studios ARC 3011A and ARC 3021A. The evidence collected in the codes lecture course indicated that students did meet the learning goals, but this did not corelate with the jurors' assessment in the design studios. Critical survey comments by outside jurors for the ARC 3011A and ARC 3021A studios identified some issues with egress and ADA. For the next cycles the department has decided to reassess the codes lecture component ARC 3010A to improve the acquisition of knowledge for this subject area. The ARC 3011A studio will be more integrated into the ARC 3010 codes class to bridge the gap between acquisition and application of knowledge.

Going forward, in terms of assessment, Architectural Practice / Discussion (ARC 4710/4712) will be refined to assess Regulatory Context more specifically through tailored assignments and specific exam questions.

The assessment benchmarks were met in the Senior Project courses, but thi was principally an assessment of knowledge of planning and zoning. Since a significant aspect of the acquisition of SC.3 Regulatory Context is being addressed in Senior Project Material and Structural Integration (ARC 4620), which we do not currently assess for SC3, we plan to develop a specific assignment for Regulatory Context in this course.

See Visiting Team Sharepoint folder for self-assessment compilation and assessment data.

3. Outlook

We believe that the content for Regulatory Context is appropriately covered and that the courses are well positioned within the overall undergraduate curriculum being introduced in the Third Year courses and reinforced in the Fifth Year architectural practice courses and Senior Project. Still there are many opportunities for us to take better advantage of resources in our community that could complement what we teach. We teach a number professional electives that address Regulatory Context subjects. Our department has an excellent Urban and Regional Planning department and Landscape Architecture department, both of which offer electives focused on subjects that address Regulatory Context. These courses are popular with our students, but we do not currently assess this knowledge since they are not uniformly part of the architecture student's experience. We are looking at ways to assess these elective courses as a group within this criterion and elsewhere.

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:

1. Overview

At CPPARC we prepare students to play a leadership role within the larger design team. This role has greater opportunity for success when architects understand and respect the professional expertise and thought offered by all project team members. As we know, the architect is not solely responsible for the design and configuration of buildings. Architects must possess minimum general knowledge of a great many project contributors, and more so of construction systems, building materials and assemblies, structural systems, passive and active environmental

systems, and technical matters of site design. In the context of teaching, we look for ways to mimic these roles and relationships. The lecture and activity classes of the technical classes serve dual purposes: a) they are the main conduit to present knowledge and b) they model the profession with the instructor and various technical guest critics taking the role of consultant.

In second year, Building Construction 1 / Discussion (ARC 3410/3412) introduces students to basic building systems and materials and Environmental Controls 1 / Discussion (ARC 3310/3312) covers the design of passive systems.

Third Year Design 1 / Activity (ARC 3011/3011A introduces students to the integration of structural systems into their design process. The studio project is typically a small research facility situated in the rugged terrain of the Angeles National Forest. A restrictive allowable building footprint limits student options for site design with the intention to provoke structurally complex design ideas and a focus on structural integration and building assemblies. The studio shares assignments with the concurrent and closely coordinated with Structures 2 / Discussion (ARC 3220/3222) and Architectural Codes (ARC 3010A). The shared assignments allow the lecture class instructors to take the role as consultants as we described above.

Third Year Design 2 / Activity (ARC 3021/3021A) assigns a 10-20 unit housing project and asks students to document the project within a design development set of drawings. The studio shares closely coordinated assignments with Environmental Controls 2 / Discussion (ARC 3320/3322) and Building Construction 2 / Discussion (ARC 3420/3422).

The fifth year Senior Project Material and Structural Integration, (ARC 4620) is structured as a series of lectures that focus on the technical requirements to design a mid-rise buildings within an urban context, including structural and environmental systems, building assemblies, and façade systems. This knowledge is indirectly assessed via surveys of jurors attending the Senior Project Design Activity (ARC 4611A) project presentations.

2. Assessment

Assessment of acquisition of knowledge.

Primary assessment points using direct evidence:
- ARC 3420/3422: Building Construction 2 / Discussion
- ARC 3320/3422: Environmental Controls 2 / Discussion

Assessment of the application of knowledge.

Primary assessment points using direct evidence:
- ARC 3011A: Third Year Design 2 Activity (specifically Assignment A6)

Secondary assessment points using indirect evidence:
- ARC 3021A: Third Year Design 2 Activity
- ARC 4611A: Senior Project Design Activity (knowledge acquired in ARC 4620)

The collected direct data for the third year shows a slight discrepancy between the lecture classes, where benchmarks were met and jury assessed studios, that are slightly below the benchmarks. The survey's comments indicate that the peers and professionals see our students as being on a good trajectory but not yet fully equipped in terms of technical knowledge. In comparison, the students' own assessment of SC4 was relatively high and above the benchmark set by the department. This indicates that the students think that they progressed in this area of knowledge.

The collected direct data, surveys by outside professionals, and student surveys of Senior Project Design Activity (ARC 4611A) work was above the set benchmark. The positive assessment points to students' broader technical knowledge built throughout their studies.

See Visiting Team Sharepoint folder for self-assessment compilation and assessment data.

3. Outlook

We believe that our collaborative model for teaching technical knowledge has been effective. We see potential to further refine this model by increasing the integration of technical courses and studio projects. The Department has recently received a gift that is being used to award merit-based grants to students in the technical focused housing studio ARC 3021A. CPPARC awards $5000 to 10 students per year, which we hope will bring additional excitement to third year with its heavy focus on technical requirements and building integration. We plan to learn from the jury deliberation of these awards and include it in future assessments of the third-year curriculum including SC.4.

We recognize that computational tools play an important role in understanding and communicating technical knowledge. We intend to integrate computational tools (including BIM) so that it can be used for design and development and to assess the performative aspects through analysis within the more technical studios.

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:

1. Overview

At CPPARC we work hard to give students an understanding of the many factors that influence the design of a project as well as tools for them to synthesize these diverse inputs. Influencing factors include the history and culture of a place, programmatic uses, site constraints, regulations, users, aesthetic ambitions, among others. Tools include knowledge of construction methods, new technologies, materiality, and form-making techniques. The goal is not to be at the service of conventional practices, but to give students the necessary grounding for them to question, reconsider, and shape architectural conventions. The process involves having students respond to: 1) Constraints: knowledge of the impact of natural laws, rules and regulation and economic realities on form; 2) Aesthetics: tailoring of distinct of aesthetic values such as craftsmanship and representation to the problematic being addressed; 3) Precedents: understanding how cultures or architects have approached a particular problem in the past; and 4) Technique: following a set of graphic and/or spatial moves that yield a desirable form. In addition, students are asked to balance these disciplinary concerns with all manner of aesthetic and moral value judgments based on their own biases and those of the academic environment they are in.

<u>Introduction of Design Synthesis:</u>

In the undergraduate B.Arch courses design synthesis is introduced in the spring of third year courses Design Development / Activity (ARC 4400/4402A) and the studio course Third Year Design 2 Activity (ARC 3021A) through the careful consideration of user requirements, codes, site and urban conditions, accessible and environmental design for a mixed-use, multi-unit housing project.

Development of Design Synthesis:

The technical lecture Senior Project Material and Structural Integration (ARC 4620) and the studio Senior Project Design Activity (ARC 4611A), which together with ARC 4610 is referred to as “Senior Project,” guide students through the design of a comprehensive building project. This includes the development of a program, site analysis, a narrative, technical integration, and building design using clearly described design theories and methods.

2. Assessment

The individual results for each cohort are included below.

Assessment of acquisition of knowledge.
The direct evidence is assessed by the faculty teaching the classes.

Primary assessment points using direct evidence:
- ARC 4400/4402A: Design Development / Activity (as integrated into ARC 3021A)
- ARC 4620: Senior Project Material and Structural Integration (as integrated into ARC 4611A)

Assessment of the application of knowledge.
The direct evidence is assessed by the faculty teaching the classes.

Primary assessment points using direct evidence:
- ARC 3021A: Third Year Studio 2 Activity
- ARC 4611A: Senior Project Studio Activity

Primary assessment points using indirect evidence:
- ARC 3021A: Third Year Studio 2 Activity
- ARC 4611A: Senior Project Activity

Design Synthesis assessment follows similar strategies in the Third Year Studio 2 (housing) and the Senior Project. This includes having similar grading rubrics and jury surveys with similar questions. This has helped us compare the level of student comprehension regarding design synthesis across the program. The deliverables for each cohort are also similar, while being adapted to the level that the students are in the program. To facilitate comparison and evaluation of student projects across each cohort the faculty instituted templates for student assignments and the final project.

The team-taught and collaborative structure of these courses has been very helpful in assessing how well the material is being communicated to and assimilated by the students. The course use a common syllabus and common grading rubric, and common deliverables which allows faculty to compare the progress of students across all sections. A joint Canvas site allowed faculty to see work submitted by all students in the course, work was also physically pinned up in the common studio, and Conceptboard was made available to students and faculty across all sections. Faculty attend each other’s reviews to gauge progress in their own sections relative to other sections. The faculty also met to discuss the students' progress and any deficiencies after each review. For more formal assessment measures, the faculty utilized their grading using a common rubric and with a common benchmark as well as juror and student surveys following the final review.

Informally we have also received positive comments on the students’ ability to synthesize design inputs from jurors visiting our program. Students from the program are sought after by design firms upon graduation (we have over 100 firms signing up every year to interview and hire our

students at the yearly job fair). Students from the program are also highly sought after by graduate programs, in the last few years we have had multiple graduates from our program accepted at prestigious graduate programs such as Princeton, Harvard, Yale, Columbia, among others. We plan to use the assessment data collected in these courses over the next three years to assess how well this area is being addressed across the curriculum. The department curriculum committee will be tasked with overall assessment of the PCs and SCs, including Design Synthesis.

Based on our current assessment methods and criteria using direct and indirect evidence our benchmarks for SC5 were met in both Third Year and Fifth Year.

See Visiting Team Sharepoint folder for self-assessment compilation and assessment data.

3. Outlook

The department understands that the factors that need to be synthesized into a design are mutable. By this we mean that while many issues remain constant such as the need to take into consideration codes, site constraints, and cultural and historic factors, there are also new factors that emerge and the emphasis on specific factors change. For example, over the last few years we have placed greater emphasis on having students address universal access factors and understanding the diversity of users their buildings must accommodate. In the coming years we plan to give greater emphasis on how student projects address climate change (and how this can be objectively measured) and adding more non-western case-studies to broaden students' influences and better address the multi-cultural society that students are designing for.

We have begun implementing short-term changes in the Third Year and Fifth Year Design Synthesis courses. The large gift dedicated to the 3rd year studio that provides merit awards of $5,000 for 10 students has provided an additional incentive to the students to comprehensively address the various components of design synthesis as spelled out by NAAB. While the major aspects of the course structure for Senior Project will be repeated next year, one area of modification will be to have students begin developing a design agenda in the fall semester so that they have more time to refine their projects in Spring. This adjustment is based on the assessment of the Senior Project sequence and based on suggestions from students during informal interviews we conduct with the students at the end of the semester.

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:

1. Overview

At CPP ARC, Building Integration is about teaching students to recognize how different building systems influence the functional, spatial, and formal aspects of a project. Our focus is on the interdependence of building systems and how these can be leveraged to create more efficient, sustainable, and elegant designs. Building integration is the result of a process in which students first understand the functions and constraints of separate systems and then find ways to integrate these within their formal design agendas, assessing quantitative and qualitative benefits of their integration strategies, with the aim of improving the project's performance and clarity.

<u>Introduction of Building Integration</u>

In the undergraduate B.Arch courses integrative thinking is introduced in Third Year Design Development / Activity (ARC 4400/4402A) and the studio Third Year Design 2 / Activity (ARC 3021A) through the careful consideration of site, codes, program, and technical and structural design for a mixed-use, multi-unit housing project.

Development of Building Integration

The culminating studio project serves as a second opportunity for faculty to assess that students have developed an understanding of building integration. This occurs in the spring of Fifth Year within the technical lecture Senior Project Material and Structural Integration (ARC 4620) and the studio Senior Project Design Activity (ARC 4611A). In the lecture course In this course, students perform structural, code and material analyses for their individual senior project designs. In their studio project, students are asked to demonstrate that they are able to design a project with broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies. Students were required to submit a package with the technical drawings of their senior project three weeks prior to the final review to ensure this work could be graded separately and that the technical aspects of the project were not overlooked.

2. Assessment

Assessment of acquisition of knowledge.
The direct evidence is assessed by the faculty teaching the classes.

Primary assessment points using direct evidence:
- ARC 4400/4402A: Design Development / Activity
- ARC 4620: Senior Project Material and Structural Integration

Assessment of application of knowledge.
The direct evidence is assessed by the faculty teaching the classes.

Primary assessment points using direct evidence:
- ARC 3021A: Third Year Studio 2 Activity
- ARC 4611A: Senior Project Design Activity

Assessment points using indirect evidence:
  - ARC 3021A: Third Year Studio 2 Activity
  - ARC 4611A: Senior Project Design Studio Activity

In both the Third Year Studio 2 (housing) and Senior Project the program conducts assessments by evaluating and grading student work specific to building integration and through surveys of jurors attending midterm presentations (for Third Year) and final presentations (for Fifth Year). The faculty then evaluates the feedback we receive on a yearly basis. Since both cohorts utilize a team-teaching approach, we are also able to have discussions between the faculty as to changes we would like to make to the syllabi, deliverables, and schedule. The courses use common syllabus and common grading rubric, and common deliverables which allows faculty to compare the progress of students across all sections. A common Canvas site allows faculty to see work submitted by all students in the course, work is pinned up in a common studio and on Conceptboard, which are available to students & faculty across all sections. The faculty attend reviews of the students in other sections to gauge the progress of their own sections relative to other sections. The faculty also met to discuss the students' progress and any deficiencies after each review. In Senior Project the final review took place over a period of two days and included over 80 jurors.

Based on our current assessment methods and criteria using the direct and indirect evidence our benchmarks for SC6 were met for both Third Year and Senior Project. Informally we have also received positive comments on the students' ability to address the technical requirements of their building designs from jurors visiting our program.

See Visiting Team Sharepoint folder for self-assessment compilation and assessment data.

3. Outlook

Building technology is ever changing, new construction systems become more popular others fall out of favor, strategies to address environmental factors evolve, and new software is introduced that makes it easier to calculate the performance of building systems. We need to evolve how and what we teach to address these changing technologies. One of the ways we can do this is through our ties with the profession and building industry. Most of our design faculty are practicing architects, we invite practicing architects to reviews, and we have established alliances with industry (heavy timber and precast concrete are two examples). We are also looking to expand our relationship with building science departments at our institution, inviting them to come give lectures and serve as roving critics in design studios. We are expanding our relationships with planning officials in the area, asking them to lecture in our program, to better understand the significant changes being implemented to the region's zoning codes. This is an ongoing effort that involves cultivating relationships with the vast number of professionals from diverse fields impacting building integration.

While students have an adequate understanding of individual building systems, structures, ENV controls, and life safety, we feel there is room to improve on the coordination between building systems and to find more effective ways to measure how well these systems perform. We are currently evaluating the pros and cons of the use of BIM in the two studios where we assess SC6. The benefit of BIM is that these models are effective in getting students to understand how systems interrelate. However, we are hesitant to ask for full BIM models in these studios given the steep learning curve (both in learning the software and in having the specificity of knowledge required for the information to be "useful.") We plan to test small scale implementation of BIM in the courses where building integration is being assessed. One idea is to decrease the complexity and scale of the project where students develop an advanced BIM model, another idea is to limit the scope of the issues being addressed in the BIM model.

We have begun implementing other short-term changes to better address this criterion as we move forward. In third year, the large gift dedicated to the housing studio that provides merit awards of $5,000 for 10 students offers an additional incentive to students to take the technical components of their projects seriously. The winners were selected by an outside jury of notable professionals and alumni of the program. Students were not made aware of the awards at the start of this year since the fine points of the gift were still being worked out. We foresee that now that this has been implemented, we may see even stronger projects that more fully integrate building systems in the coming years. In fifth year, a component of building integration that is not being addressed in Senior Project is the measurable outcomes of building performance. We are planning to include an exercise where students use software to analyze environmental issues such as solar orientation, shade, and other environmental factors using their digital massing models. The students are trained to use various software to calculate energy performance of buildings in other courses in the curriculum, particularly in the ARC 4500 digital sequence, so implementing this should be straight forward.

3— M.Arch. 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.

Link to Program and Student Criteria Matrix

Introduction

The M.Arch. program's population is approximately 40 students with a first-year class size between 10 to 16 students. This supports a low student/faculty ratio with students from diverse backgrounds, experiences, and accomplishments. Given that students entering the graduate M. Arch. program may have an undergraduate degree in a different major, we encourage them to leverage this knowledge base to influence their architectural research and design. This plays an important role in not only giving agency to the student, but also enriches their projects, and the classroom. These opportunities are enhanced by related course offerings in the Departments of Landscape Architecture, Urban and Regional Planning, the John T. Lyle Center for Regenerative Studies, as well as by other college facilities including the Richard and Dion Neutra VDL Research House, the ENV Archives Special Collections, and the Visual Resources Library.

Like the undergraduate program, the graduate program is organized into course groupings: Lecture courses where students acquire knowledge and studio courses (labeled as "activity" by the university) where students apply knowledge. These courses are typically co-requisites (meaning students must sign up for both) with the evaluation in one course influencing the other. As for lecture courses, some are specifically designed for graduate students while others are combined with undergraduate lecture courses where separate discussion sections (with differing assignments) are allocated to graduate students. For example, in Structures 1 / Discussion (ARC 5210/5212) the lecture is a combined course with B.Arch. students but then broken up into a separate graduate "discussion" section where students test structural concepts in a laboratory setting. All the studios in the graduate program, except for the Advanced Architectural Design 1 (ARC6011/6011A) topic studio, are limited to graduate students. In the studio courses, student work is typically assessed via the students' studio projects and falls into two categories – grading of specific assignments and review deliverables (typically a midterm and a final) and surveys of internal and external jurors following midterm and final presentations.

Given this program structure, the following description of the M.Arch. program is somewhat abbreviated compared to the B.Arch. program. Where courses are different in format to the undergraduate program these courses are more fully described, otherwise the information on courses can be ascertained by reviewing the program and student criteria described in section 3 of the B.Arch. program. Similarly, the assessment of the PCs and SCs is distinct for the courses that are specific to the graduate program and are co-mingled where the assessment is for courses where the student cohorts are together.

Like the B.Arch. program, the M.Arch. program similarly collects direct and indirect assessment data to evaluate students' knowledge according to NAAB criteria. At the end of each academic year the graduate coordinator and chair compile self-assessments from all involved faculty and compare the direct evidence and the indirect evidence to identify where learning goals or achievements have been met. Any deficiencies and additional coordination necessary between classes to achieve better outcomes is also reviewed. Suggestions are then discussed during curriculum committee and faculty meetings.

One benefit of the program being situated in Southern California is the number of architecture programs in the region, each with their own culture and approach to design. In addition to the direct assessment of work produced in our program, we are able to compare our students' work

with that produced in other architectural programs throughout the region. This does not mean that we aim to emulate others, rather it helps ensure the distinctiveness of our program. By attending design reviews at other architecture programs in the region and in turn inviting faculty from other programs to our reviews. We also benefit from close connections to design principals from countless architecture firms who not only attend our reviews but also offer feedback on our students' work.

3.1 MARCH Program Criteria (PC)

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

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

Program Response:

1. Overview

We strive to prepare our graduate students for a broad range of opportunities, whether it be towards a traditional path in the field architecture and licensure or in allied design professions. We believe that CPPARC graduates need to be versatile members of the profession. This requires introducing our students to the various aspects and roles and responsibilities one might play within the discipline.

Historically, our program has strong ties to the professional architecture community. Prominent architecture firms support topic studios and offer internships to our graduate students. The newly formed graduate student club is organizing career readiness events specific to the grads. Parallel to the formally established and measurable points in their studies (Architectural Professional Practice, the advanced topic studio, and the internship requirement) interaction with outside professionals, discussions about career paths and the path to licensure will continue to be interwoven in the curriculum. We also acknowledge that not all students will go on to become licensed architects and we prepare them for the range of career opportunities that leverage their professional architectural education.

Architectural Professional Practice / Discussion (ARC 6710/6712), introduces students to the legal, ethical, and business issues in the practice of Architecture. The course is organized into two components: the first discusses Legal, Ethical, Organizational, and Scope of Service topics, and the second includes economics in the form of Cost Control, Fees, Project Management, and Contracts. The course also addresses the changing context of practice and how practice has been impacted by social, economic, technological, and legal forces is covered in the first component. Key discussions about alternate career paths that lead to registration and employment opportunities based on education and experience are paired with conversations about interdisciplinary thinking and diversity of graduate education. These topics are stressed to provide students with the ability to shape the future of the profession.

M.Arch. students are introduced to the diverse career paths of the degree through a menu of specialized studio courses in the fall of year three. M.Arch. students select from a wide range of topic studios and join Fourth Year and Fifth Year B.Arch. students in a vertical studio. For M.Arch. students, these are listed as Advanced Architectural Design 1 ARC6011/6011A.

- Adaptive Re-use and Redevelopment studio

- Center for Indigenous LA Communities studio
- Interdisciplinary and Community-based studio in collaboration with Walt Disney Imagineering
- Education Studio
- Hospitality Studio
- Collective Frameworks Housing studio
- Healthcare Studio
- Transit Oriented Design/ Urban Design studio
- Low-Rise Mixed-Use Intergenerational Housing studio
- Studies in Precast Concrete Architecture studio
- Community Centers in Collaboration with the Community Coalition South LA
- Sports Architecture studio

NCARB's AXP program allows candidates to register and progress on the path to licensure during their studies. To introduce students to the path to licensure, the Architecture Department requires 500 hours of internship for graduation that must be logged through NCARB's AXP program. This mechanism ensures that all students set up their NCARB profile early on, most of them by their second year of the graduate program. Students become familiar with the NCARB's website and the process of reporting their work experiences and the ARE exams. We cannot verify what students experience during their internship, but it is our understanding that firms and supervisors take a role in educating students about licensure and career opportunities per NCARB AXP requirements. The department regularly updates the ARC Internship canvas page that is the central resource for questions about licensure, internship, and career opportunities. All events are led by the department's internship coordinator.

The department holds a yearly job fair called Firm Day where more than 100 firms and organizations participate. The job fair serves three purposes: connecting students and future employers, showcasing the breadth of the profession and possible career paths, and letting students gain experience presenting their work and themselves as future professionals. The Firm day event is a joint event with the Department of Landscape Architecture with the goal to invite firms from a larger spectrum: architecture firms, interior architecture, landscape architecture firms, and multidisciplinary firms also covering planning and engineering. The event is held as an in-person event during the spring semester, and it has a virtual component to allow firms from outside the greater Los Angeles area to connect with students, to further ensure that Firm day shows the full breadth of the profession the department ensures participation of small, specialized firms and large corporate firms who represent the breadth of work and office cultures available within the profession. The FIRMDAY 2022 website with student and firm participants can be accessed here: https://cpp.conceptboard.com/board/1m1c-0mfi-2smp-6gt1-7f67 The College of ENV and University also have career resources for students to help them write resumes and develop interview skills.

The Department's Bernhard Zimmerman lecture series exposes our students, faculty, and surrounding community to a rich array of lectures, conferences, and symposia. The lecture series is seen as one of the most significant opportunities within our department where students are exposed to leaders and innovators working in diverse arenas of the design professions. Each semester nationally and internationally renowned design professionals including consultants, artists, construction managers, photographers, filmmakers, writers, journalists, and many others working in areas that expand the profession, speak about their practices and personal career path experiences. The graduate program also has an independent lecture series organized by the graduate coordinator.

2. Assessment

Assessment of acquisition and application of knowledge

Primary assessment points using direct evidence:

- ARC 6710/6712 Architectural Professional Practice / Discussion

Secondary assessment points using indirect evidence:

- ARC 6011/6011A Advanced Architectural Design / Activity
- ARC Internship surveys (only students)

During this cycle, the indirect evidence was limited to only one survey response from a juror and only a single response from a student. The limited data cannot be used to make an assessment even though the juror's response was very positive and above the benchmark. This contrasts with the only student response, which gave an unfavorable opinion.

The outcomes from the Architectural Professional Practice / Discussion (ARC 6710/6712) final exam and assignments exceed the set benchmark, but they were not tailored sufficiently to this PC to offer conclusive data. The recorded exam and assignments outcomes used in the assessment reflected student knowledge of the entire course content.

See Visiting Team SharePoint folder for self-assessment compilation and assessment data.

3. Outlook

This cycle's assessment measurements for PC1 can only be used as broad directional indicators. Through faculty discussion the department has identified some necessary refinements to provide more clarity about the school's performance, including refining the assessment for Architectural Professional Practice / Discussion (ARC 6710/6712). Moving forward the assignments will be further focused to serve as accurate assessment points for this program criterion.

Advanced Architectural Design / Activity (ARC 6011/6011A) studios offer students an opportunity to learn about specific project types and scales. In future these studios will add an assignment, exercise, activity, or project to assess PC1. As an example, faculty have been advised to consider a reflection assignment directly targeting the student's understanding of career paths through the specific activities of each studio. In the Disney Studio for example, Imagineers are active participants in the studio activities as jurors, lecturers, and mentors, and as such expose students to alternative paths to traditional practice. Moving forward, students will be asked to write a reflection paper at the end of the course that assesses their understanding of the range of career opportunities that utilize the discipline's skills and knowledge. Furthermore, studio instructors are advised to ensure the discussion of the profession and licensure is positioned within the studio content to clarify how topics relate to the profession. In the future, the outcome of such discussion could become an assessment point, that can provide direct evidence in Advanced Architectural Design 1/ Activity (ARC6011/6011A).

The department is committed to continue fostering activities that present students with diverse knowledge of the profession as currently evidenced in the richness of topics of Advanced Architectural Design 1 /Activity (ARC6011/6011A), the robust lecture series assembled by the department and the lecture series of the student clubs. In addition, a more structured form of advising will be considered to implement a Career Planner as a required assignment at the conclusion of ARC6011/6011A with the intent of having student clarify their professional goals that may direct students' development of their culminating experience projects.

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:

1. Overview

CPPARC uses a research-informed approach to design solutions in the classroom to guide students' work. The iterative process of design parallels the NAAB request for programs to identify when knowledge and skills are acquired and when they are applied, a process that in practice is not finite. Developing a capacity for lifelong learning and the pursuit of problem-specific solutions makes for good architects. The M.Arch. program is a first professional degree and has a shorter incubation time (compared with the B.Arch.) for learning and cultivating a design process Therefore, the integration of multiple complex factors in different settings and scales of development (from buildings to cities) is compressed into four-semester studios over two years. At the end of the 2-year core, through an integrated design project, students confront a wide variety of design issues on an urban site. In the final year, through the culminating project, M.Arch. students take design from programming and site selection through to the integration of structure and building systems.

The M.Arch. foundation studios, years one and two, follow a model that begins with brief thematic exercises followed by a longer-term design project leveraging examples, references, and case studies. This exploration and research is coupled with student's intuitive responses, knowledge gained in the building of skills, and knowledge obtained from previous design investigations. Acquisition of knowledge take place through short exercises introduce students to key architectural concepts, independent of the anticipated final design problem, to cultivate knowledge, ideas, strategies, and methods through individual and collaborative design explorations. The process better outfits students for the final year of the graduate program where application of knowledge is evaluated.

The design studios assessed begin with basic principles of program organization, formal parti, site arrangement, orientation, and site access issues. The use of real locations, with all the constraints and potentials therein, form an active part of the studio's design problem, compelling students to confront multiple factors and scales of development. As a student advances from their first through fourth semester of studios, the project problems become more building specific, inclusive of a variety of technical factors, complex programs, structures, construction types, envelopes, mechanical systems, and sustainability.

2. Assessment

Assessment of acquisition of knowledge

The studio classes that introduce and help students develop a design process integrating multiple factors, in different settings and scales of development, from buildings to cities are assessed using direct evidence: A final project where more focused exercises are integrated into one project.

Primary assessment points using direct evidence:

- ARC 5011: Introduction to Architectural Design I
- ARC 5021: Introduction to Architectural Design 2

Assessment of the application of knowledge

Studios verify the application of knowledge and are assessed either by class instructors or by invited guest panels using direct evidence reviewed in students' final projects. The application of knowledge is assessed via graded assignments using Grading Evaluation Rubric. The program assesses whether the student's studio projects exhibit an understanding of the architectural design process into their projects via surveys of jurors and students.

Primary assessment points using direct and indirect evidence:

- ARC 5011A: Introduction to Architectural Design I Activity
- ARC 5021A: Introduction to Architectural Design 2 Activity

With regards to the direct assessment points for design through Introduction to Architectural Design 1 / Activity (ARC 5011/5011A) we are, except in the internal jury survey, meeting the benchmarks.

See Visiting Team SharePoint folder for self-assessment compilation and assessment data.

3. Outlook

Going forward we will develop foundational graduate studio courses to maintain a more constant and evolutionary approach to design projects and exercises. This will be done with an eye to creating a more systematic approach with a focus on assignment continuity and adaptation that accommodates the inevitable growth in this cohort. With the help of the department's curriculum committee, we intend to establish a more defined pattern of instruction with consistent faculty and the establishment of projects that do not change radically in the subsequent years that these courses are evaluated.

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:

1. Overview

Our department has a long track record of emphasizing both the importance and obligation of sustainable architectural design. Through many outlets, we foster an understanding that any approach must be holistic and inclusive. We recognize that ecological issues represent a global imperative and are entangled with larger societal and economic issues but also that architectural solutions are often specific and technical in nature. We are fortunate to have faculty members who are experts in this area teaching in both our department and at the Lyle Center for Regenerative Studies. The Lyle Center's mission is to advance our understanding of environmental sustainability through education, research, demonstration, and outreach. Sustainability has been an essential part of our college for more than two decades. As such, several courses in the architecture department deal specifically with Ecological Knowledge and Responsibility, and core portions are integrated at all levels of the curriculum.

The environmental control courses cover performance principles and systems to reduce the environmental impact of buildings and address occupant comfort. Topics covered in Environmental Controls 1 / Discussion include thermal comfort, climate analysis, solar geometry, daylighting, passive heating and cooling, renewable energy and mechanical systems. Environmental Controls 2 / Discussion (ARC 5320/5322) focuses on active systems and their impact on energy, climate, building operations, and occupant comfort. Fundamentals of heating, ventilation, and air conditioning (HVAC), electrical, fire suppression systems, lighting, plumbing, measurement and verification, indoor mobility, building energy management systems, waste, and acoustics are introduced. The application of environmentally responsible thinking is assessed in the graduate foundational studio course Intermediate Architectural Design 2 Activity (ARC 5041A).

2. Assessment

Assessment of acquisition and application of knowledge.

Primary assessment points using direct evidence:

- ARC 5310/5312: Environmental Controls Systems 1 / Discussion
- ARC 5320/5322: Environmental Controls Systems 2 / Discussion

Secondary assessment points on the application of knowledge using indirect evidence:

- ARC 5041A: Intermediate Architectural Design 2 Activity

Overall, given the available assessment all reflected courses do meet the set benchmarks. The student performance benchmark is met on assignments and exams that offer preparation time. Slightly lower performance occurs with weekly post-lecture quizzes that focus on attention and retention.

See Visiting Team SharePoint folder for self-assessment compilation and assessment data.

3. Outlook

CPPARC has established several technical courses and sought fluid integration of sustainable thinking in the architectural discourse. Current principles and recent technologies are however more difficult to reflect in coursework. Further objectives will be to further integrate material technologies into the studio setting.

Starting next year, we plan to further emphasize the integration of sustainable technologies in the studio setting such as coordinating deliverables from the introductory environmental controls systems courses and the concurrent studio courses. To address a few comments by jurors as well as our own internal assessment we plan to add a specific exercise to address measurable outcomes of environmental performance. This might include having students use software to analyze environmental issues such as solar orientation, shade, and other environmental factors using their digital massing models.

PC.4 History and Theory (graduate program)—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:

1. Overview

The curriculum at CPPARC gives students foundational knowledge of History and Theory through three required courses that can be further enriched though professional electives both inside the department and in other ENV programs.

World Architecture from Renaissance through Modern Era (ARC 5620) is a survey course introducing the history of architectural practices, including non-US, non-Western European practices, and the profession's current struggle to revise its exclusionary tradition by expanding the canon to include marginalized voices such as Native American and African American architectural histories. Interpreting Architecture (ARC 5630) serves as an introduction to architectural theories and is organized around themes that are directly related to contemporary design methodologies. The course combines features of a history survey with a special focus on the history of architectural practices and architects' tools.

The second course, American Architecture / Discussion (ARC 5640/5642) covers a wide timeframe, spanning from Native American architecture of the pre-conquest period to contemporary architecture of the present day.

Interpreting Architecture (ARC 5630) is an introduction to architectural theory. It uses and synthesizes methodologies drawn from various humanities-based disciplines like philosophy, sociology, anthropology, and political geography. While pedagogical methods and assessment techniques vary, all three courses require students to write a research paper

2. Assessment

The primary assessment uses direct evidence in the form of graded quizzes, exams, and writing assignments with the use of common rubrics. The direct evidence is assessed by the faculty teaching the classes.

Assessment of acquisition and application of knowledge.

Primary assessment points using direct evidence:

- ARC 5620: World Architecture from Renaissance through Modern Era
- ARC 5640/5642: American Architecture / Discussion
- ARC 5630: Interpreting Architecture

The collected date shows that the learning objectives of the history and theory curriculum were met. The collected assessment data is interpreted in periodic cohort faculty meetings, by the Curriculum Committee, and in self-assessments by the faculty at the end of each semester.

See Visiting Team SharePoint folder for self-assessment compilation and assessment data.

3. Outlook

The graduate History and Theory curriculum is going through a transition. ARC 5620 was taught for the first time in 2021-22. Moving forward, the general content of ARC 5620 will be adapted to incorporate issues of PC8—Equity, Diversity and Inclusion—and readings will be added and assessed for students to explore these issues in a structured way. Accordingly, starting with the fall of 2022, some of the assessment points that were used during the Academic Year 2021-22, will be revised to reflect the inclusion of this new content.

During the Academic Year 2022-2023, ARC 5630 will be offered in a new format, catering specifically to graduate students. Prior to this year graduate students took this course alongside undergraduates in ARC 4630. Accordingly, assessment points will change to reflect graduate level goals, with previous statistics not applicable for evaluation in this review period.

The Department sees potential for a better alignment between the topics and projects discussed in History/Theory courses, and those used as case-studies in design studio courses. We will explore the development of rubrics in collaboration with studio courses to improve the coordination between these.

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:

1. Overview

In the M. Arch program, students' interface with architectural research and innovation at two points in the curriculum. While much of the students' research concentrates on understanding common building logics, the master's thesis project also provides an opportunity to speculate on how conventional practices may lead toward innovation.

In Intermediate Architectural Design 1 / Activity (ARC 5031/5031A), research, analysis, and experimentation are undertaken through the careful consideration of structural systems for the design of a small architectural project. Offered in the fall semester of the third and final year, Master's Thesis/Project Research (ARC 6940) guides students through the research, project programming, and site analysis phases of a self-initiated Master's Design Project Proposal. Students demonstrate their ability to produce design ideas based on competent research from which novel modes of design thinking can emerge. Design research not only draws from case studies that reinforce architectural norms and standards but also inspire innovative design paradigms and practices that alter the way buildings are conceived, built, and/or inhabited. This research underscores the innovative dimension of the Master's Thesis/Project Research and the subsequent Master's Design Project produced in their final semester.

The M. Arch program is committed to assuring that all graduate students demonstrate a high-level design awareness and reasoning. We see these two research and innovation opportunities within the curriculum as key to becoming a well-informed designer as well as an impactful architect. Having two occasions to assess how well students understand and implement the various aspects of design research and innovation has proven immensely helpful. First, it gives students numerous opportunities to practice these skills. Secondly, it allows the department to better understand how to effectively convey this knowledge and track learning outcomes.

We have found it useful to emphasize research and innovation as part of the architectural design process at the beginning of the second year in Intermediate Architectural Design 1 / Activity (ARC 5031/5031A) after students have developed basic design and critical thinking skills in the two preceding first-year foundational studio courses. The assignments A1-A3 for this studio and lecture course are conceived as three design vignettes based on given focus topics. In each vignette, students research new formal and structural strategies along with a new set of building design elements. Students explore these strategies for design potential, always with the constraint of technical accuracy. The research outcomes of the introductory assignments A1-A3 provide a collection of design opportunities for the final project, which is for an observation and research facility on Mount Vetter in the Angeles National Forest.

Master's Thesis/Project Research (ARC 6940) follows this evaluation model as well. Offered in the fall of third year, ARC 6940 marks the beginning of the Master's Design Project sequence and is seen as another critical moment in the curriculum where research and innovation factors significantly into the pedagogical objectives of the M.Arch. program. Students conduct typological research at two scales: the overall building scale and at the tectonic scale of a detail or component. At the building scale, students are asked to select three building case-studies to research spatial, circulation, and site strategy that can inform a student's own building design thinking. In this course, students are asked to develop a clear thesis statement that describes their design agenda and form of inquiry as it relates to their site, program, and regulatory and typological research. Their site research consists of contextual, social and physical environment research and zoning code research – including building heights, FAR, and other zoning requirements. This research is documented with mapping diagrams, photography, drawings/collages, analysis of demographic data, zoning code summary and building envelop diagrams, and a short text. To develop the program for their projects students are asked to analyze a minimum of three case-studies to understand the size and programmatic requirements of similar buildings, define a user group (such as an institution or constituency). Students then indicate how the program might satisfy that user group's needs through the production of diagrams. The diagrams illustrate the student's initial thinking about programmatic arrangement in addition to anticipating subsequent programmatic adjustments based on design trends or contemporary practices.

These various research exercises form the basis of the Master's Design Project design agenda and synthesis. While much of the students' research concentrates on understanding existing

building logics, each thesis posited by a student speculates on how conventional practices may be altered or challenged to inform new thinking and innovation on the topic.

2. Assessment

Assessment of acquisition and application of knowledge

Primary assessment using direct evidence:

- ARC 5031A: Intermediate Architectural Design 1 Activity
- ARC 6940: Master's Thesis/Project Research

Secondary assessment for the application of knowledge using indirect evidence:

- ARC 6951A – Master's Degree Project Activity (Spring Semester | third year)

ARC 5031A and ARC 6940 are both clearly structured to emphasize the value of research for creative problem solving. This is best observed in the respective course syllabi, schedules, grading rubrics, and exercises. Additionally, the work produced on these courses is documented in an end-of-the-semester studio portfolio in ARC 5031A and a Design Research Proposal booklet in ARC 6940.

See Visiting Team SharePoint folder for self-assessment compilation and assessment data.

3. Outlook

Through assessment conversations, the department has identified that the fast pace of the program has led to students feeling overwhelmed by the complexity of an architectural design problem, particularly those coming from non-design backgrounds. One resulting issue is that students may jettison research methods in favor of unfounded gestural design decisions that are not grounded or informed by any architectural precedent or reference. This concern is particularly pronounced in ARC 6940 and its impact on the culminating Master's Design Project generated in ARC 6951/6951A during the terminal semester of the program.

Having identified a problem and its root cause, the department has begun discussing introducing the notion of research and innovation in additional areas within the M. Arch curriculum to ensure students are competent in research methods and application. One area under consideration is in the first-year foundational studio sequence, where case studies could be used to frame research agenda during exercises rather than maintaining an exclusive emphasis on skill building. Another area of consideration is during the topic studio and professional elective sequence in fall semester of second year. This would require the topic studios and professional electives to have *PC5 – Research and Innovation* designation to ensure that students ascertain a level of acceptable proficiency in this criterion as they fulfill their degree requirements. An assignment and corresponding rubric would be used across all topic studios and professional electives with this designation.

This approach would require students to document their research findings over the course of the entire program. This frequent emphasis on research and innovation will also underscore how aspects of a building's design and/or construction processes might be strategically modified to alter outcomes, thus helping students understand, in a measured and calibrated way, that the world we live in is mutable and that their role as designers is to suggest plausible innovations derived from rational processes in response to an ever-changing context (technological, environmental, cultural, social, economic) in which buildings are conceived and realized. Additionally, as a secondary mode of assessment, we plan to place greater emphasis on the history sequence within the program as means of creating greater connections between the acquisition of knowledge and the application of knowledge within the M.Arch. curriculum.

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:

4. Overview

The foundation for leadership and collaboration are established through a variety of assignments and activities during the first two years of the graduate program (the program core). The initial emphasis is on graphic skills, which are part and parcel to communication and fundamental to design collaboration. The studio setting is inherently collaborative, offering students a spectrum of informal and formal engagements with peers, even when students must satisfy their own design projects. In early studios, collaboration commences through sharing design research and case study documentation in written, spoken and graphic forms. As students advance through the program core, they work in small-group teams to develop design data (i.e., context environmental conditions, demographics, planning constraints) and support materials (i.e., site analysis, digital and physical models) that can be shared with their studio.

In their second year, students conduct case study research and project site/context data collection in groups. Post-core, students often work on team assignments in upper division topic studios, including collaborations with students and faculty from other disciplines. Almost all studios and courses utilize case studies and actual sites for their project designs. Each project location comes with unique issues and conditions, ranging from the constraints of planning and building requirements, technical issues, and addressing diverse aspirations of community stakeholders. Several upper division topic studios are funded by consortiums of professional expertise, and alumni donors, with some conducted in collaboration with other departments including engineering, landscape architecture, theater arts, and hospitality management. These studios also frequently have the added benefit of guest expert lectures from other disciplines.

2. Assessment

Assessment of acquisition and application of knowledge

Primary assessment using direct and indirect evidence:

- ARC 5041A Intermediate Architectural Design 2 / ARC 6400 Design Development
  Module 3a: Students in the studio section self-organize and work collectively to obtain planning information for the project site and context. Working as a team, the studio section generates a set of documents that can be used to inform community program and site design decisions. Assessment is by Faculty grade and comments are obtained via jury and student surveys.

- ARC 6730/ ARC 6732 The Architect and the Development Process / Discussion
  Case Study Analysis: Case Studies are prepared in the ULI format in teams of 4 students. A list of Case Study development projects is provided. The entire team of 4 presents their findings. Assessment is by Faculty grade
  Final Project: A 4-student team selects a typology for a proposed development and identifies a project site. The team identifies constraints on the project: zoning requirements, neighborhood context (physical), potential neighborhood opponents and proponents of the proposed development. The Team prepares a preliminary proposal, concept plan, and proforma indicating income, expenses, and profit. Assessment is by Faculty grade

See Visiting Team SharePoint folder for self-assessment compilation and assessment data.

3. Outlook

Leadership and collaboration with multidisciplinary teams and stakeholders is a best fit with upper division topic studios and seminars. Our program has a history of community engagement through studios that work with surrounding communities and stakeholders, such as several topic studios and elective courses. Recent examples include:

- The African-American Museum of Beginnings in Pomona: ARC and LA studio.
- Compton Junior College Campus Building: Education Design Studio
- Transit Oriented Development District in South Central Los Angeles: Urban Design Studio
- A Hospital campus: Healthcare Design Studio
- Coastal Tsunami Evacuation facilities: U.Hawaii, Manoa Precast Concrete Studio.

However, given that each student makes their own path through the landscape of topic studio options available in year 3, and Professional Electives in years two and three, we are studying methods to optimally assess PC6 across the M. Arch program. One scenario under consideration is to assign/certify interdisciplinary topic studios and electives with a PC6 leadership and collaboration emphasis as addressed within an assignment, exercise, activity or project. This will be followed with a degree fulfilling requirement for students to take at least one of their 6-unit topic studios or two 3-unit electives with a PC6 designation. This would enable robust PC6 experience across the program while allowing students to explore a variety of professional options. An assignment and corresponding rubric will be used across all topic studios and electives with this designation.

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:

1. Overview

Collegiality and discourse, both highly valued components of the learning and teaching culture at CPP, are on display at joint section studio reviews, final reviews, and jointly held lectures where students can further engage in constructive dialogue. To ensure a positive and respectful learning environment, CPP, the College of ENV, and the Department of Architecture have developed extensive policies regarding standards of instruction, academic integrity, personal conduct, methods of receiving and responding to student evaluations, nondiscrimination, assistance for individuals with disabilities, counseling and assistance for students experiencing difficulties of any kind.

The M.Arch. program identified Introduction to Architectural Design II (ARC 5021A/5021) and the Master's Degree Project (ARC 6951A) are evaluated for "Primary Assessment Points" for the NAAB criterion PC.7 Learning and Teaching Culture.

The program offers a large variety of opportunities to enhance learning and teaching culture outside of the typical classroom setting. Students are able to select from a series of Topic Studios, many of which are sponsored and include brief travel to locations in the US, such as Hawaii, New York, Chicago, and Texas. Many of these studios have some element of service

learning connected to their research and design activities. These studios are joint with the undergraduate program and often interdisciplinary and collaborative in nature.

Many other non-curricular opportunities exist that enrich the student experience through collaboration and engagement: student clubs such as AIAS and NOMAS and the recently formed GSA, a club unique to graduate students that hosts events and workshops. The Department also hosts a career day that allows students to interview with many design firms. The once per semester showcase of student work entitled “Interim” is a unique opportunity to exhibit the department’s Teaching and Learning culture. The exhibition includes examples of student projects from all years, both grad and undergrad. Faculty make the selection of student work and the event is organized by the student clubs with assistance from the faculty. Faculty, students, university administrators, alumni, and parents are invited to attend the one-day exhibition, which takes place in our large open design studio.

2. Assessment

Assessment of acquisition of knowledge and application of knowledge

Primary assessment points using direct evidence:

- 5021A Foundation Design II

Primary assessment points using indirect evidence:

- ARC 6951/6951A Master’s Degree Project

The three initial exercises of ARC 5021A are assessed for PC.7 Learning and Teaching Culture through a variety of classroom engagements including the formal presentation and sharing work, group discussions about strategy and process, small group activities, faculty and student desk talks, and dialog with invited guest speakers and project reviewers. All forms of engagement are supported by the physical display of exercises and process-work that are posted in the studio for the duration of the semester. The studio setting and the repository of student work create a vibrant learning and teaching atmosphere for discussing ideas, architectural opportunities, potentials and purpose. The setting is available to students 24/7; each has their own desk and access key, and many choose to work in the studio outside of scheduled class time. Readings assigned through the ARC5021 lecture course are threaded through the conversations in ARC5021A studio and provide the faculty with a measure of Learning and Teaching Culture participation. Class participation grades provide the assessment measurement for PC.7.

The M.Arch. Culminating Project process in ARC 6951A follows a very similar model as described above for ARC 5021A, with the addition of special workshops and professional consultation sessions in support of Master’s Project development. Experts brought into the studio provide advice in a dialog similar to working with consultants in practice, where dialog is iterative, educational and informative to all, offering a variety of strategies for next steps that lead to the student’s intended outcomes. Class participation grades provide the assessment measurement for PC.7.

A secondary assessment of Teaching and Learning culture is accomplished through extra-curricular activities sponsored by the department and activities of student clubs and organizations such as AIAS, ENV Council, TSD, NOMAS, and the recently formed Graduate Student Association (GSA). Those activities include:

- CPP ARC Lecture series
- Firm crawls organized by student clubs and alums from the program
- Portfolio workshops organized by the student clubs and taught by faculty
- Software Tutorials organized by the student clubs and taught by faculty and alums

- Mentoring first year student by upper-level students
- “INTERIM” - semester exhibition of outstanding student work across the Department.

The M.Arch. program finds the Teaching and Learning satisfied, and project continued improvement with the addition of the new GSA.

See Visiting Team SharePoint folder for self-assessment compilation and assessment data.

3. Outlook

It is noteworthy that graduate students and undergraduate students have frequent opportunities for exchange. ENV’s Conceptboard license has evolved beyond to sharing studio work; all the CPPARC student organizations Conceptboard for planning club activities for activities like curating work to share with prospective students. Graduate students have established a Graduate Student Association (GSA) empowering them to participate in Departmental matters. The CPP formally recognized GSA gives M.Arch. students a platform to develop activities that serve graduate student interests that can also be shared with the Department.

The value placed on Teaching and Learning Culture is reflected in seats provided for student organization leadership at faculty meetings and at all-department student/faculty meetings, and in the collaborative discussions with students and faculty regarding workload, grading transparency and resource access. The dialog is a measure of the program’s fostering of a positive and respectful environment for all of its members.

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:

1. Overview

The program assessed the understanding of diverse cultural and social contexts through acquisition of knowledge in the first- and second-year curriculum through studio, studio lectures, and history curriculum.

The design studio and lecture in the fall semester of the graduate program’s first year, Introduction to Architectural Design 1 / Activity, (ARC 5011/5011A) requires students to develop a small structure that addresses a community need for those who have been historically excluded from consideration within the field of architectural design.

Architecture from Renaissance through the Modern Era (ARC 5620), taught in fall of first year, brings attention to the profession’s complicity in the historic marginalization of communities. The course highlights architecture’s participation in the hegemonic discourses of national identities, its role in constructing a racialized world, and its self-representation as a white, male occupation. In this course students look critically at architectural production globally to recognize the practices of underrepresented and neglected architectural practitioners and to challenge the implications of colonialism in the production of modern architecture around the world. Lessons and arguments of

diversity and inclusion are done through critical thinking, research and writing, and collaborative student-led discussions through participatory methods.

These themes continue in the Spring semester of the second year with the housing and urbanism lectures in Intermediate Architectural Design 2 (ARC 5041), a 1-unit co-requisite to the housing design studio Intermediate Architectural Design 2 Activity (ARC 5041A). The lecture course examines diverse cultural, economic, and societal dynamics of housing as related to building human-centered urban environments and considers the role of engaged architects in fostering the mindful application of equitable housing design practices. Class topics delve into notions of home and the psychological effects of design on mental and physical well-being; housing typologies of diverse populations; design guidelines with diverse interests, policy changes to make way for inclusivity and affordability in our cities; and creative approaches of housing. The course also examines the cultural construction of domesticity, and its reliance on gender-specific stereotypes.

The program supports diversity and inclusive lessons per student interest in the third year by offering curricular options that expose students to diverse cultural and social contexts in their upper division topic studios option, elective courses, and a summer study abroad opportunity. Topic studios investigate a variety of design collaboration frameworks, among them working with public and community agencies, and engaging directly with diverse stakeholders.

Outside the classroom, students have options to engage in extra-curricular activities through the National Organization of Minority Architecture Students (NOMAS) CPP Chapter, and CPP's Global Public Health Brigades. Both are student groups that engage in the consideration of underrepresented and underserved communities regionally, nationally, and internationally with a focus on social equity and inclusion.

The Department is proud of its pedagogy and of its students' activities related to the issues of social equity and inclusion. At the same time, it is acutely aware of the imperative to further extend and to deepen this part of its curriculum and of its students' life. It continuously adjusts its History and Theory curriculum to meet the expectations of greater diversity and inclusion. It also strives to make the knowledge that students acquire in history and theory courses applicable to the solution of real-life design problems.

2. Assessment

Assessment of acquisition of knowledge

Primary assessment using direct evidence:

- ARC 5011: Introduction to Architectural Design 1
- ARC 5620: World Architecture from Renaissance through Modern Era
- ARC 5041: Intermediate Architectural Design 2

  In ARC 5011, assessment points are based on Module 4 (Final Exercise); in ARC 5620, assessment points are based on mini-paper 3 and on the final paper; and in ARC 5041, assessment points are based on term project and reflection paper.

Primary assessment of the application of knowledge points using direct and indirect evidence:

- ARC 5011A Introduction to Architectural Design 1 Activity

The student survey (five students) yielded a score of 5—which is above the benchmark of 4.8. The external faculty survey was not conducted. The internal survey yielded the score of 4 (below the benchmark). However, because only two faculty members participated in the survey, one giving the score of 5 and the other giving the score of 3. The student survey may serve as an

indication of the attention the students were paying to the issues of Equity and Inclusion. The result of faculty survey could not be considered conclusive. The Department intends to continue this type of survey, and to incentivize responses from a larger pool of faculty.

The data collected to assess PC8 Social Equity and Inclusion revealed that the structure is in place to foreground the content in student's education and assessment of the content is still growing. Most students exhibited good understanding of diverse cultural issues in a complex social context through research and reflection, and in design application of issues of inclusion and diversity. The responses to external and internal jury, and student surveys for Intermediate Architectural Design 2 Activity (ARC 5041A) are generally positive.

See Visiting Team SharePoint folder for self-assessment compilation and assessment data.

3. Outlook

Responding to the public displays of inequitable treatment in 2020, students engaged one another and the department in a dialogue of equity and inclusion, culminating in students' organizing its first NOMAS chapter, which became the largest in the country, in 2020. Advancing this work, faculty and students established NOMAS scholarships that would benefit students in hardship. The students have gone on to enrich the program with many activities promoting social equity to benefit students engaging with the profession. Students have also asked that our department support initiatives that build on equity and diversity, eventually leading to the pledged commitment of the College of ENV to the NOMAS DEI Challenge in 2020.

The department of architecture faculty and students have come together to address specific concerns expressed by our student body in spring 2022 brought about primarily by the hardship of the pandemic. The department is working together with our student leadership through an open line of communication and collaborative plan that will promote student well-being through inclusive practices. The CPPARC student clubs are committed to working with the faculty on the above issues.

The department is searching for additional means to further deepen the understanding of diverse cultural and social contexts through the classroom experience so that this equity is applied to various design problems beyond the first semester of the second year; and two experiences outside of the classroom. There is a potential to incorporate this criterion within Interpreting Architecture (ARC 5630). The course already introduces students to several themes related to gender and race construction; this component can certainly be deepened and extended. Additionally, the department is considering introducing a requirement that one of their required professional electives, which graduate students take in the course of the second and third year, include an exercise to assess this criterion. Graduate students are allowed to choose between professional courses offered by the Department of Architecture as well as other departments within ENV. Occasionally students also sign up for electives offered by other colleges and departments within the University.

3.2 MARCH 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.

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:

1. Overview

At CPPARC, our goal is to teach health, safety, and welfare as a network of constraints and ethical considerations, which allows students to identify building components that necessarily arise out of these conditions and learn to embrace these as elements with significant design potential. Students receive the necessary foundation to make informed decisions that are ethically responsible but are also underpinned by building codes and regulations.

In the Fall of first year students are introduced to concepts of healthy and safe materials and environments in their first building construction class Building Construction 1 / Discussion (ARC 5440/5442) and in their first structures class Structures 1 / Discussion (ARC 5210/5212). The acquired foundational knowledge of construction and structures is then applied in the "tectonic" studio course Intermediate Architectural Design 1 / Activity (5031A). In the fall of the second year, students take a second structures lecture and activity course Structures 2 / Discussion (ARC 5220/5222), and a codes class Intermediate Architectural Design 1 / (ARC 5031). These lecture classes have assignments that are integrated into the concurrent "tectonic" design studio Intermediate Architectural Design 1 / Activity (5031A), where their HSW competency is formally assessed.

During Spring of second year, students take their second construction class Building Construction 2 / Discussion (ARC 5450/5452) and the second environmental controls class Environmental Controls 2 / Discussion (ARC 5320/5322). The courses run concurrently with the design studio Intermediate Architectural Design 2 Activity (ARC 5041A). With the intent to model the nature of the profession, the lecture courses give students access to professors that act as "consultants." At the end of the Spring semester student HSW competency is assessed with a focus on topics related to environmental controls and building construction in the "comprehensive housing" studio Architectural Design 2 Activity (ARC 5041A).

Health Safety and Welfare remain relevant metrics when evaluating the grads third year topic studio and their master's project. The department provides a model rubric for all studios to ensure that all design studios evaluate student outcomes in this area.

2. Assessment

Assessment of acquisition and application of knowledge

Primary assessment using direct evidence:

- ARC 5031 Intermediate Architectural Design 1 (Codes)
- ARC 5220/5222 Structures 2 / Discussion
- ARC 5450/5452 Construction 2 / Discussion
- ARC 5320/5322 Environmental Controls 2 / Discussion

Assessment of the application of knowledge.

- Secondary assessment points using both direct and indirect evidence:
- ARC 5031A Intermediate Architectural Design 1 Activity
- ARC 5041A Intermediate Architectural Design 2 Activity

The currently collected direct data from lecture classes and faculty graded assignments indicated that the desired learning outcomes were met, but this data did not corelate with the jurors' assessment data of student application in the design studios Intermediate Architectural Design 1 Activity (ARC 5031A). In the following studio, Intermediate Architectural Design 2 Activity (ARC 5041A), the discrepancies seem to fade. Juror scores are above the benchmark and student work meets the juror's expectations. In comparison, the students' assessment of SC1 was above the

benchmark set by the department in both semesters of second year. The student survey indicate that the students believe that they progressed in this field during this time period.

The environmental controls class Environmental Controls 2 / Discussion (ARC 5320/5322) had many overlapping assessments that did not result in well-defined data. Faculty teaching in these areas were advised to consolidate the current assessment tools into fewer and more targeted ones.

See Visiting Team SharePoint folder for self-assessment compilation and assessment data.

3. Outlook

The definition of welfare has been shifting in recent years to encourage architects to create buildings and environments that are socially just and ecologically restorative in the face of climate change. The graduate program is interested in having the students develop objective and subjective HSW evaluation methods. For objective measures we are looking to expand the use of software such that students can more effectively test the principles of HSW on their studio projects. We are also looking to develop evaluation methods to more effectively capture the efficacy of HWS strategies to address environmental and social justice issues.

The department plans to improve the Codes lecture component Intermediate Architectural Design 1 (ARC 5031) by having the Activity component ARC 5031A studio outcomes more directly reflect the learning outcomes of codes class, just as it already does for structures. This entails rethinking the presentation mode and grading structure of the Codes class (ARC5031). We also see potential to further increase this integration of classes, especially with Environmental Controls 2 / Discussion (ARC 5320/5322) and Codes course (ARC5031).

To better assess HSW, we will add more specificity to the survey questions concerning this criterion for the studios that address these criteria. This will allow us to identify potential deficiencies more easily.

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:

1. Overview

Professional practice is integrated into several areas of M.Arch. design education but is most specifically addressed in The Architect and the Development Process / Discussion (ARC 6730/6732) in the fall and Architectural Professional Practice / Discussion (ARC 6710/6712) in the spring, both of which the graduate students take in their final year.

In The Architect and Development Process Discussion (ARC 6730/6732), students are introduced to the potential roles of the architect in the development process including goals, appraisal of needs, economics, and market analysis feasibility studies, appraisal procedures, cash flow methods, financing options, decisions, design and delivery processes, involvement at levels of design decisions and project administration. Third year students draw from this class as they concurrently develop their individual thesis project narratives in Master's Thesis/Project Research (ARC 6940).

Professional practice is again addressed in Architectural Professional Practice / Discussion (ARC 6710/6712), which provides an introduction and foundational information involving the legal,

ethical, and business organizational structures that are used in the practice of architecture. Although this is a lecture course, most of the discussion session focuses on case studies of past projects as well as “what if” scenarios that challenge the students to apply course content to potential situations that they might encounter in the real world.

While we principally rely on the professional practice courses to assess SC2, we also weave discussions about the path to licensure informally in topic studios, within the internship requirement, and within interactions with outside professionals during design reviews. Students also gain insights into the professional via the Department’s Bernhard Zimmerman lecture series, which regularly invites design professionals to speak about the range of issues surrounding professional practice in their own work.

2. Assessment

Assessment of acquisition and application of knowledge

Primary assessment points using direct evidence:

- ARC 6730/6732: The Architect and Development Process / Discussion
- ARC 6710/6712: Architectural Professional Practice / Discussion

See Visiting Team SharePoint folder for self-assessment compilation and assessment data.

3. Outlook

We have begun to provide a more inclusive overview of career paths within the changing profession such as specializations within the architecture profession (marketing, project management, specifications writing, etc) as well as related opportunities such as teaching. We also cover paths to alternate employment including non-traditional employment, opportunities in the public sector, and alternative but related career opportunities. We are also working on an initiative to have students create a speculative career path that can be revisited once they graduate. As part of this initiative, we intend to create an informal lecture series where students can present peer-to-peer knowledge of their internship experiences.

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:

1. Overview

In second year, students are expected to take their knowledge about regulatory context acquired in Intermediate Architectural Design 1 (ARC 5031) into the concurrent “Tectonic Studio” Intermediate Architectural Design 1 Activity (ARC 5031A) and into the spring term housing studio Intermediate Architectural Design 2 (ARC 5041A). Students next address regulatory context in the fall of third year with Master's Thesis/Project Research ARC 6940 and in the spring of third year’s course Architectural Professional Practice / Discussion (ARC 6710/6712). The Master's Degree Project Activity (ARC 6951A) serves as a secondary assessment for regulatory context.

Intermediate Architectural Design 1 (ARC 5031) Introduces students to zoning and building codes with a focus on the California Building Code. The course explores code history, rationale, and fundamental code requirements regarding Occupancy Classifications, Construction Types, Allowable Heights and Areas, Means of Egress, and Accessibility. The course teaches a basic

understanding of the zoning and building code, how it is to be used and how it influences the design of a building. General code literacy and understanding the structure of the code is more important than memorizing code passages. Students learn to become familiar with the structure of local Zoning rules and the CBC and where to look up relevant code information.

The Master's Thesis/Project Research (ARC 6940) guides students through the research, project programming, and site analysis phases of a self-initiated design project, culminating in the preparation of a project proposal for a building or group of buildings that is then developed in Master's Degree Project Activity (ARC 6951A) and Master's Degree Material and Structures Integration (ARC 6951). The Site Analysis conducted in ARC 6940 includes research on zoning, and allowable FAR, density, setbacks, and building uses.

Architectural Professional Practice / Discussion (ARC 6710/6712) provides foundational information involving the legal (including building and zoning codes), ethical, and business organizational structures that are used in the practice of architecture.

2. Assessment

Assessment of acquisition and application of knowledge.

Primary assessment using direct evidence:

- ARC 5031 Intermediate Architectural Design 1 (focused on Codes)
- ARC 6940 Master's Thesis/Project Research
- ARC 6710/6712 Architectural Professional Practice / Discussion

Secondary assessment using indirect evidence:

- ARC 5031A Intermediate Architectural Design 1 Activity
- ARC 5041A Intermediate Architectural Design 2 Activity
- ARC 6951A Master's Degree Project Activity

Overall, the collected data and survey comments indicate that the course structure—lecture class assignments integrated into studios have been successful. Typically, the survey responses for Regulatory Context by CPP faculty jurors were a bit lower than the responses by the outside jurors and students. This was the case in 2 out of 3 of the studios surveyed. Direct assessment data for the codes class Intermediate Architectural Design 1 (ARC 5031) was not collected. The indirect data collected in jury surveys for the housing studio Intermediate Architectural Design 2 Activity (ARC 5041A) and the Master's Degree Project Activity (ARC 6951A) indicates that student knowledge of regulatory context met our benchmark.

See Visiting Team SharePoint folder for self-assessment compilation and assessment data.

3. Outlook

Regulatory Context is broadly covered in the courses that were assessed. Still, we see room for improvement to better connect the lectures where we teach life safety, land use, current laws and regulations and the studio work where students apply this knowledge.

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:

1. Overview

In the graduate program students are introduced to technical knowledge within their first year of the program in Building Construction 1 / Discussion (ARC 5440/5442) where students are introduced to basic building systems, in Environmental Controls 1 / Discussion (ARC 3310/3312) where the emphasis is on understanding passive systems, and in Structures 1 / Discussion (ARC 5210/5212) where students are introduced to the relationship of structure to form, function and economics and how to determine forces and stresses.

In their second year, students take a second course in Building Construction, Environmental Systems and Structures. These more advanced courses provide the technical knowledge that they are expected to apply in the tectonic and housing studios. The “tectonic” studio Intermediate Architectural Design 1 Activity (ARC 5031A) introduces students to the integration of structural systems into their design process. The studio project is typically a small research facility situated in the rugged terrain of the Angeles National Forest. A restrictive allowable building footprint that limits student options for site design is intended to provoke structurally complex design ideas and a focus on structural integration and building assemblies. The studio shares assignments with the concurrent and closely coordinated Structures 2 lecture and activity (ARC 5220/5222) and the codes course Intermediate Architectural Design 1 (ARC 5031). Shared assignments in lecture and studio courses, allow the instructors from lecture courses to act as a kind of “technical consultant” in the design of the project.

In the spring of second year, the same consultant model is applied to the housing studio Intermediate Architectural Design 2 Activity (ARC 5041A). That studio typically asks students to design a 10-20-unit housing project. This combined activity courses are designed to help students arrive at a Design Development level set of drawings by the end of the semester. This studio and design development activity course also shares closely coordinated assignments with Construction 2 (ARC5450/5452) and Environmental Controls 2 (ARC5320/5322).

Technical knowledge is further developed in the third year in the lecture course Master's Degree Material and Structures Integration (ARC 6951) which is taught concurrently with the design studio Master's Degree Project Activity (ARC 6951A).

2. Assessment

Assessment of acquisition and application of knowledge

Primary assessment points using direct evidence

- ARC 5031/5031A Intermediate Architectural Design 1 / Activity, specifically Ex A6
- ARC 5450/5452 Construction 2 / Discussion
- ARC 5320/5322 Environmental Controls 2 / Discussion

Assessment of the application of knowledge

Secondary assessment points using indirect evidence:

- ARC 5041A Intermediate Architectural Design 2 Activity
- ARC 6951A Master's Degree Project Activity

The collected direct evidence shows a good absorption of theory and application of Technical Knowledge in the assignments. However, the survey scores of the second-year studio are below the defined benchmark. The survey comments from the fall semester indicate that the jury felt that students were not yet fully equipped in terms of technical knowledge. In comparison, the jury and student surveys for Master's Degree Project Activity (ARC 6951A) was above the benchmark set by the department.

See Visiting Team SharePoint folder for self-assessment compilation and assessment data.

3. Outlook

We believe that we have been successful in developing a curriculum that reflects the architect as the central figure in a team of collaborators and consultants that provide expertise in specific areas. The second-year studios and the construction classes ARC 5440/5442 and ARC 5450/5452 will continue their model of a lecture course with a faculty as consultant model in studio. For Environmental Controls 2 / Discussion (ARC 5320/5322) we are evaluating how it can have a more direct relationship with the concurrent studio.

Faculty teaching in courses that are used to assess SC4 have been asked to refine their assignments to better capture student application of SC4.

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:

1. Overview

At CPP ARC we strive to provide students with an understanding of the many factors that influence the design of an architectural project as well as tools for them to synthesize these diverse inputs. Influencing factors include the history and culture of a place, programmatic uses, site constraints, regulations, users, and aesthetic ambitions, among others. Tools include knowledge of construction methods, innovative technologies, materiality, and form-making techniques. Students in the graduate Design Synthesis studios begin their design project by evaluating the constraints and opportunities of the building they were tasked to design and then develop a physical (material) response that is appropriate to the site and culture and to their own interests and aesthetic ambitions.

The process involves having students respond to: 1) Constraints; knowledge of the impact of natural laws, rules and regulation and economic realities on form; 2) Aesthetics; tailoring of distinct of aesthetic values such as craftsmanship and representation to the problem being addressed; 3) Precedents; understanding how cultures or architects have approached a particular problem in the past; 4) Technique; following a set of graphic and/or spatial moves that yield a desirable form; and 5) Personal Influence; incorporating knowledge gained from their personal educational experiences.

In the M. Arch program Design Synthesis happens at two points of the students' education; it is first introduced in spring of second year within two co-requisite courses: the technical course Design Development (ARC 6400) and the studio course Intermediate Architectural Design 2 Activity (ARC 5041A) and is further developed in the spring of third year within the two culminating thesis courses: the technical lecture course Master's Degree Material and Structures Integration (ARC 6950) and the thesis studio Master's Degree Project Activity (ARC 6951A).

The contact time for Intermediate Architectural Design 2 Activity (ARC 5041A) and Design Development (ARC 6400) is combined such that the first two thirds of the term focus on schematic design of a mixed-use, medium density housing project, followed by design development in the last third of the term where the technical issues of the project are worked out in detail. Students must consider that the development of a mixed-use urban housing project has multiple considerations including recognition of the street as an essential public space, providing

privacy and security for the residents, access to natural light, ventilation, and views, supporting user expression of personal identity, providing access to shared open space, and designing horizontal and vertical circulation.

The culminating Master's Degree Material and Structures Integration (ARC 6951) and Master's Degree Project Activity (ARC 6951A) serves as the second and final opportunity for us to assess the graduate student's design synthesis skills. Occurring in the spring of the third year, the studio guides students through the design of a building project that demonstrates their knowledge of architectural design and building integration. This includes the development of a program, site analysis, a narrative, technical integration, and a conceptual design using clearly described design theories and methods.

2. Assessment

Assessment of acquisition of knowledge.

Primary assessment points using direct evidence:

- ARC 6400 Design Development
- ARC 6951 Master's Degree Material and Structures Integration

Assessment of application of knowledge.

Primary assessment points using direct and indirect evidence:

- ARC 5041A Intermediate Architectural Design 2 Activity
- ARC 6951A Master's Degree Project Activity

Design Synthesis is integral to students becoming well-informed designers and impactful architects. We have developed similar assessment strategies for the second-year housing studio and the third year Master's Project. This includes having similar grading rubrics and jury surveys with comparable questions. The deliverables are also similar for both cohorts, except that the building systems in second year housing studio are more constrained while the thesis students are given greater flexibility in the selection of site, program and users, and how their projects are described and represented.

To compare notes and assess student development of this criterion Prof. Proctor the instructor in charge of the second-year graduate housing courses attends midterm and final reviews for thesis taught by Prof. Jones, and vice versa. This allows the chair Proctor and graduate coordinator Jones to discuss student progress and assess which aspects of Design Synthesis have been successfully understood by students and which aspects may require course refinements.

The program is meeting the benchmarks for SC.5 based on the formal assessment measures we have instituted, namely graded assignments (direct evidence) and juror surveys (indirect evidence). Informally we have also received positive comments on the student's knowledge of design synthesis from jurors visiting our program.

3. Outlook

While the major aspects of the course structure where we assess SC5 will be repeated next year, we will make incremental adjustments to the syllabus, schedule, and deliverables.

In the second-year housing studio we anticipate continuing to develop the project brief as tested this year (2022), using an urban site with fewer topographic and geometric complexities, to allow for greater focus on the specific design, program, innovation, and technical issues specific to a mixed-use housing project.

The graduate thesis has always represented an opportunity for students to produce independent architectural research, but in the last few years we have tightened the requirements and deliverables to benefit our assessment of projects. We continue to experiment on how much freedom to give students on their selection of building type, site and formal agenda. The thesis will continue to be both an opportunity for students to engage in open-ended forms of inquiry and experimentation while confronting the challenges posed by concrete scenarios. One area of modification will be to have separate lectures in ARC 6951 than those given to the undergraduate students. These lectures will be formatted to address the wide range of topics and sites developed in ARC 6951A.

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:

1. Overview

For CPP, Building Integration is about teaching students to recognize how different building systems influence the functional, spatial, and formal aspects of a project. Our focus is on the interdependence of building systems and how these can be leveraged to create more efficient, sustainable, and elegant designs. Building integration is the result of a process in which students first understand the functions and constraints of separate systems and then find ways to integrate with their formal design agendas, assessing quantitative and qualitative benefits of their integration strategies, with the aim of improving the project's performance and clarity.

In the M.Arch. program the integration of building technology in design decisions happens at two points. It is first introduced in spring of second year within two co-requisite courses—the technical activity course Design Development (ARC 6400) and the studio course Intermediate Architectural Design 2 Activity (ARC 5041A)—and is further developed in the spring of third year within the two culminating thesis courses: the technical lecture course Master's Degree Material and Structures Integration (ARC 6951) and the thesis studio Master's Degree Project Activity (ARC 6951A).

Integrative thinking is introduced through the careful consideration of site, codes, program, and technical and structural design for a mixed-use, multi-unit housing project. This course happens in the spring of second year for the M.Arch. students. The Spring 2022 project program and technical components were initially explored in a series of vignettes that preceded the final mixed-use residential project. These vignettes included design of housing unit plan(s); unit stacking/structure/massing diagrams; and elevation studies. The outcomes from the exercises facilitated design decisions on building systems, envelopes, and material choices. Before commencing the design project (an individual effort) students collaborated to cultivate resources and conduct site research and analysis. After their midterm students continue into Design Development, revising their initial design and resolving a series of technical issues represented in a DD document package.

The Master's Degree Project sequence guides students through the design of a building project that shows evidence of their mastery of architectural design and building integration. This includes the development of a program, site analysis, a narrative, technical integration, and a well-developed and articulated design using clearly described design theories and methods.

2. Assessment

Assessment of acquisition of knowledge.

Primary assessment points using direct evidence:

- ARC 6400: Design Development (as it is integrated into ARC 5041A)
- ARC 6951: Master's Degree Material and Structures Integration

Assessment of application of knowledge.

Primary assessment points using direct evidence:

- ARC 5041A: Intermediate Architectural Design 2
- ARC 6951A: Master's Degree Project Activity

Assessment points using indirect evidence:

- ARC 5041A: Intermediate Architectural Design 2
- ARC 6951A: Master's Degree Project Activity

The assessments of third year housing studio/design development course and the Master's thesis sequence both exceeded the set benchmarks. Informally we have also received positive comments on the student's knowledge of building integration from jurors visiting our program. The Thesis instructor (Prof. Jones) and second year housing instructor (Prof. and Dept. Chair Proctor) meet regularly to discuss the outcomes of both studios and attend each other's reviews. These meetings along with the more formal assessment measures are used to coordinate the outcomes and make changes to both courses.

See Visiting Team SharePoint folder for self-assessment compilation and assessment data.

3. Outlook

Understanding how to integrate building systems is both challenging and essential for a student's ability to design resilient, elegant, and sustainable buildings. This challenge presents an opportunity in the graduate program, where students come in with critical thinking skills from their undergraduate educations that can be harnessed in understanding the benefits of building integration.

We are also evaluating how to integrate the use of BIM in the comprehensive studios (second year and thesis) given that these models are effective in getting students to develop a more comprehensive understanding of how systems interrelate. We are hesitant to ask for full BIM models in these studios given the steep learning curve (both in learning the software and in having the specificity of knowledge required for the information to be "useful.")

In the second-year housing studio we anticipate continuing to assess and revise the project brief as tested this year, using an urban site with fewer topographic and geometric complexities, to allow for greater focus on the specific design, program, innovation, and technical issues specific to a mixed-use housing project.

In the Master's thesis we plan to introduce a design exercise and software to have students be able to show measurable evidence that environmental strategies have meaningful impact on a building's energy usage. We are evaluating the use of BIM on some components of the project. The decision was prompted by NAAB's criteria, faculty and interest expressed by students in last year's graduating class.

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:

WASC Western Association of Schools and Colleges Accreditation. WASC was formed in 1962 to promote the welfare, interests, and development of education in the Western Region. It is an independent 501(c)(3) non-profit corporation responsible for the evaluation of the quality and effectiveness of colleges and universities offering the baccalaureate degree and above in California, Hawaii, Guam and the Pacific Basin. Accreditation is voluntary and non-governmental process characteristic of American education. The accreditation process aids institutions in developing and sustaining effective educational programs and assures the educational community, the general public, and other organizations that an accredited institution has met high standards of quality and effectiveness.

The Commission accredits institutions, not individual programs. Therefore, in addition to assessing the academic quality and educational effectiveness of institutions, the Commission emphasizes institutional structures, processes, and resources. The accreditation process takes approximately six years to complete. To accomplish this the University has a WASC Accreditation Steering Committee and two subcommittees, the Capacity and Preparatory Review Subcommittee and the Educational Effectiveness Review Subcommittee. In 2020, the WASC Commission reaffirmed the University's accreditation for the maximum time, 10 years (https://www.cpp.edu/wscuc/) (WASC Accreditation Letter.)

Cal Poly Pomona (CPP) is deeply committed to ensuring an educational experience that fosters student learning and success for every student. As part of that commitment, the Office of Assessment and Program Review leads the assessment of undergraduate learning outcomes each year, focusing on gathering evidence of core competencies and student learning outcomes. The findings also assist the institution in learning about potential equity gaps, and subsequently identifying additional resources to improve the undergraduate experience. The results of these findings can be found here: https://www.cpp.edu/assessment/institutional-assessment-results.shtml

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.

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.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response:

The Department of Architecture offers two accredited degrees, the B.Arch. and the M.Arch. The B.Arch. is a five-year undergraduate degree program and the M.Arch. is a three-year first professional degree program.

B.Arch.: https://catalog.cpp.edu/preview_program.php?catoid=57&poid=14819

B.Arch.: Core Courses & Major Electives:
https://catalog.cpp.edu/preview_program.php?catoid=57&poid=14819#MajorRequired115Units

B.Arch.: Curriculum Sheet
https://catalog.cpp.edu/preview_program.php?catoid=61&poid=15843&print

B.Arch. Flowchart under the "Curriculum" tab: https://www.cpp.edu/env/architecture/program-degrees-admissions/bachelor-of-architecture.shtml

M.Arch.: Core Courses & Professional Electives:
https://catalog.cpp.edu/preview_program.php?catoid=57&poid=14820#MajorRequired45Units

M.Arch. Flowchart under the "Curriculum" tab: https://www.cpp.edu/env/architecture/program-degrees-admissions/master-of-architecture.shtml

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.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:

General Education Program (GE) Requirements:
https://catalog.cpp.edu/content.php?catoid=57&navoid=4401

Required GE Coursework:
https://catalog.cpp.edu/preview_program.php?catoid=57&poid=14819#GeneralEducationRequirements48Units

Interdisciplinary GE
https://catalog.cpp.edu/content.php?catoid=57&navoid=4401

Interdisciplinary General Education (IGE) - alternative path for fulfilling GE Requirement:
https://www.cpp.edu/~ceis/interdisciplinary-general-education/program-information/ige-courses.shtml

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.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:

Major Electives options are offered every term. Undergraduate students can take these in the Fourth or Fifth Year; and graduate students in their third year. Topic Studio Options Students choose from a range of design subjects to explore in advanced design topics taken by undergrads in the Fourth Year and Fifth Year Fall semester, and by graduate students in the Third Year. These studios build knowledge of the variety of professional roles of architects, provide opportunities to investigate specialties and areas expertise; and offer a variety of design collaboration frameworks like interdisciplinary collaborations, work with public/private agencies/community groups and/or project/community stakeholders.

Study Abroad - Students from both the B.Arch. and M.Arch. programs have the option to participate in international programs. While abroad, undergraduate students fulfill units, design studios, and professional electives equivalent to those offered in the Fourth Year, or Fifth Year Fall term. Undergraduate students can participate in study abroad programs after completion of their Third Year curriculum. Graduate students can participate in study abroad summer programs after completing their second year of studies to obtain credit for one design topic studio and two professional electives. The University's International Center provides students with orientation, health insurance and assistance with visas, and financial aid information and resources.
https://www.cpp.edu/env/architecture/program-degrees-admissions/study-abroad-programs.shtml

Master of Interior Architecture Online Degree (M.Int.Arch.) - a collaboration between the CPP Department of Architecture, CPP College of Professional Global Education, and UCLA Extension. This is an accredited program by the Council for Interior Design Accreditation Board (CIDA). https://catalog.cpp.edu/preview_program.php?catoid=57&poid=14821&returnto=4368

Minors – Undergraduate students may declare up to two minors in addition to their primary major if all programs can be completed within 24 units above the number of units required for their primary major. https://catalog.cpp.edu/content.php?catoid=51&navoid=3876#Double_Majors

Students can explore minors across the university. Architecture majors who take a minor outside of ENV, typically do so in Business and Real Estate & Finance. The College of ENV offers:

- Minor in Regenerative Studies https://www.cpp.edu/env/lyle/degrees-admissions/minor-regenerative-studies.shtml
- Minor in Landscape Architecture -– https://www.cpp.edu/env/landscape-architecture/degrees-admissions/minor.shtml
- Minor in Urban Planning -– https://www.cpp.edu/env/urp/degrees-admissions/minor-program.shtml
- Minor in Studio Arts Minor: https://www.cpp.edu/env/art/degrees-admissions/minor-studio-arts.shtml

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:
B.Arch. Bachelor of Architecture
M.Arch. Master of Architecture
M.Int.Arch. Master of Interior Architecture (CIDA Accredited)

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 a 150-unit program offered in a five-year curriculum, which focuses on the design laboratory. The 150 semester units include: 48 semester units of General Education (of these, 12 units are within the Department of Architecture/College of Environmental Design) and 102 semester units within the Department of Architecture (of these, 12 units are major electives, which allows students to choose from topics on Sustainability, Urban Design, Preservation, Health Care Design, History/Theory, or Digital Media/ Fabrication, as well as explore a variety of design collaboration frameworks such as interdisciplinary work, and exchanges with community entities and stakeholders .)

The studio sequence consists of four segments: a three-year basic core, three-semester topic studios, and a two-semester long culminating, comprehensive senior project. Lecture classes in

Architecture Theory and History, Human Behavior, Professional Practice, Programming, Sustainability, Building Technology, Structures, Codes and Digital Media are closely coordinated with the studio sequence, and students are expected to demonstrate their knowledge of these areas in their design projects.

Students are subjected to a portfolio review at the end of the second course year to ensure technical competence and suitability for the last year of core-level education. Remediation is offered through summer courses. The portfolio review is conducted by full-time faculty instructing second- and third-year studio cohorts.

Prior to graduation, all students are required to fulfill 500 hours of internship through NCARB and verified by the Department Internship Coordinator. Due to Covid the AXP hours were reduced to 150 hours. The 500-hour requirement will resume for the class graduating in 2024.

A 2.0 cumulative GPA is required in core courses, including sub-plan courses for the major, in order to receive a degree in the major. Course work within the Department of Architecture is open only to those students who have been admitted to the Department and are designated Architecture majors.

Students may also pursue a minor in another department. This option is popular with transfer students who have room in their schedules, given that they arrive having fulfilled the majority of their GE requirements. Popular architecture minors include Regenerative Studies, Urban Planning, Art History, Civil Engineering and Business.

Bachelor of Architecture

Required Prof Courses		Elective Prof courses		General Studies	
Course #s & titles	crds	Course #s & titles	crds	Course #s & titles	crds
ARC 1011 - Foundation Design 1 Lecture	1	**9 Units from the following courses - Numbers in parenthesis indicate credits**	**9**	**Area A. English Language Communication and Critical Thinking - At least 3 units from each sub-area**	**9**
ARC 1011A - Foundation Design 1 Activity	4	ARC 4110 - Study Abroad Seminar 1 (3)		1. Oral Communication	
ARC 1021 - Foundation Design 2	1	ARC 4120 - Study Abroad Seminar 2 (3)		COM 2204 - Advocacy and Argument (required - 3 credits)	
ARC 1021A - Foundation Design 2 Activity	4	ARC 4130 - China Study Abroad Seminar 1 (3)		2. Written Communication	
ARC 1501A - Foundation Digital Design 1 Activity	1	ARC 4140 - China Study Abroad Seminar 2 (3)		3. Critical Thinking	
ARC 1502A - Foundation Digital Design 2 Activity	1	ARC 4150 - Topics in Urban Form of the Americas (3)		ENG 2105 - Written Reasoning (required - 3 credits)	
ARC 2011 - Architectural Programming	1	ARC 4160 - Drawing as Theory (2)			
ARC 2011A - Second Year Design 1 Activity	4	ARC 4162A - Drawing as Theory Activity (1)		**Area B. Scientific Inquiry and Quantitative Reasoning - At least 3 units from each sub-area**	**12**

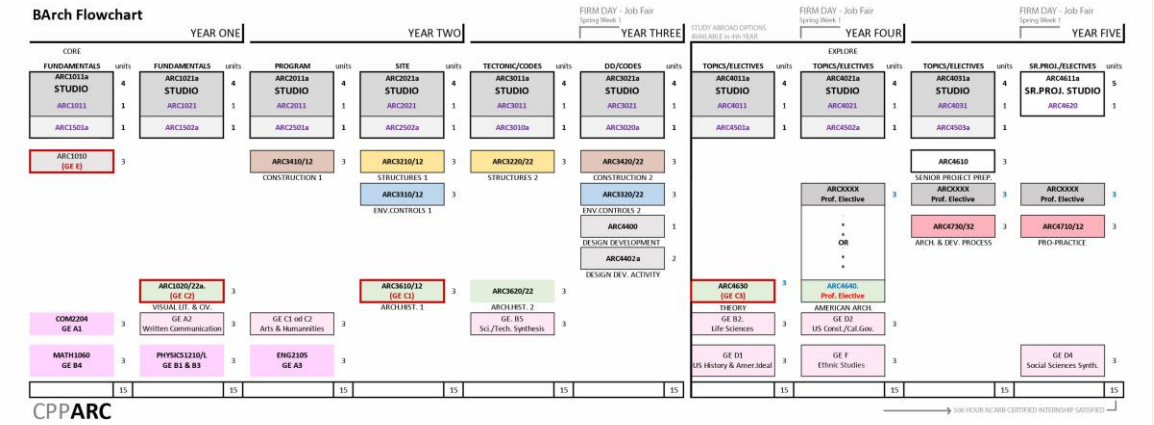
ARC 2021 - Introduction to Sustainable Architectural Design	1	ARC 4170 - Advanced Urban Design (3)		1. Physical Sciences	
ARC 2021A - Second Year Design 2 Activity	4	ARC 4180 - Architecture and Urbanism (3)		PHY 1210 - Physics of Motion, Fluids, and Heat (required - 3 credits)	
ARC 2501A - Intermediate Digital Design 1 Activity	1	ARC 4190 - Urbanism and Film (3)		2. Life Sciences	
ARC 2502A - Intermediate Digital Design 2 Activity	1	ARC 4250 - Advanced Structural Theory (3)		3. Laboratory Activity	
ARC 3010A - Architectural Codes	1	ARC 4260 - Advanced Structural Design (3)		PHY 1210L - Physics of Motion, Fluids, and Heat Laboratory (1 credit)	
ARC 3011 - Third Year Design 1	1	ARC 4310 - Sustainable Technology (3)		4. Mathematics/Quantitative Reasoning	
ARC 3011A - Third Year Design 1 Activity	4	ARC 4320 - High Performance Design (3)		MAT 1060 - Trigonometry (required - 3 credits)	
ARC 3020A - Housing and Urban Design Activity	1	ARC 4340 - Tools for Sustainability (3)		5. Science and Technology Synthesis	
ARC 3021 - Third Year Design 2	1	ARC 4350 - Advanced Architectural Lighting (3)			
ARC 3021A - Third Year Design 2 Activity	4	ARC 4360 - Advanced Sustainable Design (3)		**Area C. Arts and Humanities - At least 3 units from each sub-area and 3 additional units from sub-areas 1 and/or 2**	12
ARC 3210 - Structures 1 (2)	2	ARC 4370 - Carbon Neutral Architectural Design (3)		1. Visual and Performing Arts	
ARC 3212 - Structures 1 Discussion	1	ARC 4440 - Advanced Architectural Materials Research (3)		ARC 3610 - World Architecture before the Renaissance (2 credits)	
ARC 3220 - Structures 2	2	ARC 4510A - Advanced Digital Modeling Activity (3)		ARC 3612 - World Architecture before the Renaissance Discussion(1 credit)	
ARC 3222 - Structures 2 Discussion	1	ARC 4520A - Advanced Digital Design Media Activity (3)		OR AH 2301 - World Art: Prehistory through Medieval Europe (3 credits)	
ARC 3310 - Environmental Controls Systems 1	2	ARC 4530A - Digitally Enhanced Construction and Fabrication Activity (3)		2. Literature, Modern Languages, Philosophy and Civilization	
ARC 3312 - Environmental Controls Systems 1 Discussion	1	ARC 4540A - Interactive Media for Architects Activity (3)		ARC 1020 - Visual Literacy and Civilization: An Architect's View (2 credits)	
ARC 3320 - Environmental Controls 2	2	ARC 4560A - Animation and Simulation Design Methods Activity (3)		ARC 1022A - Visual Literacy and Civilization: An Architect's View Activity (1 credit)	
ARC 3322 - Environmental Controls 2 Discussion	1	ARC 4570 - Robotic Architectural Environments (3)		3. Arts and Humanities Synthesis	
ARC 3410 - Building Construction 1	2	ARC 4640 - American Architecture (2)		ARC 4630 - Interpreting Architecture (required 3 credits)	
ARC 3412 - Building Construction 1 Discussion	1	ARC 4642 - American Architecture Discussion (1)			

ARC 3420 - Building Construction 2	2	ARC 4650 - Contemporary Architecture (3)		**Area D. Social Sciences - At least 3 units from each sub-area**	9
ARC 3422 - Building Construction 2 Discussion	1	ARC 4670 - California Architecture (3)		1. U.S. History and American Ideals	
ARC 3620 - Architecture from Renaissance through Modern Era	2	ARC 4680 - Latin American Architecture (3)		2. U.S. Constitution and California Government	
ARC 3622 - Architecture from Renaissance through Modern Era Discussion	1	ARC 4690 - Topics in Southern California Architecture (3)		4. Social Science Synthesis	
ARC 4011 - Topics in Architectural Design 1	1	ARC 4700 - Advanced Preservation Design (3)			
ARC 4011A - Topics in Architectural Design 1 Activity	4	ARC 4740 - Managing a Design Firm (3)		**Area E. Lifelong Learning and Self-Development**	
ARC 4021 - Topics in Architectural Design 2	1	ARC 4750 - Teaching Practicum (1-3)		ARC 1010 - Introduction to Architectural Design Theories and Methods	3
ARC 4021A - Topics in Architectural Design 2 Activity	4	ARC 4760A - Neutra VDL Docents Activity (3)			
ARC 4031 - Topics in Architectural Design 3	1	ARC 4770A - Archives Practicum Activity (3)		**Area F. Ethnic Studies**	3
ARC 4031A - Topics in Architectural Design 3 Activity	4	ARC 4780 - Indigenous Architecture (3)			
ARC 4400 - Design Development	1	ARC 4790 - Topics in Preservation (3)			
ARC 4402A - Design Development Activity	2	ARC 4800 - Architecture and Historic Preservation (3)			
ARC 4501A - Advanced Digital Design 1 Activity	1	ARC 4810 - Behavioral Factors in Architecture (3)			
ARC 4502A - Advanced Digital Design 2 Activity	1	ARC 4820 - Architectural Programming (3)			
ARC 4503A - Advanced Digital Design 3 Activity	1	ARC 4840S - Community Practicum Service Learning (3)			
ARC 4610 - Senior Project Research and Programming	3	ARC 4850 - Design Issues in Housing (3)			
ARC 4611A - Senior Project Design Activity	5	ARC 4860 - Institutional Environments (3)			
ARC 4620 - Senior Project Material and Structural Integration	1	ARC 4870 - Healthcare Architecture, Planning and Design (3)			
ARC 4710 - Architectural Practice	2	ARC 4880 - Healthcare Facility Design and Sustainability (3)			
ARC 4712 - Architectural Practice Discussion	1	ARC 4890 - Integrated Project Delivery for Healthcare Facility Design (3)			
ARC 4730 - The Architect and the Development Process	2	ARC 4990 - Special Topics for Upper Division Students (1-3)			
ARC 4732 - The Architect and the Development Process Discussion	1	ARC 4990A - Special Topics for Upper Division Students Activity (1-3)			

			ARC 4990L - Special Topics for Upper Division Students Laboratory (1-3)				
Total req prof	93		Total req elec	9		Total req GE	48
Total # of degree credits							150

Legend:

reguired courses within the Department of Architecture	crds	elective courses within the Department of Architecture	crds	required GE courses taken outside the Dept. of Architecture	crds



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:
https://www.cpp.edu/env/architecture/program-degrees-admissions/master-of-architecture.shtml

The M.Arch. program accepts students from varied academic backgrounds, including non-design disciplines. The complete 90 semester unit program prepares students for a career in architecture and a path to licensure. Students must have completed courses in college algebra, trigonometry, and physics prior to beginning this program since these courses are prerequisites to design studios, Structures I (ARC 5210/12) and Environmental Controls I (ARC 5310/12).

The studio sequence consists of three segments: a two-year basic core, topic studios and electives, and a two-semester Master's project. Lecture classes in Architecture Theory and History, Human Behavior, Programming, Sustainability, Professional Practice, Building Technology, Structures, Codes and Digital Media are closely coordinated with the studio sequence, and students are expected to demonstrate their knowledge of these areas in their design projects. Students may also take elective courses in the other graduate programs in the College: Landscape Architecture, Urban and Regional Planning and the John T. Lyle Center for Regenerative Studies.

The first-year graduate class usually enrolls between twelve and sixteen students. The program has a graduate population of about sixty students. This number keeps the student/faculty ratio small but is large enough to provide for diversity of backgrounds, experience, and accomplishments.

In addition to offering specialized courses, faculty conduct research in which graduate students may participate. The programs are enhanced by related course offerings in The Departments of Landscape Architecture and Urban and Regional Planning and the John T. Lyle Center for Regenerative Studies, as well as by university owned facilities including the Richard and Dion Neutra VDL Research House, the Lyle Center for Regenerative Studies, the ENV Archives Special Collections and the Visual Resources Library.

Master of Architecture

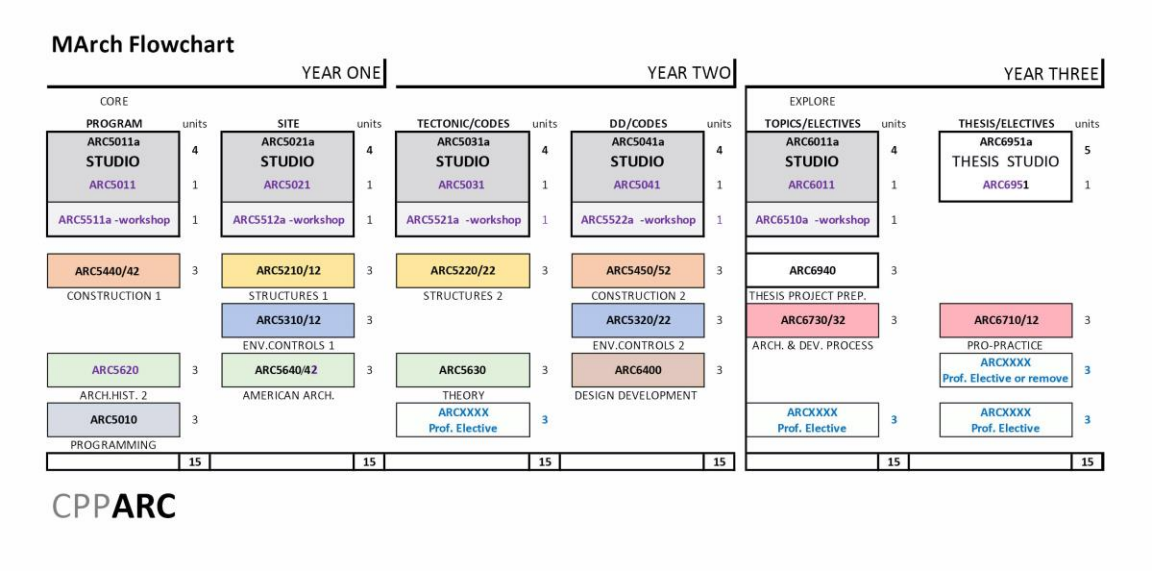
Required Prof Courses		Elective Prof courses		General Studies	
Course #s & titles	crds	Course #s & titles	crds	Course #s & titles	crds
ARC 5010 - Introduction to Programming and Behavioral Factors	3	**9 Units from the following courses - Numbers in parenthesis indicate credits**	**12**		
ARC 5011 - Introduction to Architectural Design 1	1	ARC 4110 - Study Abroad Seminar 1 (3)			
ARC 5011A - Introduction to Architectural Design 1 Activity	4	ARC 4120 - Study Abroad Seminar 2 (3)			
ARC 5021 - Introduction to Architectural Design 2	1	ARC 4130 - China Study Abroad Seminar 1 (3)			
ARC 5021A - Introduction to Architectural Design 2 Activity	4	ARC 4140 - China Study Abroad Seminar 2 (3)			
ARC 5031 - Intermediate Architectural Design 1	1	ARC 4150 - Topics in Urban Form of the Americas (3)			
ARC 5031A - Intermediate Architectural Design 1 Actvity	4	ARC 4160 - Drawing as Theory (2)			
ARC 5041 - Intermediate Architectural Design 2	1	ARC 4162A - Drawing as Theory Activity (1)			
ARC 5041A - Intermediate Architectural Design 2 Activity	4	ARC 4170 - Advanced Urban Design (3)			
ARC 5210 - Structures 1	2	ARC 4180 - Architecture and Urbanism (3)			
ARC 5212 - Structures 1 Discussion	1	ARC 4190 - Urbanism and Film (3)			
ARC 5220 - Structures 2	2	ARC 4250 - Advanced Structural Theory (3)			
ARC 5222 - Structures 2 Discussion	1	ARC 4260 - Advanced Structural Design (3)			
ARC 5310 - Environmental Controls Systems 1	2	ARC 4310 - Sustainable Technology (3)			
ARC 5312 - Environmental Controls Systems 1 Discussion	1	ARC 4320 - High Performance Design (3)			
ARC 5320 - Environmental Controls 2	2	ARC 4340 - Tools for Sustainability (3)			

ARC 5322 - Environmental Controls 2 Discussion	1	ARC 4350 - Advanced Architectural Lighting (3)					
ARC 5440 - Building Construction 1	2	ARC 4360 - Advanced Sustainable Design (3)					
ARC 5442 - Building Construction 1 Discussion	1	ARC 4370 - Carbon Neutral Architectural Design (3)					
ARC 5450 - Building Construction 2	2	ARC 4440 - Advanced Architectural Materials Research (3)					
ARC 5452 - Building Construction 2 Discussion	1	ARC 4510A - Advanced Digital Modeling Activity (3)					
ARC 5511A - Digital Design Tools 1 Activity	1	ARC 4520A - Advanced Digital Design Media Activity (3)					
ARC 5512A - Digital Design Tools 2 Activity	1	ARC 4530A - Digitally Enhanced Construction and Fabrication Activity (3)					
ARC 5521A - Digital Design Tools 3 Activity	1	ARC 4540A - Interactive Media for Architects Activity (3)					
ARC 5522A - Digital Design Tools 4 Activity	1	ARC 4560A - Animation and Simulation Design Methods Activity (3)					
ARC 5620 - World Architecture from Renaissance through Modern Era	3	ARC 4570 - Robotic Architectural Environments (3)					
ARC 5630 - Interpreting Architecture	3	ARC 4640 - American Architecture (2)					
ARC 5640 - American Architecture	2	ARC 4642 - American Architecture Discussion (1)					
ARC 5642 - American Architecture Discussion	1	ARC 4650 - Contemporary Architecture (3)					
ARC 6011 - Advanced Architectural Design 1	1	ARC 4670 - California Architecture (3)					
ARC 6011A - Advanced Architectural Design 1 Activity	4	ARC 4680 - Latin American Architecture (3)					
ARC 6400 - Design Development	3	ARC 4690 - Topics in Southern California Architecture (3)					
ARC 6510A - Advanced Digital Design Activity	1	ARC 4700 - Advanced Preservation Design (3)					
ARC 6710 - Architectural Professional Practice 1	2	ARC 4740 - Managing a Design Firm (3)					
ARC 6712 - Architectural Professional Practice 1 Discussion	1	ARC 4750 - Teaching Practicum (1-3)					
ARC 6730 - Architectural Professional Practice 2	2	ARC 4760A - Neutra VDL Docents Activity (3)					
ARC 6732 - Architectural Professional Practice 2 Discussion	1	ARC 4770A - Archives Practicum Activity (3)					
ARC 6940 - Master's Thesis/Project Research	3	ARC 4780 - Indigenous Architecture (3)					

ARC 6951 - Master's Degree Material and Structures Integration and	1		ARC 4790 - Topics in Preservation (3)				
ARC 6951A - Master's Degree Project Activity	5		ARC 4800 - Architecture and Historic Preservation (3)				
OR			ARC 4810 - Behavioral Factors in Architecture (3)				
ARC 6960 - Master's Degree Thesis (6)			ARC 4820 - Architectural Programming (3)				
			ARC 4840S - Community Practicum Service Learning (3)				
			ARC 4850 - Design Issues in Housing (3)				
			ARC 4860 - Institutional Environments (3)				
			ARC 4870 - Healthcare Architecture, Planning and Design (3)				
			ARC 4880 - Healthcare Facility Design and Sustainability (3)				
			ARC 4890 - Integrated Project Delivery for Healthcare Facility Design (3)				
			ARC 5990 - Special Topics for Graduate Students (1-3)				
			ARC 5990A - Special Topics for Graduate Students Activity (1-3)				
			ARC 5990L - Special Topics for Graduate Students Laboratory (1-3)				
Total req prof	78		Total req elec	12		Total req GE	0
Total # of degree credits							90

Legend:

reguired courses within the Department of Architecture	crds	elective courses within the Department of Architecture	crds	required GE courses taken outside the Dept. of Architecture	crds



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:
CPPARC does not offer a Doctor of Architecture.

4.3 Evaluation of Preparatory Education

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

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

Program Response:

B.Arch. Admissions
Admissions to the program in the B.Arch. program are handled through the Office of Admission, with the Department of Architecture determining transfer applicants' placement within the program. The undergraduate program in the Department of Architecture is considered

"impacted," that is, many more students apply than can be accommodated each year and a supplementary admissions process is required by the University and the Department; all candidates must meet regular University admission standards as well as additional standards required by the Department of Architecture. Specific information about impacted programs could be found on the CPP Office of Admissions page, https://www.cpp.edu/admissions/freshmen/impacted-majors.shtml.

Freshman Applicants
For freshman applicants, placement in the B.Arch. program is determined by a formula that combines the high school grade point average and ACT (America College Test) or SAT (Scholastic Aptitude Test) score. The students are then ranked by this index and admitted in order. Recent experience has shown that high-school students within the upper third of their graduating class are usually accepted to the program.

Transfer and Change of Major Applicants
Transfer applicants are ranked by college grade point average of transferable courses. As of fall 2004, the University is only accepting upper division transfers. A minimum GPA of 3.2 is required for admission. Transfers must complete 60 semester (90 quarter) units of transferable coursework, including 30 semester (45 quarter) units of courses equivalent to general education requirements, with a grade of "C" or better by the end of the spring quarter to be considered for the next fall quarter. The 30 semester (45 quarter) units must include all of the lower division General Education requirements in the categories of the "Golden Four:" Oral Communication, English Composition, Critical Thinking, and Quantitative Reasoning; the "Golden Four" courses must be completed by the end of the fall quarter in which the student applies to the program. Students who are offered admissions to the program or are placed on a wait list for admission are invited to submit a portfolio of their work. A Transfer Student Review Committee made up of full-time faculty members determines which year of study each student should be placed. If a portfolio is not submitted, students are placed in first-year design studio. Transfer credits are determined through either www.assist.org, the official course transfer and articulation system for California's public colleges and universities, where transfer agreements with several campuses have been established, or through petitions on a case-to-case basis. The portfolio review also identifies granted transfer credits in the process.

Graduate Admissions
The Architecture Department accepts students from various academic backgrounds, including non-design disciplines, for a three-year long M.Arch. program. Students must complete courses in college algebra, trigonometry, and physics prior to beginning this program since these courses are prerequisites to the study of structures and environmental controls. Failure to take these courses in advance may lengthen the program by as many as two terms. Students holding a non-professional Bachelor of Arts or Bachelor of Science degree, with a major in architecture, are encouraged to apply for advanced standing within graduate program. Normally, two years of additional study would lead to Master of Architecture degree. All students in the M.Arch. program are required to fulfill 500 hours of NCARB approved IDP work prior to graduation.

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:

The Department has developed several procedures to evaluate the educational experience of students from non-accredited programs.

- The Department works with the University Articulation Officer to develop agreements with a number of California community colleges. The CPP faculty responsible for specific areas of the curriculum make their recommendations based upon their review of syllabi and assignments. As of now, the Department of Architecture at CPP has articulation agreements covering 170 architecture courses at several of California's community colleges. There are 8 colleges that have with us full articulation agreements for the First Year enabling Second Year placement; there are 7 colleges who have with us partial First Year agreements. There is one college that has with us full Second Year articulation agreement enabling Third Year placement, and there are 15 colleges that have partial Second Year articulation agreements. In addition, there is one college that offers a course covering material beyond our Second Year. There are a few additional programs that are currently in the process of developing articulation agreements for the Second Year or Third Year placement.
- Agreements are based on the content of the courses and the number of semester units. The final decision of an applicants' placement is contingent on their portfolio review. In some cases, higher placement is contingent on the applicant's successful completion of a short summer studio that is designed to buttress specific technical skills.
- To communicate its criteria for articulation, the Department conducts yearly meetings with the California community college administrators and instructors of architecture courses. Since the pandemic, these meetings have been conducted via Zoom; the Department intends to continue this practice as it facilitates the participation of educators and administrators from all parts of the State
- To communicate its criteria for placement, the Department conducts yearly portfolio workshops for transfer applicants.
- The Department has established a transparent process of portfolio evaluation whereby each portfolio is reviewed by three faculty members who make their recommendations.
- Evaluators are required to record their comments regarding the applicant's technical and representational skills; design skills; and the complexity and the diversity of design problems included in the portfolio. In the cases when evaluators' recommendations diverge, the final decision is made in consultation with the Department Chair.
- The Department is in the process of collecting student work that would be representative of the required skills or advanced placement. The intention is to share these requirements with the representatives of colleges and programs pursuing articulation agreements for higher placement. See the Transfer Portfolio example and criteria in the appendix.

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:

The department website outlines admission requirements for both the B.Arch. and M.Arch. programs. All Cal Poly Pomona students have secured access to their online Degree Progress Report (DPR) that students and advisors use to track degree progress. The DPR indicates all accepted transfer courses and degrees completed.

B.Arch.

https://www.cpp.edu/env/architecture/program-degrees-admissions/bachelor-of-architecture.shtml.

Transfer applicants to the B.Arch. program are first vetted by the university and admitted based upon a minimum 3.2 GPA (per available space). Upper division transfers must have completed 60 semester units of transferable credit, 30 units of which meet GE requirements with a “C” or better. Transfer students offered admissions who seek 2nd or 3rd year placement MUST submit a portfolio of their design work, including a copy of their transcripts, directly to the Department for review and cohort level placement.

Transfer applicants are placed in 2nd or 3rd year after a review of their transcripts by the Department Transfer Admissions Committee (DTAC) who verify that the applicant’s Architecture coursework is equivalent to CPPARC 1st year for placement in 2nd year or, for students seeking 3rd year placement, that coursework equivalent to both CPPARC 1st and 2nd year curriculum was successfully completed.

ALL transfer applicants seeking advanced placement MUST submit a portfolio of their work to the Department. The portfolio is reviewed by the DTAC to verify a student is prepared for success at the level where they are placed. Any transfer applicant who does not submit a portfolio is automatically placed in 1st year.

M.Arch.

https://www.cpp.edu/env/architecture/program-degrees-admissions/master-of-architecture.shtml

To be considered for placement in the 2nd year of the M.Arch. program, a student must hold a 4-year Degree in Architecture and must have completed the equivalent course work of the CPPARC M.Arch. first-year curriculum, inclusive of Trigonometry or higher math and College Physics. A portfolio of work verifies the student will be successful at the level where they are placed. NO placement into the third year will be considered.

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:

California State University
California State Polytechnic University Pomona (CPP) is part of the public university system in California, one of 23 campuses in the state and one of three Polytechnic campuses within the system. The CSU System is incorporated under The Trustees of the California State University, headquartered in Long Beach, California. The Board of Trustees consists of 25 members. The Chief executive officer of the CSU system is the Chancellor. The current Interim Chancellor is Jolene Koester (declared by statute in 2022). All CSU Presidents report to the chancellor. https://www.calstate.edu/digital-briefing/Documents/co-org-chart.pdfhh

CPP governance
President, Dr. Soraya M. Coley (President's office orgchart). Appointed in 2015.

Provost and Vice President, Dr. Jennifer L. Brown (Division of Academic Affairs Orgchart). Appointed in March 2022.

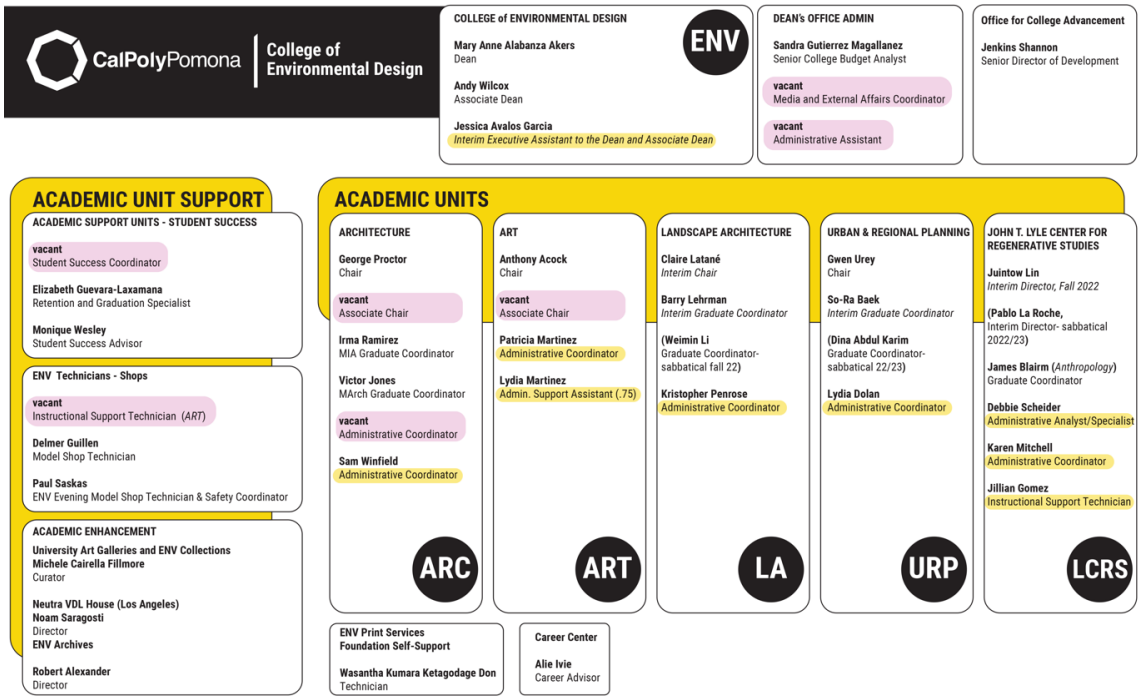
The Legislature of the State of California has enacted the Higher Education Employer-Employee Relations Act which provides for joint decision making and embraces the concept of shared Academic governance. The Academic Senate is the official voice of the faculty and the primary consultative body in areas established by its constitution. The senate discusses and votes on the following issues: educational and other University policies, academic personnel policies, selection of administrative officials of university and foundations, and university administrative regulations and practices, including preparation of the University Manual. Referrals are sent to the senate by individual faculty, committees, and administrators to make recommendations on university policy, procedure, or practice. Approved recommendations are forwarded to the University President. The Academic Senate is subject to the laws of the State of California, the regulations of the Trustees and the CSU Chancellor, the Collective Bargaining Agreement, the Bluebook (Principles and Policies: Papers of the Academic Senate of The California State University, Volume I, 1988), and the review or approval by the President of the University. Senate constitution and bylaws can be found here.

CPP is organized into nine colleges (Each college is led by a dean or interim dean):

- Don B. Huntley College of Agriculture
  (Martin Sancho Madriz, Interim Dean, Peter Kilduff, Associate Dean)
- College of Business Administration
  (Larisa Preiser-Houy, Interim Dean, Cheryl Wyrick, Associate Dean)
- College of Education and Integrative Studies
  (Hend Gilli-Elewy, Interim Dean, Joanne M. Van Boxtel, Interim Associate Dean)
- College of Engineering
  (Alison A. Baski, Interim Dean, M. Ronald Yeung, Associate Dean for Academic Affairs and Student Success, Alan Fuchs, Associate Dean for Research and Faculty Advancement)

- College of Environmental Design
  (Mary Anne Akers, Dean, Andrew Wilcox, Associate Dean)
- College of Letters, Arts, and Social Sciences
  (David Horner, Interim Dean, Brianne Dávila, Associate Dean, Neil Chaturvedi, Interim Associate Dean)
- College of Science
  (Alison A. Baski, Dean, Michael Page, Associate Dean)
- The Collins College of Hospitality Management
  (Dr. Margie Feree Jones, Interim Dean, Michael Godfrey, Associate Dean)
- College of Professional and Global Education
  (Richard Navarro, Interim Dean)

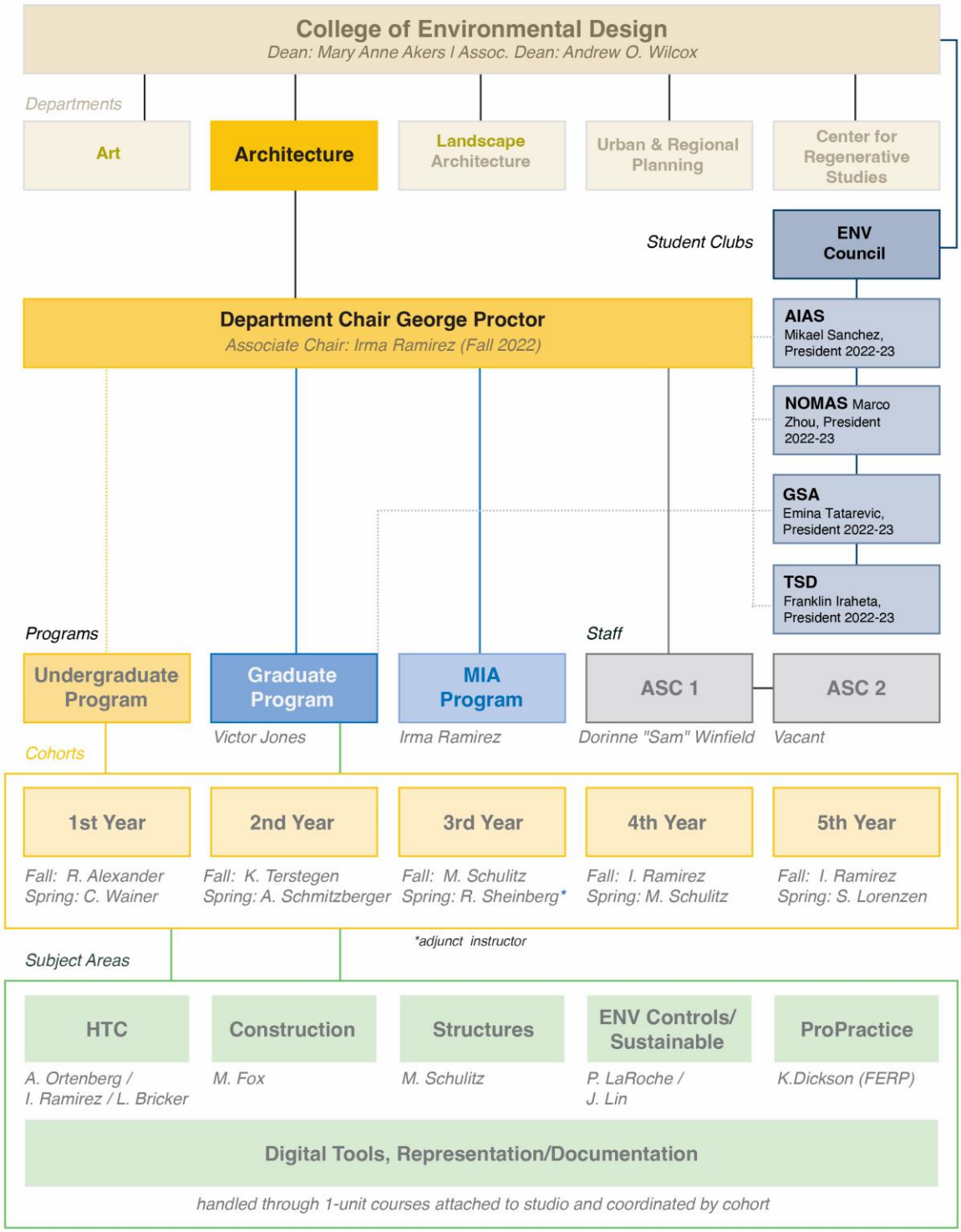
The organizational chart for the College of Environmental Design is attached.



The College of Environmental Design is led by the Dean who is the Chief Administrator and Chief Academic Officer for the college. The Dean reports directly to the university's Provost. After an external search, Interim Dean Laruen Bricker ended her term in July 2022 and Mary Anne Ackers is the newly appointed Dean. Andrew O. Wilcox, former chair of the Landscape Architecture Department, is the newly appointed Associate Dean. The Associate Dean duties involve managing the college budget and staff, coordinating the curriculum review and implementation process, and the planning and use of instructional space. The Associate Dean serves as College of ENV liaison at various capacities, from enrollment management to overseeing reviews of student academic matters. Each Department is led by a faculty Chair who directly reports to the Dean and Associate Dean. The Chair has a 50% teaching load.

The Department of Architecture is chaired by Professor George Proctor. The chair is responsible for curricular matters, administering the student body, assigning teaching responsibilities, hiring part-time faculty, managing department funds. The Chair oversees three programs, the five-year Bachelor of Architecture (B.Arch.), the three-year first professional degree Master of Architecture

(M.Arch.), and Master of Interior Architecture (M.Int.Arch.), accredited by CIDA and run jointly with CPP and UCLA extended universities. The M.Arch. and MIA each have a graduate coordinator. The M.Arch. Graduate Coordinator is Assistant Professor, Victor Jones**.** The MIA Graduate Coordinator is Professor Irma Ramirez**.**



The BArch has coordinators for each cohort of the five-year program. Each cohort is split into two schedules, meeting on Monday/Thursday or Tuesday/Friday. The entire cohort convenes in one or more courses on Wednesday. Each cohort has a coordinator and co-coordinator, one oversees Monday/Thursday and the other Tuesday/Friday. One of the two coordinators for each cohort is a tenure-line faculty member who also coordinates the activities of Wednesday lectures and who mentors the co-coordinator who oversees the reciprocal (M,W,Th or Tu,W,F).

Specialty areas have a faculty lead who is also the Cohort Coordinator for a year. Tenure-line faculty lead the curricular efforts in History, Construction, Environmental Control Systems, Structures and Professional Practice. These subjects are also taught in alignment with the Monday/Thursday and Tuesday/Friday schedule by lecturers who work with the tenure-line faculty leads.

College of ENV Departments may also have an Associate Chair to assist the Chair with a variety of tasks within the Chair's duties, contingent upon enrollment, resources, and workloads. Professor Irma Ramirez was the Associate Chair 2021-22. Associate Chairs carry a full teaching load, and their duties are considered a part of their committee and service load.

The department has an Administrative Support Coordinator (ASC) who assists the Chair and faculty with administrative and secretarial duties. Dorinne **"**Sam" Winfield is ASC for the Department. A second ASC position remains unfilled as of this writing.

Each of the four department student organizations has a faculty advisor. The four student organization presidents (or proxy), attend faculty meetings, consult with their advisor, and meet with the department chair to communicate student concerns, promote initiatives, activities, and to refresh studio culture policy. Faculty Advisors: Katrin Terstegen, AIAS; Irma Ramirez, NOMAS; Victor Jones, GSA; George Proctor, TSD. Governance of student organization falls under the jurisdiction of Associated Students Inc. (ASI).

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:

Decisions made for NAAB-accredited programs are made by Tenure-line faculty who consult with student representatives, an Alumni Advisory Board, and the Office of the Dean. Faculty governance is informed by the CFA's Collective Bargaining Agreement and the shared governance structure of the CPP Academic Senate as discussed in section 5.1.1.

Faculty

All employed faculty are bound by the Collective Bargaining Agreement (CBA) between the CSU Chancellor's office and the California Faculty Association (CFA) union which represents CSU faculty. The CFA's lecturer handbook and the Collective Bargaining Agreement establish the expectations and rights of full-time, tenured, and part-time faculty ("Unit 3" employees).

Tenure-line faculty have a full-time (15 "Weighted Teaching Units" [WTU]) teaching load and are responsible for the long-term stewardship and execution of the College and Department mission. They participate in standing and ad hoc committee work on Senate, College, and Department level committees. The College of Environmental Design holds two seats in the Academic Senate. Full-time faculty (tenured and tenure-track faculty) participate in weekly or bi-weekly faculty meetings (administered by the Department Chair) on matters of the Department. Student organization representatives also attend faculty meetings. Full-time and temporary part-time

faculty with a lecturer status commonly report to cohort coordinators and the Department Chair if applicable.

Faculty Committee Work 2021/22

University level
Academic Senate Representation – Alexander Ortenberg (2018-2022)

Standing committees:

- University RTP Committee – Alexander Ortenberg
- Provost's Awards Selection Committee (PASC) - Sarah Lorenzen
- University Council of Chairs (UCC) - George Proctor
- University Graduate Council – Victor Jones
- LOGRAR Scholarship Review Committee – Victor Jones
- Undergraduate Research Faculty Advisory Council – Marc Schulitz
- Career & Professional Readiness Group – George Proctor

Ad hoc committees:

- Search Committee (Engineering) – Marc Schulitz

College level

Standing Committees:

- DAPA – Noam Saragosti (Adjunct)
- Curriculum Committee – Axel Schmitzberger
- Diversity Assessment and Plan of Action Committee - Victor Jones
- ENV Leadership Team (ELT) - George Proctor
- ENV Communication Committee - Robert Alexander
- Emergency Assistance Program Committee
- ENV Archives – Robert Alexander (Director)
- Cavin Fellowship Director – Robert Alexander (Director)

Ad hoc Committees:

- Dean Search Committee – Axel Schmitzberger, George Proctor

Department level

Standing committees:

- Curriculum Committee – Sarah Lorenzen (Chair), George Proctor, Victor Jones (M.Arch.), Irma Ramirez (humanities courses), Marc Schulitz (3rd year and technical courses), Axel Schmitzberger (2nd year), and Robert Alexander (1st year)
- RTP Committee 2021-22 – Sarah Lorenzen (Chair), George Proctor, Irma Ramirez, Luis Hoyos (fall), Michael Fox (spring), Axel Schmitzberger
  - 2022-23 – Mike Fox (Chair), Bob Alexander, Marc Schulitz, Katrin Terstegen, George Proctor (Department Chair joins the committee and will not write separate decisions). (An additional Full Professor may need to be added for the 5-year post-tenure sub-committee review of Axel Schmitzberger.)
- Scholarship Committee - Alexander Ortenberg (chair), Marc Schulitz, Michael Fox, Victor Jones
- Temporary Faculty Evaluation – Axel Schmitzberger (Chair), George Proctor, Alexander Ortenberg, Michael Fox
- Transfer Student Placement Committee – Alexander Ortenberg (chair), Sarah Lorenzen, Michael Fox, Coordinators for 1st – 3rd years

- Graduate Admissions Committee – Victor Jones, Robert Alexander
- Studio Report Committee – Axel Schmitzberger (Chair), Victor Jones, Robert Alexander
Ad hoc Committees:
- Tenure Track Search Committee - Irma Ramirez (Chair), Robert Alexander, Victor Jones, Axel Schmitzberger, George Proctor
- NAAB Committee – Marc Schulitz (Chair), Michael Fox (co-chair) and all tenure/tenure-track faculty.

Staff
The Department of Architecture has two positions for Administrative Support Coordinator (ASC). One remains unfilled as of this writing. Staff are subject to Bargaining Agreement: Unit 2, 5, 7 and 9. Staff report to the Associate Dean and their corresponding Chair. Specialty Staff in the Model Shop and FabLab technicians report to both the Chair of Architecture and the Associate Dean. Staff contribute to the shared governance through regular College level staff meetings and some staff can be assigned to sit on university-level committees.

Students
The Department of Architecture recognizes student organizations at both the graduate and undergraduate levels. The Department has student chapters of the American Institute of Architecture Students (AIAS), National Organization of Minority Architecture Students (NOMAS), Tau Sigma Delta (TSD), and a recently formed Graduate Student Association (GSA). Each organization is a chapter responding to bylaws of a national organization and they administratively have autonomy. Additionally, the Department is represented on the ENV Student Council, and the College is represented at Associate Students Inc (ASI). All the student organizations are represented at faculty meetings and frequently collaborate and provide input for activities, such as lectures, workshops, events, exhibitions, and student support activities.

AIAS, NOMAS, GSA and TSD are in frequent contact with the chair, dean and other faculty, representing both their organizations and the general student body. Students are governed by a studio culture policy reviewed by their faculty at the start of the term, also stated within course syllabi. Student representation contributes to annual revision and updates to the Department studio culture policy.

The Department holds all-student meetings at least once per semester to provide information, answer student questions, and solicit student input on current topics. All students are also encouraged to reach out at any time to the chair and other administrators. Each faculty also serves as student advisor.

General meetings take place via zoom or in the large central space of our large studio building, Building 89, aka Interim Design Center (IDC).

Architecture Alumni Advisory Board (AAAB)

The CPPARC Professional Advisory Board is committed to assisting the CPP Department of Architecture as a center of excellence, diversity, and innovation. The AAAB strives to be a conduit between CPPARC and the profession, provides a forum for curriculum review and input, and supports an educational environment that collaborates with the professional community through teaching, research, and service. AAAB members participate in studio juries, critiques, and other student learning initiatives, doing their part to advance the stature of the program in professional and intellectual communities.

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:

Department plans address the foregoing issues in five settings:

- Long-range strategic planning, whereupon the faculty and Chair meet (convene once every 12-18 months) to work out the broad direction of curricular development. This is normally the setting where big decisions occur such as new programs or concentrations. The latest Department Academic Plan aligns with University and College Academic Plans in support of the new NAAB Conditions.
- Curriculum Committee, where curriculum implementation occurs. Decisions at this level involve reports from Cohort Coordinators, syllabus development, rubric development, standards, resolution of problems, etc. Decisions that require approval are brought to the full-time faculty for a vote. The Committee chair shepherds' revisions that require College and University approval.
- Cohort Team Faculty meetings, where the content and syllabus used across several sections of studio are discussed and adjusted, and where several courses of various content taught within the same cohort are discussed, adjusted, and coordinated to ensure that content and activity are in alignment with university objectives and NAAB program and student criteria. Cohort teams typically convene on a bi-weekly basis.
- Students also contribute to department planning, through AIAS, TSD, NOMAS and GSA leadership. Student leadership is invited to attend the first part of all faculty meetings to give updates on their activities and to bring up issues affecting the student body to the faculty. NAAB criteria for student well-being and DEI are updated annually in the Department's studio culture policy and incorporated into long term planning with Dean level support.
- Faculty assessment through student course surveys, peer teaching evals, and the RTP (Retention, Tenure and Promotion) process provide advice and mentoring to support both faculty development and the department's mission and goals. Students complete course surveys at the end of the term and assess the alignment between stated learning outcomes and teaching effectiveness. Tenured faculty attend one or more class sessions to evaluate both teaching effectiveness and alignment with department mission and goals.
- Per the Department's mission as outlined in Section 1 of this report the following short and long-term measures have been outlined:

<u>Short-term Measures</u>

- Review alignment of 2020 NAAB Conditions in advance of APR, articulating NAAB conditions of the previous accreditation with the new 2020 conditions and the university's mission and goals.
- Adjust course content and activity strategically by cohort to improve alignment with University, College, Department Goal and 2020 NAAB criteria.
- Continue to diversify course content and faculty and support the needs of an already diverse student body.
- Reconcile the aspirations of the program with its context, space, assets, and diverse audience but working on community projects, collaborating with regional design firms and AIA chapters.
- Trends in practice that preceded COVID, such as video conferencing and the use of on-line whiteboard for design team collaboration, and now used extensively in the educational setting, must be assessed for benefits and compromises for teaching and learning. The

outcomes of this assessment will be used to inform decisions about space, resources, teaching methods, collaborations, and adjustments to curriculum, activities and projects.
- Continue to build and develop new relationships with practice, industry, and allied professions in support of all five stated goals, organized around multiple practice areas – housing, institutional, education, healthcare, transit-oriented development, building science and technologies, etc. Ensure that these opportunities continue to deepen student understanding of the diverse cultural and social contexts they live and work in.
- Strategically locate industry standard software in the curriculum, while maintaining space for experimentation with new software technology such as augmented reality, virtual environments, modular and prefab technology, digital fabrication techniques, and non-traditional building methods and materials.
- Complete the approval process for the MS in Management of Architectural Practice, facilitating access to management level positions for the CPPARC community.
- Continue to develop communication strategies that broadcast the work of students and faculty to improve recognition of the department's research, design work, and other achievements.

Mid- and long-term Measures

- Establish upper-division learning options that provide for greater learn-by-doing immersion, inclusive of Integrated Path to Architectural Licensure (IPAL), design-build, habitat for humanity, and study abroad opportunities for all students regardless of means.
- Through the College Development Office, cultivate new resources that strengthen the financial vitality of the program and equitable access to remote study studios and study abroad program opportunities for students regardless of means.
- Support endeavors that advance program development, upper-division inter-disciplinary collaboration, equity and inclusion, and student and faculty excellence to ensure CPPARC is strategically prepared for the future of the discipline and profession.
- Studies show student retention and graduation rates improve when they feel connected to their department and community. While we've done this through collaboration with student clubs, we also highly value the way physical space encourages this as well. We aim to propose a new studio space to build program culture, community, and knowledge centers that help support student success. Consolidate resources around strategic assets to build program culture, community, and knowledge centers where all individuals are treated with dignity and respect.

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

Key Institutional Performance Indicators:
- Graduation Rates (University 2025 Goal 73%)
- SFR's for the 2021-22 college year are: Architecture: 17.70, University: 24.36
- Pell Grant Eligible: 383 Pell Eligible / 824 Bachelor Arch Students = .4648 or 46%

The areas of improvement that the Department strategic plan looks to address are 1) strengthening and enlarging our specializations and building alliances with industry, 2) strengthening opportunities for underrepresented minorities to participate in the profession and vocalize their views, 3) collaborating with other Departments and Colleges, and 4) improving our physical and financial resources. These four areas align the University, College and Department objectives and goals.

1. Strengthen and enlarge Department specializations and alliances with industry

In order to strengthen the program, offer real-world opportunities to students, and improve our financial resources the Department will continue to seek strategic alliances with building material companies, allied organizations, and specialized design firms. Support ranges from sharing expertise, and examples of completed and current work, to student project reviews and direct financial support. These opportunities not only provide real insight for students regarding programming and working with real clients, they also often offer funding to subsidize student travel and printing and model-making expenses. In alignment with this effort, the Department has determined that the breadth of upper division options is the most appropriate location in the program to assess the application of PC.1 Career Paths, PC.5 Research and Innovation, and PC.6 Leadership and Collaboration. Currently the upper division (B.Arch. 4th and 5th years, M.Arch. 3rd year) topic studios listed below include both funded and unfunded studios. Some professional electives align with the studios and fall under the umbrella of funding, e.g. Precast Concrete Institute studio. The goal is to pair all upper division topic studios with a prerequisite research course and the findings from that course can then be tested within the corresponding topic studio in the subsequent term.

A. Narrative Environments Studio – Supported by Disney Imagineering
B. Healthcare Studio – Supported by the Healthcare Initiative Consortium of healthcare systems, architects, builders, and developers.
C. Education Studio – Supported by HMC Architects and an expanding group of design firms working on this project type.
D. Hospitality Studio – Hospitality design studio has collaborated with CPP Collins College of Hospitality Management. Over the past several years, the studio has been offered as the NetZero Resort, and designed for locations in Palm Springs.
E. PCI (Precast Concrete Institute) Studio & Research Course – PCI funding is consistent, this year growing into a multi-year grant and collaboration with the University of Hawaii, Manoa.
F. Mixed-Use, Transit Oriented Development Studio – funding by Architects Orange, with expanding support from the Alumni Advisory Board, Gensler, SOM.
G. Undergraduate Housing Studio – the design synthesis, building integration core culminating studio of the BArch received a $400k gift in 2022. Funds will award $5k to 10 students each spring based on their work. The donor gift was based on CPPARC student demographics as an incentive at the culmination of core.
H. Engineered Timber Studio – previous collaboration with Department of Engineering Faculty
I. NASA Studio – studio supported by NASA that considers Mars habitats

Diversity and Inclusion (see also section 5.5)

A. Student, Faculty, & Staff Shared Objectives

The architecture program strives to create an educational environment in which all participants feel they are equally able to learn, teach, and work, free of harassment or discrimination. The department, inclusive of student leadership, faculty, and staff, is working collaboratively through an open line of communication to devise a plan to promote student well-being through inclusive practices.

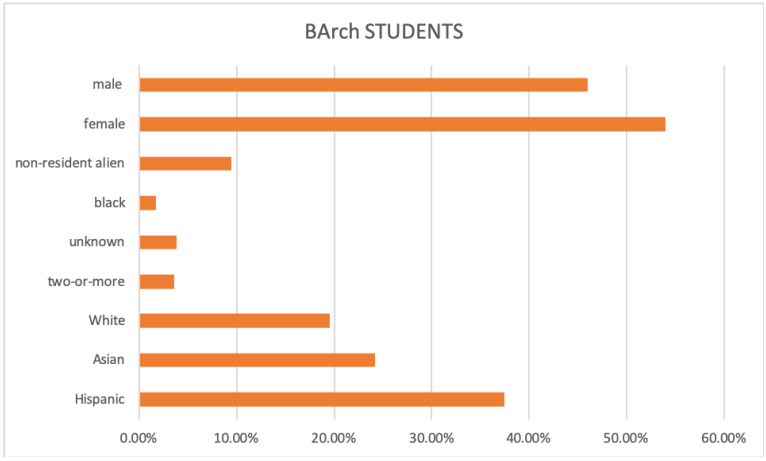
CPPARC faculty and students have come together to address specific concerns expressed by students in spring 2022, in response to pandemic hardship. 1) Better access to existing resources pertaining to mental health and other university assistance programs; 2) Compassionate teaching, in response to the challenges of new teaching modalities to focus on improved faculty practices of inclusivity, empathy, and trauma-informed teaching; 3) Expanding the architectural canon for inclusivity and social equity; 4) Reasonable workload to promote students' mental health and ensure a better learning experience, 5) Improving

internship assistance to support students in securing internships; 6) convenient resources, materials, and software to alleviate financial burdens; and 7) Improved grading transparency.

AIAS, NOMAS, TSD, and GSA are working with faculty to ensure an outcome that benefits all members of the CPPARC community. Department and student leadership commenced working meetings in Summer 2022 to address these issues. It is important to note that all the student organizations are represented at faculty meetings and frequently collaborate and provide input for activities, such as lectures, workshops, events, exhibitions, and student support activities. Students are also governed by a studio culture policy reviewed on the first day of class by their faculty and included in course syllabi. And student representation contributes to revisions and updates to the Department studio culture policy, annually refreshing the position of the Department in a diverse, equitable and inclusive environment for learning, collaborating, and teaching.

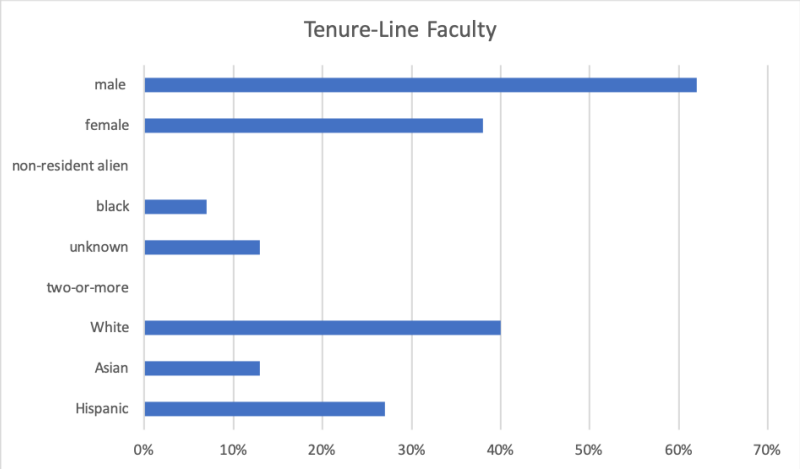
B. Student Diversity

The CPP ARC student demographic profile compares closely with the local census area representing diverse cultural, economic (46% Pell Grant eligible), and ethnic backgrounds with 54% female students, 37.5% Hispanic, 24.2% Asian, 19.5% white, 3.6% two-or-more, 3.8% unknown, 1.7% black, and 9.4% non-resident alien. Compare this to the 2014 American Collegiate Schools of Architecture (ACSA) study indicating national Architecture school averages of 42% female, 12% Hispanic, 10% Asian, 62% white, 4% black, and 12% International. While the data may have changed since the 2014 ACSA study, CPP ARC student population reflects the general population, and it is different than the national average. CPP ARC works to continually improve the correlation between our student demographics and the regional population to make a lasting change in the field.

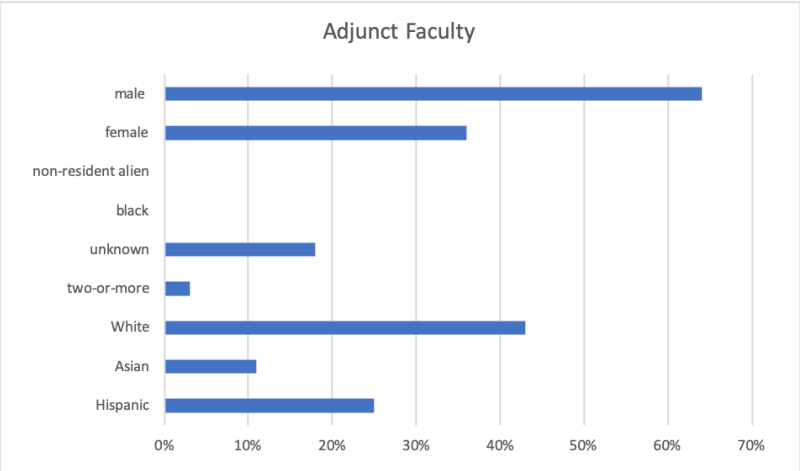


C. Faculty Diversity

The Department is committed to faculty-student demographic parity. CPPARC faculty represents the breadth of student demographics, but not at the same ratios. This is a slow-moving objective given the rate of change in the demographics of architectural expertise, the rate of tenure rank replacement in response to retirements and attrition, and constraints in a union environment. We have noticed difficulties in retaining female adjunct faculty. We strive to make our department a positive destination for women in the field and plan to create a working group to identify how we might provide support.



From the 2021 annual report data, ladder faculty (inclusive of those with administrative appointments, and faculty on the ½ time early retirement) were 13% Asian, 27% Hispanic, 40% White, 13% unknown, 7% Black. With two new tenure-track faculty starting fall 2022 the demographic distribution is now 6% Asian, 31% Hispanic, 37% White, 13% unknown, and 13% Black. Tenure-track women faculty have also increased from 33% to 38%. The most current data for adjunct faculty indicates a distribution of 11% Asian, 25% Hispanic, 43% White, 3% two or more, and 18% Unknown. Women represent 36% of the current adjunct faculty.



3. Collaboration with Other Departments and Colleges

In order to strengthen the program and improve our financial resources the Department is seeking strategic alliances with faculty and students from allied disciplines. The Department, working in collaboration with the ENV College Development Officer, will cultivate alliances that broaden opportunities for students, diversify the curriculum, and generate direct or indirect sources of funding.

- Continue to build alliances with the College of Engineering, College of Business, and College of Hospitality Management

- Continue to work with the other departments in ENV to strengthen our interdisciplinary topic studios and electives and interdisciplinary summer abroad programs such as the China program.
- Continue to build-up the MIA program, a collaboration between UCLA Extension and Cal Poly Pomona's Extended University. This program not only offers a highly professional education in interior architecture, with overlap between faculty teaching in both programs.
- In collaboration with Cal Poly Pomona's Extended University, complete the process to start a new MS in Architecture Practice Management, a non-accredited, short-term residency online degree in business and management practices that will facilitate access to management level positions for CPPARC graduates and working professionals.

4. Physical and Financial Resources

- In the previous APR, the department indicated a desire to increase physical studio capacity in response to program demand. In May 2012 a significant donation ($2,500,000) was secured for use by the College and Department. A portion of these funds were used to make improvements to the existing studio space and purchase smaller movable tables for space efficiency. The strategic plan forecasted an increase of the B.Arch. program from 430 to 650 students. While a new facility was desired to accommodate growth, and a professional programming study was contracted and completed, space needs have been met through creative scheduling of current facilities, and the use of smaller movable work desks. In the 2013 APR, the M.Arch. program was also projected to grow from 60 to 100 students. We experienced a burst in growth just before COVID, but this has waned. The Department anticipates a return to the original growth objective post-COVID and has reset some of the measures implemented over the past 3 years that may have contributed to reduced admissions: 1) a late spring admission deadline will be replaced with the former January 15th deadline, 2) a return to a forward leaning support for applicants, 3) outreach and cultivation of CPP alumni from allied professions.

- The long-standing struggle to maintain studio space in the university setting, in competition with notions about the use of academic space derived from non-design programs, has been a 50-year struggle for CPP ARC. The Department has employed a strategy of large lecture courses to underwrite the "cost of studios" to the university. Reciprocity in the form of restored tenure-line ranks and graduate assistantships to assist faculty has not been fully realized. Note that paid Graduate Assistants are allowed to manage facilities such as the print shop, fabrication lab and woodshop facilities, enabling longer hours of operation in addition to supporting faculty with class preparation and grading. However, GA funding has contracted since the previous APR. As a fallback, the Department implemented a Teaching Practicum course built from the same teacher education catalog shell used across the entire CSU, which gives credit for supporting cohort coordinators and faculty with a large class (71+ students). Administrative pressure may close this support structure and we are working to address the consequences.

- In Fall 2022, a team of six architecture faculty were assembled to study the physical space use of the program. Given the lack of available classrooms to teach large lectures and at the time a dearth of studio space, the architecture department had to restructure the schedule for all five years of the undergraduate program and the three years of the graduate program. The department established a revised scheduling system whereby students were divided into two different schedules: Monday-Thursday or Tuesday-Friday, instead of the long-standing Monday-Wednesday-Friday and Tuesday-Thursday schedule. Half-cohorts (studio level, 1st, 2nd, etc.) attend studio in-person on M/TH or Tu/F and the entire cohort attends a common lecture(s) on Wednesday. Since COVID, Wednesday has remained a virtual day. As the new use of time/space was implemented, the faculty team determined and implemented adjustments to the curriculum and measures to be taken to

ensure the success of learning objectives. A significant outcome was the need for cohort coordinators to work with a co-coordinator who would handle the other half of the students on the reciprocal schedule pattern (M/TH or TuF). At the core of the program, BArch years 1-3, the principal coordinator (tenure-line faculty) ensures that all sections follow a common syllabus and associated content.

- The studio environment has changed much in the last decade, accelerating during COVID with the use of video conferencing tools and whiteboards. The pandemic compelled use of tools already used in professional practice (video conferencing and online whiteboards) that have proven to be effective for teaching and learning and show promise for space/time efficiencies. However, this must be balanced with achieving discipline-specific learning objectives and outcomes, and importantly balanced with impacts to studio culture, the social aspect of learning and collaborating with peers essential to the professional design work environment.

- The Department has gone to great lengths to increase the efficiency of the program's space and time. However, solutions to adequate staffing in the face of growth require reciprocal significant contribution from administration. In alignment with department growth, tenure-track faculty positions were also projected to increase 50%. The slow rate of faculty replacement, in response to the full and partial retirement of several tenure-line faculty, and administrative assignments that removed teaching faculty, dropped tenure-line ranks to their lowest level in almost 50 years (2021-22.) Two new hires were completed in spring 2022 with another search allocated in 22-23. However, with the new hires, Department tenure density remains far less than the university goal of 60%.

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

Program Response:

Institutional success markers of graduation rates are incompatible with the 5-year B.Arch. program structure. The university has a 6-year graduation rate goal of 73% by 2025. The university does not have a 5-year goal. The Department has exceeded the 2025 annual goal several years over the past decade, even with the 5-year B.Arch. program. And while B.Arch. Under-Represented Minorities (URM) have exceeded the 2025 goal twice, this category of graduates has the greatest room for improvement. The Department sees this as an important matter to improve to ensure access by URM to the profession. It should be noted that the class that matriculated into CPP in 2015 (graduate 2020-2021) endured COVID and suffered the lowest 6-year graduation rates in a decade across all 3 categories.

*Averages for students entering years 2010-2017

	5 Year Graduate Rate*		6 Year Graduate Rate*	
	CPP	Architecture	CPP	Architecture
ALL students	55.84%	51.86%	68.77%	71.83%
URM	47.94%	44.29%	62.20%	57.71%
Non-URM	62.37%	56.50%	73.97%	74.20%

- SFR's for the 2021-22 college year are: Architecture: 17.70, University: 24.36
- Pell Grant Eligible: 383 Pell Eligible / 824 Bachelor Arch Students = .4648 or 46%

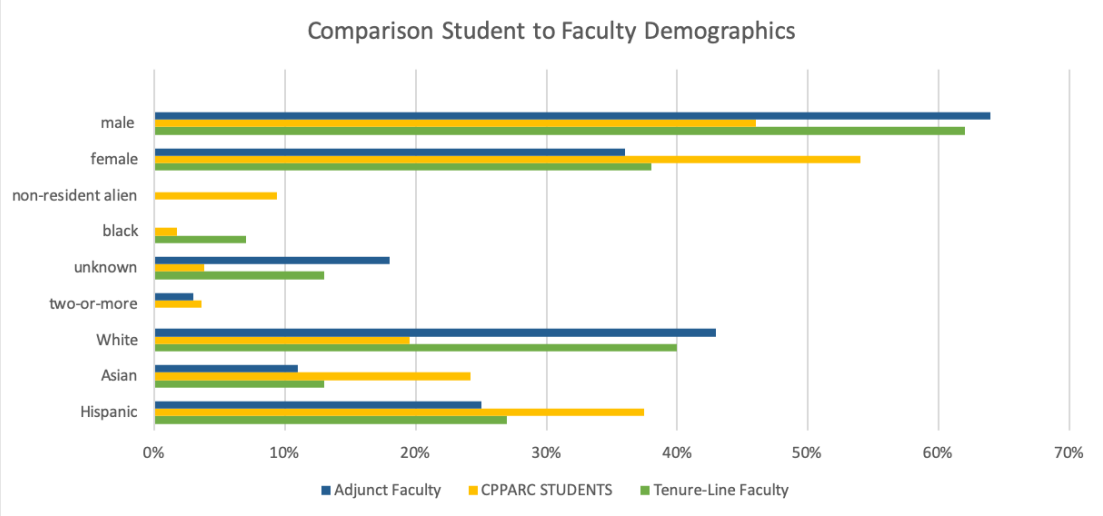
Department

Strengthen and enlarge Department specializations and alliances with industry

Currently six of our 12 upper-division Fall topic studio programs are supported by industry with significant expertise and/or material and financial resources. The measure of success will be that ALL CPPARC students will experience at least one studio and/or two upper division professional electives that are immersive applications of NAAB PC.1 Career Paths, NAAB PC.5 Research and Innovation, and NAAB PC.6 Leadership and Collaboration.

Diversity and Inclusion

The student demographic very closely aligns with the census area. However, to ensure this only gets better, ENV, ARC and NOMAS conduct outreach to K-12 schools in underrepresented communities. And while CPPARC faculty represents the breadth of student demographics, it is not at the same ratios. The department is committed to moving towards a faculty demographic mirroring that of the students. Many factors contribute to this being a slow-moving objective. Year after year this is improving. Considering anticipated retirements, fall 2027 is the target date to achieve parity.



Collaboration with Other Departments and Colleges

- Closely related to the first statement above, specialization and alignment with industry requires interdisciplinary collaborations. Past and current collaborations with the College of Engineering, College of Business, and College of Hospitality Management, the Departments of Landscape Architecture, Urban Planning, and Regenerative Studies have provided opportunities for CPPARC to uncover a model that best serves the program. Earlier models of cross-disciplinary studios with support from outside had solo sponsorships and these often have the donor's bias. While one of these studios with students and faculty from another department continues to be supported, similar endeavors led to one-time donations, and a loss of the professional donor's engagement. Alternatively, our Heathcare Design Studio is supported by a consortium of stakeholders,

multiple design firms, developers, builders and healthcare systems. The studio has the benefit of diverse professional expertise along with significant growing funds, made in smaller donations from many more people who also donate their time. Similar studios are being built around Education Facility design (which had been run from single donor support), Transit-Oriented and Mixed-Use Design. The Department is working to incorporate our colleagues and students from other disciplines as we build on this model. Multi-disciplinary regional firms like WDI, CRTKL, Gensler, LPA, AO, and HMC, provide expertise and feedback and their participation has initiated job opportunities and careers for CPPARC students. Success will be measured when ALL program students can experience at least one collaborative multi-disciplinary studio.

- The collaboration with Cal Poly Pomona's College of Professional and Global Education, in conjunction with UCLA's extended University provides the administrative model for a new MS in Architecture Practice Management, to facilitate access to management level positions for CPPARC graduates and working professionals. The program courses have been approved and added to the university catalog, however considering procedural retirements to complete full approval, Fall 2025 is a realistic target date.

Physical and Financial Resources

- Studios – CPPARC has studio space sufficient to provide a cold desk to every student in the program. The largest studio facility (380 occupancy – students and faculty) is adjacent to the wood shop and FabLab. Studio space at the ENV College building is near an additional ENV print lab with small and large printing, and laser cutting.
- Classrooms – All classrooms are outfitted with web-connected Audio Visual and digital projection. The Department has classrooms for its use in addition to studios. These classrooms are dedicated to the Department. When combined with a studio, which doesn't require regular use of the classroom, the spaces are frequently coordinated/shared with other departments in ENV.
- Specialty Labs- Lyle Center for Regenerative Studies is a center on campus focused on sustainable practices. Here students can take professional electives with students from across the university and the center's campus is frequently used as laboratory for a variety of projects experiment. The ENV Model Shop is equipped with newly upgraded tools to fabricate wood, metal and plastics. In addition to traditional wood power tools, the lab hosts multi-axis milling machines, a vacuum-former, and some laser cutting. A no-contact FabLab enables students to send files for 3d printing, laser cutting, and larger format flatbed printing on paper board, wood and metal surfaces.
- Technology – The CPP campus has extensive WiFi coverage enabling students to access the internet and campus resources in all but a few locations. Inside its large studio building, CPPARC established its own video conferencing facilities just before COVID to enable greater engagement with professional offices for project reviews, lectures, and class discussions with outside expertise. There are labs on campus that students can access if they do not have a laptop, but professional software is not installed at these locations. ENV has maintained a required laptop policy since the early 2000s; making this a requirement facilitated access to financial aid, and better personal access. Autodesk and Adobe products are available for free to students, and software like Rhino and other specialized applications are available at student rates.
- Support for students – Institutional support is offered through several units:
- Since the previous accreditation cycle, annual department scholarship awards have grown from $13,000 to $63,000. A new 8-year plan to support students at the end of 3rd year awards ten students with $5,000 each, based on merit.
- Bronco Cares, a needs-based program helps with housing resources, food resources, financial resources, clothing assistance, advocacy and support, hospitalizations and academic concerns. Closely connected with this unit is Counseling and Psychological

Support Services (CAPS) supporting student health and wellbeing and counseling services. The campus also has its own Student Health Medical Service center. The university operates the Student Succes Center for the campus with dedicated staff located at each college. Student Success provides advising and mentoring to support students on their academic journey.

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

Program Response:

Through the strategic planning process, the Department has identified areas of strength, challenges, and opportunities. These are further expanded below the outline.

Strengths:

- Well-qualified and diverse student population
- Diverse and highly qualified faculty
- Excellent development program that secures external funding

Challenges:

- The studio learning model central to architectural education is apparently a fiscal challenge to a state university. The Program 17.7 SFR is lower than the institution's 24.36 SFR. The Department compensates by holding large lecture courses within each cohort level to underwrite the studio and uses the studio setting to exercise the content of some large lecture courses.
- The 5-year program does not fit with directives to graduate students in four years.
- The common pressures faced by CPP students to support themselves and their family often means they need to take longer to finish their degree, which impacts graduation rates, particularly under CPPARC's cohort model.
- University support for students and programs is based on 4- and 6-year graduation rates that don't consider CPPARC's 5-year model, which complicates efforts to accurately identify student challenges and secure appropriate funding; as a result, the department and college have had to take on this responsibility themselves.
- Greater fundraising to evenly support the CPP teacher-scholar model where faculty and students collaborate in multi-disciplinary research, design studio, and activities.

Opportunities:

- CPP sits at the center of the LA metropolitan area and with a significant collection of the world's largest Architecture firms.
- Outside funding and collaborations with industry.
- Success of the Neutra VDL House restoration and ENV/ARC cultural programming offered there.
- New ENV Dean highly supportive of our programs
- Support from the Chancellor's Office, University, and CEU to launch an MS in Management of Architecture Practice

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

Architecture Alumni Advisory Board

The CPP ARC Professional Advisory Board is committed to assisting the CPP Department of Architecture as a center of excellence, diversity, and innovation. The AAAB strives to be a conduit between CPP ARC and the profession, provides a forum for curriculum review and input, and supports an educational environment that collaborates with the professional community through teaching, research, and service. AAAB members participate in studio juries, critiques, and other student learning initiatives, doing their part to advance the stature of the program in professional and intellectual communities. See section 5.1 for a list of board members.

All studios engage with practicing professionals, at a minimum during project reviews at the mid-term and final presentations. Additionally, outside guests and experts are brought into both studio and lecture courses to share presentations of their expertise as it applies to the learning objectives of a given course.

Core courses are team taught and generally combine a tenure-line faculty with one or more adjuncts. Adjuncts, about 3/4th of the faculty, are practicing professionals. Invited guests and adjuncts have a direct and immediate impact on course-level activities, which may be addressed in the same term, and/or influence how a course works in the next cycle.

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:

Department Faculty Meetings and Working Committees.

Policies and procedures for the Department that are not established by the College or University are discussed and voted on in bi-weekly faculty meetings. These are attended by tenured and tenure-track faculty, student representatives and our Department Administrative Coordinator. The faculty are responsible for assessment of our progress on an ongoing basis through the committee structure. Meetings address short, medium and long-term objectives. On alternating weeks, sub-committees work through the details of department matters.

Student Input in Self-Assessment

Students' input comes in several forms,: 1) direct to the Chair, to faculty cohort coordinators, and advisors; 2) the leadership of AIAS, NOMAS, GSA, and TSD attend regular faculty meetings and meet with the chair; 3) the Department also holds "all-school" meetings with all faculty and students at the start of each semester; 4) student course evaluations also prove to be a useful resource to faculty for self-evaluation of their courses and performance. Faculty discuss student evaluations in engagements with DRTPC (tenure-line faculty) and TFEC (adjunct lecturers). 5) Post-COVID the Department plans to meet with each cohort of students in addition to the Department's regular semester all-department kick-off meeting, to hear directly from each of program student cohorts.

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:

Curriculum assessment at the Department level employs a variety of methods to: 1) identify learning goals for each program and year cohort, 2) develop objective and subjective measures to assess how well we are meeting the goals, 3) implement necessary changes when goals are not being met, and 4) measure outcomes of changes to evaluate effectiveness of changes.

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

Program Response:

1. Learning Objectives for the program, and within each cohort year are developed in response to WASC criteria, NAAB Criteria, CPP and ENV Goals. The Department confirms, modifies or replaces aspects of its curriculum with direct input from the professional community. NAAB criteria are imbedded into course syllabi and the prompts on the end-of-term surveys conducted with guest reviewers and students. There is a direct "ask" about how well outcomes fit the criteria. It should be noted that faculty ideas about curriculum come from their own education experiences, and new ideas come from other indirect sources at conferences, AIA committees, jury participation at other institutions, and alumni gatherings, The Department Curriculum Committee then must parse the breadth of views with its application of the NAAB criteria. Tenure-line faculty are in a perpetual state of reflection on the curriculum and its evolution. The Department's interpretation of the new NAAB criteria has made its way into courses and assignments this past year, and has provoked discussions about what we do effectively, and how to prioritize what needs attention. Changes in the 2nd year B.Arch. core and the 1st year M.Arch. are forthcoming in 2022-23.

2. Our assessment of learning outcomes for the programs relies on several measures elaborated in section 3 of this report. For courses assigned formal NAAB criteria, faculty establish graded design exercises and/or quizzes and essays used to assess specific learning outcomes. The department has developed sample rubrics (see appendix) informed by the NAAB criteria for studio, humanities, and technical courses that are then adapted by faculty for each course. For criteria being evaluated through studio work, faculty send out surveys to jurors and students. The department also conducts alignment surveys for faculty to describe how well-prepared students are to handle more advanced material. Results are used by faculty in lower division courses to adjust their syllabi and lectures.

3. Following a careful review of all the assessment data being collected through the above processes, the faculty in the curriculum committee meet to discuss changes to the curriculum to address any shortcomings. Proposed changes are then brought to the full Tenured and Tenure-track faculty for review. Minor changes to individual courses are handled through changes in syllabi. More significant changes to unit count, course modality, structure, or course sequence are voted on by the FT faculty and submitted by the Curriculum Committee Chair for review to the Department Chair, College Curriculum Committee, Dean, and University Curriculum Committee (some changes require a vote by the senate, and some are handled at the staff level by university administrators). The curriculum Committee Chair and Department Chair follow up with the university registrar and advisor coordinators from the college to ensure that the changes are reflected in the students' requirements for graduation.

4. The department, in preparation for this NAAB accreditation visit, expanded our curriculum assessment methods to include numeric values measured against benchmarks. We foresee that this newly established and robust system to track student learning outcomes and changes to the curriculum will be useful to track changes to the curriculum in relation to student learning outcomes long-term more effectively.

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:

Undergraduate and graduate curriculum review and development is performed though a regular monitoring of the curriculum by the Department Chair, the faculty via faculty meetings, and the Department's Curriculum Committee. The Curriculum Committee is a focused work-team made up of tenured and tenure-track faculty that develop the details of curriculum implementation agreed to by the entire Tenure and Tenure-Track faculty.

The make-up of the Curriculum Committee is designed to have faculty representation from both the graduate and undergraduate program, from each year cohort, and one faculty each representing the technical courses and humanities courses. The faculty coordinators of each program-year cohort are typically responsible for coordinating the studios and advising.

Curricular decisions are proposed to the Full TT faculty by the department curriculum committee before moving on to the department chair, College, University, Academic Senate, and the University President. Each step provides a different level of checks and balances to address faculty teaching loads, student success (e.g. bottlenecks and hidden prerequisites), and CSU expectations.

To ensure that any proposed changes align with NAAB and WASC requirements, we have an assigned WSCUC (WASC Senior College and University Commission) and NAAB coordinator, Prof. Schulitz, who stays abreast of the requirements for both accrediting bodies. The university also has an Accreditation Coordinator, an Academic Assessment Committee, and an Assessment and Program Review Office. The Assessment office serves as a repository for assessment resources (https://www.cpp.edu/assessment/assessment-tools.shtml) and resources on program accreditation and review (https://www.cpp.edu/assessment/program-review-and-accreditation.shtml). The department also participated in several NAAB workshops to better understand NAAB's self-assessment goals and best practices.

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:

Tenure-line (AKA permanent faculty) faculty have a 15 WTU load per term. That load is split between teaching (12) and service (3). One lecture unit equals one hour/week while 1 activity unit equals 2 hours/week and is weighted at 1.3 WTUs.

The standard direct obligation for tenure-line faculty is 22 hours/week, with the remainder of the week assigned to course preparation, research, scholarship, creative and/or professional activity.

A typical tenure-line faculty load may be one of the following:

A) one studio and two 3-unit core lecture courses per term.

- 9 hours of studio: 4-unit activity (5wtu) + 1-unit lecture (1wtu)
- 3 hours of lecture subject 1 (3wtu)
- 3 hours of lecture subject 2 (3wtu)
- 3 hours of service (3wtu)
- 4 office hours (20 minutes/credit-unit/week)
  22 hours/week

B) one studio, one 2-unit core lecture course and four 1-unit co-requisite activity sections

- 9 hours of studio: 4-unit activity (5wtu) + 1-unit lecture (1wtu)
- 2 hours of core 2-unit lecture (2wtu)
- 4 hours total for four 1-unit co-requisite activity sections (4wtu)
- 3 hours of service (3wtu)
- 4 office hours (20 minutes/credit-unit/week)
  22 hours/week

C) two 2-unit lecture core courses and eight 1-unit co-requisite activity sections

- 2 hours of 2-unit lecture subject 1 (2wtu)*
- 4 hours total for four 1-unit co-requisite activity sections (4wtu)*
- 2 hours of 2-unit lecture subject 2 (2wtu)*
- 4 hours total for four 1-unit co-requisite activity sections (4wtu)*
- 3 hours of service (3wtu)
- 4 office hours (20 minutes/credit-unit/week)
  19 hours/week (total class size for a 2-unit lecture + four 1-unit activity sections is often 70+ students; actual work load compares to models above)

The research, scholarship, creative, and/or professional activity of tenure-line studio faculty is generally connected to their studio course and/or lecture courses in core and/or professional electives. Faculty professional and creative work outside of the classroom is a resource for teaching and learning objectives of their courses and program.

Part-time (AKA adjunct) lecturer obligations are for their contracted course(s) and office hours and do not perform service/committee work. A typical part-time lecturer load may be one of the following:

9 hours of studio: 4-unit activity (5wtu) + 1-unit lecture (1wtu)
2 office hours (20 minutes/credit-unit/week)
11 hours/week
2 hours of 2-unit lecture (2wtu)
4 hours total for four 1-unit co-requisite activity sections (4wtu)
2 office hours (20 minutes/credit-unit/week)
8 hours/week

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:

Our internship coordinator facilitates intern development at CPP ARC by reviewing and signing off on the students' work experiences required to graduate. Associate Professor Marc Schulitz, a licensed practicing architect and NCARB (National Council of Architectural Registration Boards) certificate holder, has been internship coordinator since 2019, succeeding Professor Kip Dickson, licensed architect.

- Professor Schulitz attended the 2019 and 2021 Licensing Advisor Summits and is an active member of the NCARB Licensing Advisors Community. He advises architecture students about career development and the path to licensure (AXP & ARE) and co-organizes career-focused events in collaboration with the AIAS with one of the major events being FIRMDAY, the department's annual job fair. He also maintains a Canvas Page ("ARC Internship") which gives all architecture students access to career planning tools from NCARB and AIA, ARE & AXP guidelines and links to the department's, the college and the university's career advisors/advising services.

- Since 2020 the CPP's AIAS chapter has been selecting a student licensing advisor every year, with class of 2022 leadership serving in the 2021-22 academic cycle, followed by leadership from class of 2023 during in 22-23.

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

Program Response:

The research, scholarship, creative, and/or professional activity of tenure-line studio faculty is one of three components (alongside Teaching and Service) considered in retention, tenure and promotion decisions. As faculty progress through retention, tenure and promotion (RTP) they are expected to thread their teaching, service, and professional/creative/scholarly activities to the teaching and learning objectives of their courses and the program. Both the RTP and Curriculum Committees engage, advise and support faculty in connecting their outside activity to the program. Most tenure-line faculty and lecturers are licensed and practice. The Department's RTP Document can be found on the CPP Faculty Affairs webpage.

The university provides tenure-line faculty with state-of-the art laptops and software, with a hardware refresh every 3 years. New faculty are provided with funds for moving expenses, startup funds (negotiated case-by-case), and 6 units of release time for their first two years. Additionally, significant resources are provided to faculty through Faculty Affairs and its Center for the Advancement of Faculty Excellence (CAFE). CAFE offers a variety of workshops and support to faculty for course development, resources, teaching methods and LMS, AV, and other technologies. Workshops also provide compensation to faculty.

The university, college and department offer financial support for faculty development connected to coursework, new course development, and professional workshops. Special projects and grants may also allow for a faculty buy out release time for professional and program development. The university offers several programs that support faculty and program development. Through the SPICE Grant program, faculty apply for either classroom improvements or instructional innovation grants. The Department has competed for and won grants to improve its AV and video conferencing facilities in its IDC studio building. The improvements enabled large guest lecture events inside the studio that can simulcast over the web. The video conferencing amenities allowed studios to engage with professional offices on several projects and supporting student and faculty connections to the larger professional community.

Faculty currently hold board-level positions or lead several professional organizations such as LA American Institute of Architects, the Los Angeles Forum for Architecture Urban Design, and ACADIA

Faculty may also apply for several types of leave for professional development: Sabbaticals (every 7 years) and Difference-in-Pay (every 3 years).

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:

The Architecture program resides within the College of ENV Design and draws from shared College-wide human resources for administration and support staff in the ENV Dean's Office. The College supports our students through the ENV Student Success Advising Center with key staff: Retention and Graduate Specialist Elizabeth Guevara-Laxamana, Student Success Advisor Monique Wesley, ENV Career Specialists Alie Ivie, and several student Ambassadors; The Bronco Advising Center provides a place where students can also drop by for help, and the University Advising website provides advising support to faculty and resources for students.

Tenured and Tenure-Track faculty serve as major advisors and each faculty is assigned the advising of a level cohort. The architecture advisors offer guidance regarding the progress and completion of the architecture curriculum and advise on general academic procedures as well as paths beyond CPP like career and graduate education. The Department also has a member of the full-time faculty that serves as the AXP coordinator providing advice and approval on the program's required work experience component and NCARB - AXP requirements.

The Division of Student Affairs provides student-centered program and support services to facilitate student development and enhance students' sense of belonging at CPP. Additional support is available through The Centers for Transformation, Retention, Equity and Empowerment (TREE) Cultural and Identity Centers on campus: The African Student Center, Asian and Pacific Islander Student Center, Cesar Chavez Center for Higher Education, Men of Color Success Initiatives, Native American Student Center, Pride Center, Womxn's Resource Center, and Undocumented Students Services.

The Office of Student Support and Equity Programs assists non-traditional and undecided students through Educational Opportunity Programs (EOP) that promote access and equity, transition, and educational opportunities. The Office of Student Success, Equity and Innovation oversees academic support programs, the CSU Graduation Initiative 2025, and other student success initiatives. Students may also access resources focused on support and equity programs like the Associated Students Incorporated (ASI), Student Affairs, and service for Veterans.

The University's Disability Resource Center https://www.cpp.edu/drc/index.shtml is dedicated to the promotion of equal access and opportunity for students with disabilities. The department collaborates with its staff frequently and shares its commitment to student success by promoting equal access and opportunity for individuals with disabilities in our department. The DRC seeks to empower students to fulfill their potential through self-knowledge, life-long learning, and growth. Students initiate their own involvement in the DRC's programs and instructors are contacted in advance before each semester if provisions such as additional time for tests and assignments, note-taking support, or other additional resources are required by the student to excel in the course.

Student Health Services https://www.cpp.edu/health/index.shtml supports architecture students with affordable, accessible, and high-quality health care. Most services are covered by the mandatory student health fee already included in tuition payments. Health educators and peer health educators provide Cal Poly Pomona students with advice and support to prevent the development of chronic conditions. Wellness services provide resources and programs dedicated to various health topics including but not limited to nutrition, sexual health, mental health, physical activity, sleep, and stress management.

- Division of Student Affairs https://www.cpp.edu/student-affairs/index.shtml
- Office of Support and Equity Programs https://www.cpp.edu/ssep/eop/index.shtml
- Office of Student Success, Equity and Innovation https://www.cpp.edu/studentsuccess/oss/about.shtml
- ENV Student Success and Advising https://www.cpp.edu/env/student-success-advising-center/
- AXP Internship Requirement https://www.cpp.edu/env/architecture/program-degrees-admissions/internship-requirement.shtml
- Associated Students Incorporated (ASI) https://asi.cpp.edu/
- Student Success Advising https://www.cpp.edu/env/student-success-advising-center/career-advising.shtml
- Student Support and Equity Programs – https://www.cpp.edu/ssep/index.shtml
- Student Service for Veterans https://www.cpp.edu/veterans/support-services/student-services-for-veterans.shtml#:~:text=Whether%20you%20are%20looking%20for,6994.

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:

Led by our past Presidents, Drs. Suzuki, Ortiz, and Coley, CPP has been committed to diversifying the faculty, student, and staff population for many years. The University strongly encourages recruitment of underrepresented minority students, faculty, and staff. Dr. Coley is the first woman president and first African American president of Cal Poly Pomona, appointed in 2016. Under her leadership, the 2017-2025 CPP University Strategic Plan was drafted to incorporate Inclusivity as one of its six core values. The value states that “Our diversity across multiple dimensions reflects and enhances our community. We are welcoming and respectful, and we value diversity.” In July 2020, CPP adopted an Inclusive Excellence Commitment to Action Plan to dismantle systemic inequality by the creation of a police advisory task force, inclusive campus surveys, college diversity and inclusion action plans, staff diversity action, policy review, removing student and employment barriers, educational programming, and the creation of a faculty advisory equity board.

Our ENV College collaboratively created the 2019-2023 ENV Strategic Plan to include Diversity and Inclusivity as one of its seven values. The plan commits the college to diversifying the design

disciplines. ENV commits to matching the university goal of erasing the achievement gap between Underrepresented Minorities (URM) and non-URM students, 50% of ENV new tenure-track faculty, lecturers, and staff hires be underrepresented minorities, and 10% of ENV First-Year class to identify as African American by Fall 2023.

Among the strategies underway, the College established the Diversity Assessment and Plan of Action (DAPA) to devise how the college can increase the diversity of its student population and faculty, with attention to African American representation. A DAPA committee of faculty and staff in conversation with ENV students, has been active since the Fall of 2020.

Accordingly, CPPARC strives to create an educational environment in which all participants feel they are equally able to learn, teach, and work, free of harassment or discrimination. The department, inclusive of student leadership, faculty, and staff, is working collaboratively to promote student well-being through inclusive practices. CPPARC faculty and students have come together to address specific concerns expressed by our students in spring 2022, brought about primarily by the hardship of the pandemic. The points are: 1) Better access to existing resources pertaining to mental health and other university assistance programs; 2) Compassionate teaching, in response to the challenges of new teaching modalities to focus on improved faculty practices of inclusivity, empathy and trauma-informed teaching; 3) Expanding the architectural canon for inclusivity and social equity; 4) Reasonable workload to promote students' mental health and ensure a better learning experience, 5) Improving internship assistance to support students in securing internships; 6) convenient resources, materials, and software to alleviate financial burdens; and 7) Improved grading transparency. The CPPARC student organizations—AIAS, NOMAS, TSD, and GSA— will be working with faculty to ensure an outcome that benefits all members of the CPPARC community. Department and student leaders have begun periodic working meetings to address the issues. Additionally, student leaders have a seat at the table in standing meetings of the department's Faculty Meetings.

Human Resources

The University has clear, well-articulated policies on Nondiscrimination, Hate Crimes, and Sexual Harassment, which are published in the University Catalog. The Office of Equity and Compliance (OEC) is committed to fostering an inclusive campus environment where all members of the Cal Poly Pomona community can work, learn and thrive free from Discrimination, Harassment, Retaliation (DHR) as well as sexual misconduct. Cal Poly Pomona's Title IX Coordinator and DHR Administrator is Dawnita H. Franklin. All CPP students are required to take annual Title IX trainings; and all Faculty and Staff and required to take yearly Gender Equity and Title IX Training.

The university's Office of Faculty Affairs (OFA) is part of the Academic Affairs Division and it provides leadership to the university in the development, implementation, and administration of academic personnel policies and procedures. More specifically, the OFA provides administrative support, and training as appropriate, to faculty members, departments, colleges, and university committees.

Grievances are handled by the OFA as well as the strong union of the CSU systems. Collective bargaining units also represent faculty, staff and graduate assistants: The California Faculty Association (CFA), and the California State University Employees Union (CSUEU).

CPP has considerably invested in retention and support services for students. The Division of Student Affairs provides student-centered program and support services to facilitate student development and enhance students' sense of belonging at CPP. In addition, the Office of Student Support and Equity Programs assists non-traditional and undecided students through Educational Opportunity Programs (EOP) that promote access and equity, transition, and educational

opportunities. The Office of Student Success, Equity and Innovation oversees academic support programs, the CSU Graduation Initiative 2025 and other student success initiatives. See also Section 5.4.4 above.

Physical Resources

Cal Poly Pomona is committed to maintaining an inclusive learning and working environment where all individuals are treated with dignity and respect. To that end, the University strives to make its programs, services, and activities accessible to students, faculty, staff, and the general public who visit or attend a campus-sponsored event, with disabilities. This policy is in accordance with the Americans with Disabilities Act of 1990. All facilities of the architecture program are accessible. In addition, the Disability Resource Center (DRC) removes barriers to access for students with disabilities to have equal opportunity to participate in all aspects of the university experience. They provide test-taking, note-taking, media, communication, furniture accessibility, mobility assistance and housing accommodations, as well as teaching support for faculty to accommodate students.

Financial Resources

The affordable tuition of Cal Poly Pomona and its central location in Southern California makes for a diverse student body. In addition, the university's office of financial aid provides students with financial resources and related services. University investment has been committed to providing accessible facilities and services, recruitment of underrepresented minority students, and recruitment funding for underrepresented minority tenure-track faculty positions from the Office of Equity and Compliance, which also invests in student, faculty, and staff training. The University also instituted Broncos Care, a basic needs program that provides critical services including emergency housing, hotel vouchers, meal cards, virtual care coordination, counseling, and psychological services. This is a campus-wide prevention and early intervention. The College of ENV has the ENV Emergency Assistance Program to address students' unforeseen hardship in their academic, professional, and personal lives, and in 2021-22, the architecture department began awarding recruitment and retention scholarships to incoming and existing students.

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:

In 2020-21, our department conducted a search for two tenure-track positions successfully resulting in two hires that will contribute to the department's diverse makeup. One of the new hires' works at the intersection of culture, identity, and aesthetics specific to African American culture; the second new hire conducts research on the dichotomy between physical and digital craft and the rituals of domestic space and feminist theory. Starting in Fall 2022, the department will have 14 tenured and tenure-track faculty as follows: 5 women and 9 men, of which 2 are Hispanic/Latino, 2 Black/African American, 1 Asian American. In the last year 2021-22, we had 32 part-time lecturers which included 11 women and 21 men, 7 of which are Hispanic/Latino, and 3 Asian American. Many of the full and part-time faculty are native speakers of a language other than English.

Faculty to Student Diversity Comparison:
Tenured/Tenure-Track Faculty:

- 6% Asian, 31% Hispanic, 37% White, 13% unknown, and 13% Black, 38% women and 62% men.

Part-time Faculty (Adjunct):

- 11% Asian, 25% Hispanic, 43% White, 3% two or more, and 18% Unknown;
- 36% women and 64% men.

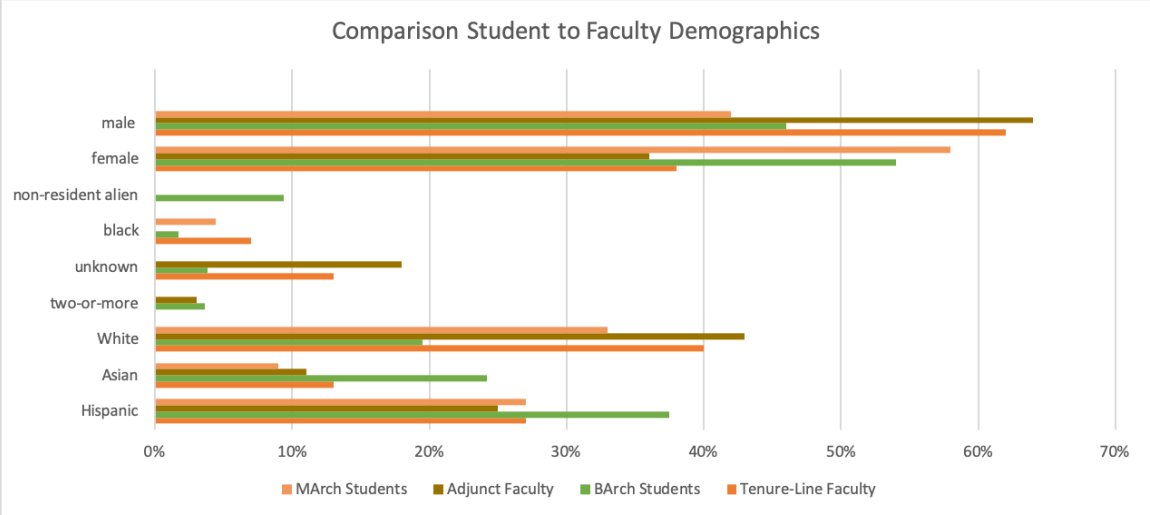
Students

B.Arch. Students:

- 38% Latino/Hispanic; 25% Asian; 19% White; 1.5% Black/African American. 54% women, 46% men.

M.Arch. Students

- 33% white, 27% Latino/Hispanic; 9% Asian, 4.4% Black/African American. 58% women, 42% men.



The plan to increase diversity in the faculty has been executed with support from the University efforts in diversity and by the methods of recruitment and hiring. We work hard to recruit a diverse pool of applicants for both our part-time and tenure-track positions. Tenure-track positions are advertised through the National Organization of Minority Architects (NOMA) and the Association of Women in Architecture and Design (AWA+D). In the next accreditation cycle, the program will continue building diversity in the faculty. We have on the horizon a search for one tenure-track position in 2022-23, and the expectation that more searches will be allocated by the university to architecture.

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:

In 2014, our last accreditation period, Cal Poly Pomona ranked first in awarding architecture undergraduate degrees to URM students according to research by *Diverse: Issues in Higher Education Magazine*. Among Hispanic students earning bachelor's degrees, the university ranked No. 2 for both engineering and architecture. Among Hispanic recipients of Master's degrees, Cal Poly Pomona ranked No. 14 in architecture. Since 2014, the last accreditation period, CPP continues to excel in equity and diversity.

According to the U.S. News "2021 Best College Rankings," Cal Poly ranked as follows:

- No. 2 - Top 100 Schools for Hispanics - Number of Hispanic Students Receiving Bachelor's Degrees in Architecture, 2019 Ranking by CEO World Magazine.
- No. 2 in the nation for number of bachelor's degrees awarded to Hispanic students. Hispanic Outlook on Education
- Cal Poly Pomona is No. 2 among the "Top Public Schools: Regional Universities West" on the U.S. News "2021 Best College Rankings,".
- No. 10 among all public and private institutions in the west
- No. 5 among "Top Performers in Social Mobility" (tie)
- Cal Poly in Top Schools increasing social mobility, Forbes Dec.2020

Applicants to the Department of Architecture are reflective of the highly diverse demographics of Southern California. Our affordable tuition and location in Southern California, where most of the state's population lives, make us one of the most diverse architecture schools in the United States. In Fall 2020, the California State University (CSU) eliminated the use of SAT/ACT test scores when making undergraduate admission decisions. Standardized tests are believed to be a barrier to students from underrepresented groups.

Transfer students are currently only admitted by ranking through GPA. Admitted and wait-listed transfer students are invited to submit portfolios for placement only. Under the current guidelines, the program has no say in admissions. Important proposed changes in admission for transfer students are under consideration during our next accreditation cycle. The proposal is a change to currently impacted majors calling for the development of a Transfer Multi-factor admission model which will include overall GPA in transferrable courses, completion of "golden four" courses with a grade of C or better, recommended supplemental courses, and new additional academic and non-academic criteria. This change to Impacted Programs is being proposed for implementation 2023-24. If implemented, the change will allow impacted programs to take into consideration non-academic qualifications for transfer applicants that are otherwise overlooked by the GPA -only admissions process. The change would increase inclusivity and diversity in the program given that GPA often places underrepresented minorities at a disadvantage.

Undergraduate admissions figures show our 2021 incoming class being 41% Hispanic/Latino, 25% Asian, and 17% White. The group that is underrepresented within the Department are African American students, which make up less than 1.6% of the student body. Nonetheless this is a small improvement since the last accreditation's less than 1% admitted. The Department will increase the number of transfer students, a highly qualified group, and one that is more likely to include URM students. Of the incoming class, 59% are women and 41% are men.

Graduate applicants are ranked by GPA and educational background, GRE scores, recommendations, essays, and portfolios. While not as diverse as our undergraduate program, the incoming Graduate cohort is projected to include 38% URM students; 57% are women and 43% are men.

The university's overall demographics are 58% women, 42% men; 46% Latino/Hispanic; 23% Asian; 13% White; 3% Black/African American. The architecture program's student demographics (stated in section 5.5.2) are closely comparable to the institution.

Furthermore, in 2020, students established the first National Organization of Minority Architecture Students (NOMAS) in our program which in the same year became the biggest student chapter in the country. CPP NOMAS has been an active participant in the SoCaL NOMA Project Pipeline which is an architecture summer camp for youth aged 10-17 designed to expose youth to the field of architecture. The continued work of CPP NOMAS helps to recruit underrepresented minority students to apply to our program.

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:

The University prohibits discrimination based on race, color, religion, national origin, sex, gender identity/gender expression, sexual orientation, marital status, pregnancy, age, disability, genetic information, medical condition, and covered veteran status. The University complies with federal and state laws regarding discrimination and harassment against employees, students, applicants, and independent contractors. The University adheres to CSU policies embodied in executive order 883, System-wide Guidelines for Nondiscrimination and Affirmative Action Programs in Employment, as well as other federal and state laws.

The University assigns a high priority to the implementation of nondiscrimination policies and devotes resources to assure compliance in employment and educational programs. The University has the Office of Equity and Compliance (OEC) that implements anti-discrimination policies, provides proactive support, and receives and processes discrimination complaints.

The OEC and the Office of Faculty Affairs are responsible for reviewing and monitoring all searches and serve as a resource to search committees. The College/School Deans, Department Chairs, and Diversity Officers share responsibility with the President for a successful University affirmative action program by ensuring that everyone involved in the recruitment process adheres to the University's affirmative action guidelines. In California there are two laws and policies related to faculty recruitment and selection: Affirmative Action and Proposition 209. Affirmative Action is a policy that calls for Nondiscrimination in Government Employment. It relates to the recruitment phase of the search and appointment process.

To meet Affirmative Action requirements:

- The Faculty Search Committee should reflect diversity in its composition,
- The Faculty Search Committee should search and recruit broadly,
- Advertisements should be broad and inclusive in both placement of ads and the language used,
- Availability data should be noted, so that the committee understands the makeup of the potential pool of applicants and can determine if the actual pool reflects the available pool,
- The applicant pool and search process must be reviewed to make sure that outreach has been broad and inclusive.

Proposition 209 is a California State Law implemented in 1997 that states that no preferential treatment can be given during the hiring process based on race, sex, color, ethnicity or national origin. It relates primarily to the selection phase of the search and appointment process.

Proposition 209 requires that:

- Those invited to campus as part of the approved pool may not be selected based on their race, sex, color, ethnicity, or national origin
- The rationale for the final candidate’s selection or non-selection cannot be based on any of the criteria set forth in Proposition 209
- The offer and follow-up process should have no preferential treatment given based on any of the criteria set forth in Proposition 209

The university additionally requires that all tenure-track applicants demonstrate experience in at least 2 of 10 Inclusive Excellence Criteria, and the department works on faculty tenure and

retention through the mentorship of junior faculty by senior faculty in the Retention, Tenure and Promotion Process (RTP) to support and ensure faculty success.

- CSU Executive Orders are systemwide policies. Order 1095 prohibits systemwide sex discrimination, sexual harassment, sexual misconduct, dating and domestic violence, and stalking; Order 1096 and 1097 prohibit discrimination, harassment, retaliation, sexual misconduct, dating and domestic violence, and stalking against:
- Employees and Third Parties and Systemwide Procedure for Addressing Such Complaints by Employees and Third Parties
- Students and Systemwide Procedure for Addressing Such Complaints by Students

Other Social Equity, Diversity and Inclusion Initiatives:

- CSU Trustees Approve Ethnic Studies and Social Justice General Education Requirement to go into effect 2023-2024
- The 2017-2025 CPP University Strategic Plan drafted to include Inclusivity as one of its six core values with one of the goals being to increase recruitment and retention of diverse faculty, staff and other professionals.
- The 2019-2023 ENV Strategic Plan includes Diversity and Inclusivity a value, and diversity as a goal to have ENV match the University's goal of 0% URM achievement gap by 2025; to work to remove obstacles to academic success for our diverse student population; to achieve 50% of ENV new tenure-track faculty, lecturers, and staff hires be underrepresented minorities by Fall 2023, and to achieve 10% of the ENV First-Year student cohort who identify as African-American by Fall 2023.
- CPP Listens, a campus entity serving as a coordinated point of contact to capture instances that promote our campus value of inclusivity, as well as those that fall short, to identify patterns, to recognize and celebrate acts of inclusion, to develop strategies for community improvement and appropriately address incidents.

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:

Cal Poly Pomona is guided by the California State University (CSU) Accessible Technology initiative (ATI) and corresponding memorandums and CSU Executive Order 1111, which states that the CSU) is committed to providing a diverse and supportive academic and work environment that facilitates learning, teaching, working, and conducting research for all students, employees, and visitors. It is CSU policy to ensure that individuals with disabilities shall have equal access to and the opportunity to participate in CSU programs, activities, and services.

The CSU provides access, support, and accommodation to individuals with disabilities in compliance with the California Fair Employment and Housing Act (FEHA), Government Code Section 12920 et seq., the Americans with Disabilities Act of 1990, as amended, (ADA) 42 U.S.C. 12101 et seq., and Sections 504 and 508 of the Rehabilitation Act of 1973, 29 U.S.C. Section 701 et seq. This policy applies to all CSU campuses and to the Office of the Chancellor. It applies, but is not limited to, academic programs and services, student services, human resources services, information resources and technologies, procurement of goods and services, and capital planning, design, and construction. Auxiliaries who operate on the university's campuses are required to comply with this policy.

At CPP, the Center for the Advancement of Faculty Excellence (CAFE) provides extensive training for faculty in online teaching platforms, inclusive and equitable teaching practices,

including the training in creating accessible coursework. The Disability Resource Center (DRC) removes barriers to access for students with disabilities to have equal opportunity to participate in all aspects of the university experience. They provide test-taking, note-taking, media, communication, furniture accessibility, mobility assistance, and housing accommodations, as well as teaching support for faculty to accommodate students. Counseling and Psychological Services (CAPS) provided mental health services to ensure student success, promoting community wellness, and works to remove psychological barriers.

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:

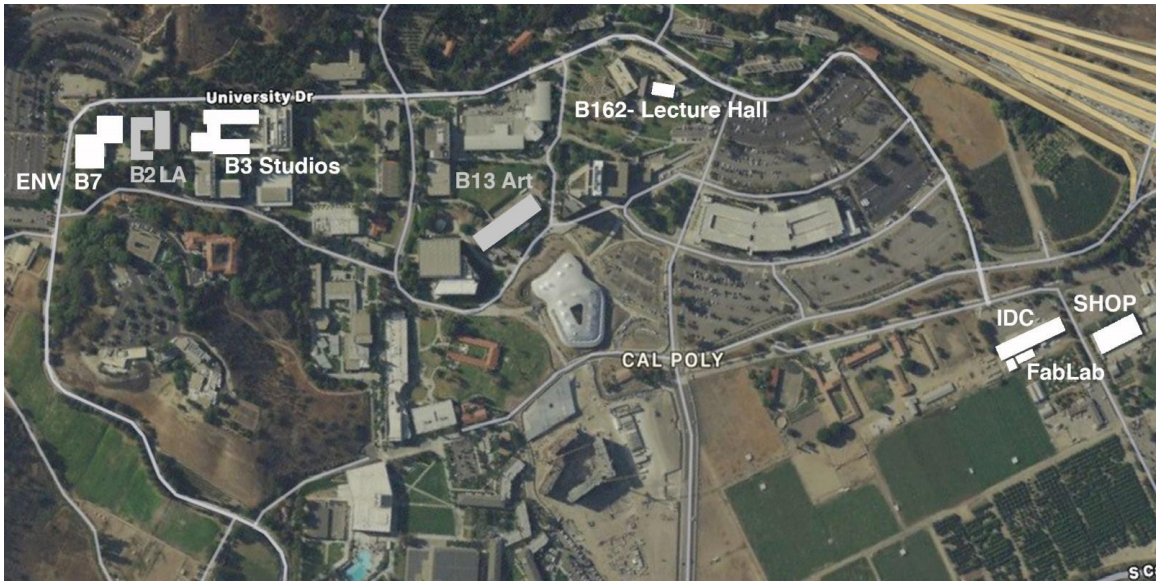
Historical Overview

The College of Environmental Design and its administrative functions are housed in Building 7, a two-story building designed by the architect Carl Maston which opened in 1971. The 47,000 sq. ft. building is located at the northwest edge of the campus and houses the Dean's offices, and the three Departmental offices for Architecture, Landscape Architecture, and URP. Thirty faculty offices are also located in the building of which twelve are assigned to the Architecture faculty, including the Chair's office. Instructional space includes design studios and lecture/seminar rooms.

Over the years, growth in the ENV programs and increased pressure for student workstations required the College to expand. In the late 1980s, former Dean Marvin Malecha obtained funding for a new facility, named the Interim Design Center (Building 89). This 21,000-sf open floor studio space was intended to be a temporary solution for the lack of space while plans for a larger 120,000 sf. Environmental Design Center was being developed to house the entire ENV community. The project was eventually canceled after the state of California entered a budget crisis, which eliminated state funding for capital projects without a majority private donor support.

Studios and classrooms for the B.Arch. and M.Arch. are distributed across the campus. Most of the program studio space, along with the shops and fablab are located on the east side of the campus. Studios and classrooms dedicated to the program are also located in building 3 and at the College of ENV Design home building 7.

CPPARC Facilities



Studio Space

The “studio” model used in Architecture education establishes modes of design thinking and investigation, methods of problem seeking and solving, and models for design collaboration and dialog. The space should support the variety of activities that will be found in a student’s future professional roles. Studio-based learning often extends beyond scheduled class contact time and requires a space that can be used for design work, discussion, drawing, model making, and exhibition d presentations. It is critical that this space provides an equitable and comfortable working environment where the peer-to-peer learning that studio encourages, and which often flourishes outside of class hours. In addition to the working environment of the studio, additional spaces are provided to support the informal activity of student collaboration and small-group discussions as found in most professional design offices. Additionally, there are spaces and storage areas where work-in-progress can be secured when studio and work activity has ended for the day. Importantly, these work environments are used by students outside of the hours when faculty are present and must be safe and secure for students.

Studio spaces for the Department of Architecture are in three locations on campus. Each location hosts a student cohort with its own specific curricular and facility demand. The bulk of studio space exclusively for the use of Architecture students is in IDC-Building 89. This space currently houses first, second, and senior project studios. Typically, these classes are the largest population and the IDC’s proximity and access to the ENV Model Shop (see below), FabLab (see below) and outdoor work areas make it necessary to have these students' permanent workstations in the building. Studios sizes at Cal Poly Pomona average more than 125% of that found at most regional Architecture programs (CPPARC -18 vs. 14 at other regional schools.). The Department encourages collaboration by facilitating lower-division students to observe work being produced by higher-division students encouraging more advanced students to mentor less advanced students. This exchange culminates in a once-a-semester exhibition called “Interim” where the department, by adjusting desks and partitions, makes use of the flexibility of the building’s open plan to showcase the work of the best students from the previous semester.

Additional space for a portion of the advanced option or topic studios is also accommodated in both Fall and Spring Semesters. Although there are disadvantages to the IDC’s location being at a distance from Building 7 and the center of campus, the availability of parking, loading zones and outdoor working areas makes this a preferred location for studio courses for most students.

Starting in 2013 the IDC underwent several overhauls and interior reconfigurations which have expanded the capacity of the building from 270 to 360 students. After this work, the space can now be subdivided with the addition of movable partitions that can break the studio into smaller areas for computer work, model making, discussion with students, and space for review. The studio work areas contain movable desks (48" x 24") primarily for laptop use, model preparation areas served by larger tables, and a series of informal seating areas. Similar tables have been added in other studio spaces, though most lack wheels and the capacity for rapid reorganization that helped expand the studio workspace.

The Department has four studio spaces in Building 7 allocated for the exclusive use of the architecture program. These studios serve the B.Arch. third year and M.Arch. second year. The spaces are on the ground floor below the Department office and adjacent common lecture space. Additional space for this was made possible in the years since the last visit by the accreditation team by the consolidation of the ENV library's collection into the University Library. The third-year studio spaces have several advantages for our program as the work that these studios produce frequently serve as the colleges and university's introduction to architecture through the proximity to one of the main routes for students to the center of campus. This proximity is also advantageous for students accessing other classes that they may have on campus.

The Department has studio spaces allocated for its exclusive use located in Building 3 that accommodates upper division topic studios for 4th, 5th, and graduate students. The building 3 location is convenient to central area of the campus.

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:

Lecture/Seminar Space
Large lecture spaces are extremely limited on the CPP campus. Consequently, competition for these spaces on campus is great and has increased after the University's semester conversion in 2018. Lecture and seminar spaces that are available to the department are located adjacent to or near most studio locations.

Building 7
Building 7 has three lecture/seminar spaces that are shared with other programs in ENV and hold between 20 and 50 students each. They are located near studio spaces and support non-studio discussions and lectures.

Building 3
A large lecture theater is in Building 3. This classroom underwent renovation in 2013 to accommodate digital projection and sound improvements. It seats up to 100 students and is used primarily for the lecture component of first through third year, Architecture History, and Environmental Controls classes. This is shared with programs in Science and Agriculture and is subject to their permission to use this space.

University Library and the College of Business Administration
Spaces in the University Library and the College of Business Administration are available for use by the department for large lectures including two large lecture rooms: the 200-seat Gregoire Family Auditorium, and a 121-seat auditorium. Both spaces are fully equipped as smart classrooms and are centrally located on campus.

Building 89A

Adjacent to Building 89 (IDC) is Building 89A. It is a modular building that was converted into a lecture/seminar space to function as a classroom for 60 plus students. The location, adjacent to the bulk of the student population and ease of access, makes this a favored location for structures and construction courses.

IDC

Recent IDC improvements, in addition to those made to the IDC in 2013, added a large lecture space with video projection in the center of the IDC, four other smaller screens available for studio use and more recently two video conferencing Zoom Rooms. These improvements have not significantly reduced the area in the IDC for students working on studio design projects, models and group activities, as spaces for these lectures both formal and informal are made by reconfiguring the space.

Structures lab

The Structures lab located in Building 89A adjacent to the main studio for undergraduates offers space for the practical experimentation and demonstration of structural properties of materials and concepts. The space is flexible enough to offer a small lecture space to student groups as well as reference books, a material library, and exhibits like one donated by Simpson Strong-Tie Company that demonstrate structural details.

ARC Fab Lab

The Fab Lab is located next to the Structures Lab, building 89A, and is staffed by students and is administered by the full-time staff who manage the model shop. The ENV Model Shop and ARC Fab Lab were recently infused with $590,000 of new technology, giving students access to new equipment that was previously unavailable. Submissions can be made by students remotely 24 hours 7 days a week, via the Lab's Contactless Transaction System (CTS) providing maximum access and flexibility for students who are living or working both on and off campus The Lab is equipped with three Universal Laser Systems, one industrial IS90 Laser at 75watts and two commercial VL60 Lasers each at 60watts. There are four Creality Ender 3 Prosumer Fused Filament Fabrication Systems with a Build envelope of X8.66" x Y8.66" x Z9.84". The Lab is also equipped with one Mimaki JFX200-2513 Large Format Table Printer whose Print area is X98" x Y51".

ENV Model Shop

The Model Shop is in building 45 near the IDC and is staffed by two full-time members of the College's staff and provides equipment and safe supervision to facilitate the fabrication of various architectural model types including wood, plastic, and metal. The shop's wood-working equipment includes tab table saws; band saws; drill press; jointer; disk sanders; radial arm saw; grinding wheel; belt and oscillating sanders in addition to other hand and power tools. Hand tools can be loaned out to students. To use any of the tools listed above, a safety test must be taken and passed, typically done during the first semester of 1st year. The shop also has a CNC machine that can be scheduled for use. In addition, the ENV Model Shop has a small laser machine available for ENV students with a bed size of 12" x 16" in building 45-103.

ENV Computer Services/Print Lab

Instructional Services has an expanded location in Building 3 that serves all ENV College majors. The building 3 location currently houses large format printing and digital fabrication equipment, such as laser cutters and 3d printers. It has two large format plotters, two laser cutters, two laser printers, two cutting edge 3D printers, and a large format scanner. Faculty and students in the College can use this equipment at a low cost. The ENV Bureau is typically open 8am to 6pm Monday through Friday. During weeks of heavy use such as before midterm and final presentations, there are longer hours, depending on funding and staff availability.

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:

Administration Faculty Offices

Collaboration with faculty and interpersonal communication between students, inside and outside of architecture, is crucial to a productive and engaging academic learning environment. This includes involvement in discussions, opportunities for teamwork between students, and opportunities for collaboration between students and faculty. The value of collaboration within the architecture studio includes the open exchange of ideas during design reviews, making work visible by displaying student work in studio, and encouraging peer-to-peer learning opportunities, such as student-led tutorials, informal pin-ups, and other means of sharing resources.

To provide space for advising, research, and private meetings away from the studio the Department allocates individual offices to its faculty members. Currently, all full-time faculty members have their own offices in Building 7 or Building 3, while part-time and Faculty Early Retirement Program [FERP] faculty members typically share one or more office spaces for part-time faculty in 89B. Typically, office furniture, telephone, internet hub, wi-fi and printer are available in offices for faculty, staff, and administration.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:

There are portions of the Architecture curriculum that are effectively supplemented by online learning, but face-to-face interaction is a necessary component of architectural education and central to what we do as educators: inspiring, validating, nurturing, conveying, and reinforcing values. It is the preferred mode of communication in our department, however, digital tools that enable synchronous interaction has been effective in the last two years in small or team-based groups, where team members have already established working relationships in person, and these tools may provide a middle ground between face-to-face and fully asynchronous interactions with people, places, knowledge, and data.

The Department of Architecture and College of ENV Design requires students to have and maintain their own laptops, a policy that makes it possible for students to obtain financial aid to purchase this equipment, software, and supplies. This policy has also liberated the College's resources from being used in a perpetual chase for new technology and replacing outdated computer labs. Funds were redirected to the purchase of peripheral equipment for large groups that would otherwise be unaffordable for individuals.

Required software and tools common in professional practice are available to students as free academic licenses (e.g. Autodesk) or available for a nominal cost (e.g.-Rhino, Adobe). Networked collaboration tools are provided by campus-wide tools like Microsoft Teams and Canvas.

While the Department of Architecture has made an investment in a pair of dedicated Zoom facilities, a broader arsenal of online collaboration has been acquired and deployed in the last two years to create an online studio environment as best as possible. Some of these technologies like ZOOM, Canvas, and our department's use of Concept Board have supplemented face-to-face instruction and remain a useful collaboration tool where face-to-face instruction is not possible. The department has become well versed in using these technologies in the studio environment, has created some procedures and protocols, and will continue to refine and integrate a hybrid

model of instruction. These technologies may also provide answers to some of the space requirements of the Department and College in the future.

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:

We are making full use of our physical resources and continue to utilize the tools and modalities acquired over the past two years to enhance the program beyond our physical spaces. Zoom and our digital whiteboard continue to facilitate constructive participation from international project reviewers, and engagements with professional offices in the region and beyond California.

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:

Faculty salaries and benefits, and raises, are tied to the collective bargaining agreement (CBA) between the Faculty Union and the CSU Chancellor. Tenure line faculty are paid by the College of ENV Design from a baseline college permanent budget allocated by the state legislature. Temporary faculty (adjunct lecturers) are included in the CBA and obtain entitlements and seniority with time served. Funding beyond the permanent faculty is allocated based on Full Time Equivalent Students (FTE). The ENV Dean's office manages the budget for faculty salaries.

The program has direct control of several regular operations accounts. (See full financials in the Appendix.)

State Accounts:

- Supplies and Services (S&S) funds to cover office operations, printing, mail, Survey Monkey, MailChimp, Drop Box (we have campus cloud storage- this lets us share with off-campus affiliations)
  Current Balance: $15,904 (funded annually, replaced each year based on FTES)
- Student Engagement Funds provides support to academic departments to create opportunities for students to become engaged with their department, peers, and discipline to promote academic and future success.
  Current Balance: $5,938 (funded annually, replaced each year based on student population)
- FabLab Funds: collected fees for large format printing, laser cutting, 3d printing. Fees are used for supplies, maintenance, replacement.
  Current Balance: $64,991
- Proceeds from its joint Master of Interior Architecture (M.Int.Arch.) degree with the extended universities of CPP College of Professional Global Education (CPGE) and UCLA Extension.
  Current Balance: $79,288
- Faculty Development:
  Current Balance: $9,076 (funded annually, replaced each year based on available resources)

Foundation accounts for scholarships, program support and advancement, and needs not supported by the state. (See Scholarship accounts/balances on the response below)

Current Balances:

- ARC Annual Fund: $39,456.61
- ARC Annual Fund Philanthropic: $67,310.44
- Friends of Architecture (FOA): $18,636
- ENV Architecture Project: $4,503.14
- Techtonics Studio: $16,308.30
- Architect's Orange Studio: $19,047.62
- Walt Disney Imagineering Studio (WDI) $21,005.60
- Chao Yang Exchange Project: $18,566.57
- PCI Project: $20,274.52
- Cavin Family Travelling Fellowship: $25,233.94
- New Building Fund: $3,239.77
- Healthcare Design Initiative: $124,972.33
- Juliana Terian Fund: $1,504,154.52
- Dodge Institute for Modern Architecture: $1,165,014
- Education Design Studio: $71,139.81
- Digital FabLab: $5,411.10

Scholarship, fellowship, and grant funds that are available for students.
Since the previous accreditation cycle, annual department scholarship awards have grown from $13,000 to $63,000. A new 8-year plan to support students at the end of 3rd year awards ten students with $5,000 each, based on merit. The University also provides a support system and awards for students interested in research through its Office of Undergraduate Research. Annual CPPARC Scholarship awards:

- Brian Nakano Scholarship: $500 (current balance: $1,825.91)
- Colin Lewis Hotaling Scholarship: $500 (current balance: $5,904.57)
- Department Scholarship: 4 at $750 (current balance: $6,690.28)
- Hunt Family Memorial Traveling Scholarship: 2 at $1,000 (current balance: $8,526.39)
- James Cuevas Endowed Scholarship: $500 (current balance: $5,312.34)
- L.T. Shanks Traveling Scholarship: $2,500 (current balance: $92,628.88)
- NOMAS Scholarship: 6 at $500 (current balance: $6,699.75)
- Paul Helmle Scholarship: $500 (current balance: $21,454.16)
- Peter J Pitassi Design Scholarship: $1,000 (current balance: ($9,687.10)
- Rafael Soriano Scholarship: $500 (current balance: $4,236.63)
- Sullivan Family Trust Scholarship: 2 at $1,000 (current balance: $4,795.4)
- HMC Awards for sustainable design: 3 at $1,500 (current balance: $12,880.62)
- Jack and Marilyn Zuber 3rd Year Housing Awards: 10 at $5,000 (current balance: $350,000)

Scholarship, fellowship, and grant funds that are available for faculty.
Independent of the pursuit of grants by faculty, faculty can apply for internal funding for professional development that can provide release time during a regular term and/or financial support for resources and stipends for work done during winter of summer breaks.

SPICE grants
The university offers grants to support faculty innovation with physical improvements and/or instructional innovation. This program is known as SPICE Awards, which applied for separately as either a Special Projects for Improving Classroom Environment, or Instructional Innovation. Average requests are about $13,500 with a maximum request of $25,000. SPICE awards can be

combined with other resources and grants to complete a project. Architecture has applied for and been awarded SPICE grants a significant award outfitted the IDC Studio building with AV to accommodate multiple lecture settings within the studio and contributed in-part to the hy-flex video conference rooms found in the IDC.

RSCA grants
"Faculty may apply to request up to $5,000 for research expenses and/or a summer stipend. Additional Student Supplements of up to $5,000 may be requested for student research expenses to support the proposed scholarly activity. RSCA 2022 funding is open to all members of Unit 3 - Faculty, Librarians, Coaches, and Counselors." The Architecture Faculty have been successful in obtaining these funds.

SIRG Grants
The Cal Poly Pomona Strategic Interdisciplinary Research Grant (SIRG) Program is designed to promote interdisciplinary initiatives involving at least two departments and usually more than one college. And 2-3 cross disciplinary collaborators. Awards range from $10,000 to $25,000 and will provide summer stipends for funded projects. Requests for up to $5000 for supplies or travel to help collect essential pilot data will be considered. IN 2021-22 a team from Engineering and Architecture applied for a SIRG grant to build a digital twin of the new Administration Building as a prototype for a potential full digital twin of the campus. The proposal was not awarded.

New Faculty Start-up funds
The University and the College of ENV Design provide new faculty with $5,000 start-up funds, a new laptop computer and $5,000 for relocation costs.

Department and university stipends for faculty development activity
The Department utilizes some funds from the M.Int.Arch. proceeds to support faculty development activity that supports all aspects of online instruction (CANVAS – LMS, digital white board, online grading and rubric development, support for course design, accessible and inclusive teaching and much more). The department funded faculty stipends in Winter Break 2022 to participate in a special workshop co-conducted with the Center for the Advancement of Faculty Excellence (CAFE) to improve teaching.

M.Int.Arch. Funds support faculty development
Proceeds from the M.Int.Arch. program have been used for faculty development activity that supports the M.Int.Arch. program directly and indirectly, like support for faculty course development or participation and attendance at a conference.

Gifts that support Teacher-scholar / Student design research I topic studios and professional electives

The largest collection of funds available to faculty comes to the Department in the form of gifts that support research and studio topics at the upper division. Regional firms have given financial support for healthcare facility design, educational facility design, transit-oriented development design, narrative environment design, and Pre-Cast Concrete Institute supports a joint studio with the University of Hawaii. Balances noted above. The Department goal is to secure funding for all research and topic studio subjects by 2027.

Tri-annual Computer refresh – all permanent faculty have regular IT support and software for their discipline (software cost is covered by the Department and home College). Faculty computers (desktop, tablet or laptop) are refreshed every 3 years. Printing is provided in the department office and the ENV print labs.

Sabbaticals: After 6 years of full-time service, faculty are eligible to apply for a sabbatical. Full-year, 2 semester sabbaticals are granted automatically and the faculty salary. A one semester sabbatical is competitive, and faculty are paid at their regular rate. After 6 years of full-time service or 3 years since a previous leave, faculty may also apply for a Difference-in-Pay leave (DIP) for one or more terms with approval from the Department Chair, Dean, and Provost. Faculty salary for a DIP leave is the difference between the faculty employee's regular salary and the minimum salary of the instructor rank. The activity of the sabbatical, "*must benefit the University, the faculty member's professional development as a teacher and scholar, the faculty discipline, and students.*"

A summary of any pending reductions or increases in enrollment and plans for addressing these changes.

The Department has reached its program population goal as described in the 2014 accreditation review. There are no plans for either new growth or population reduction. In this period there were several retirements and a reduction in tenure density. The university has committed to replacing retired or retiring faculty starting with two new hires for 2022-23, and an additional hire for 2023-24. The Department anticipates additional retirements and new tenure-line replacements over the next 5 years with a commitment from the university to use the opportunity to reach demographic parity with the student population.

A summary of any pending reductions or increases in funding and plans for addressing these changes.

There are no known plans to reduce or increase the standard operating costs of the program. However, the faculty have articulated the goal of funding upper division topic studios and engagements with the profession with the assistance of University Advancement. The College has a local Development Officer who supports each ENV Department with their fund-raising goals.

A summary of any changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit and plans for addressing these changes.

There are no known plans to reduce or increase the standard operating costs of the program.

A summary of any planned or in-progress institutional development campaigns.

University Advancement runs several "Giving Events" a year and maintains a Senior Director of Development at ENV to support development and fund-raising specific to the needs of the College and its Departments.

University Advancement
- Office of the Vice President
- Cal Poly Pomona Philanthropic Foundation (CPP-PF)

Advancement Services
- Advancement Services
- Forms
- Training

Development
- Annual Fund
- Giving to Cal Poly Pomona
- Planned Giving
- External Relations

- Alumni Affairs
- Events & Special Projects

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:

Access to Architecture Literature and Information

The Department supports student success by providing effective and equitable access to resources, information, and data to students and faculty in support of the department's instruction. This is primarily done through our partnership with CPP's University Library. The library is located at the center of campus and serves as a nexus for research and instruction for students and faculty at all levels of the department's curriculum. The library serves approximately 26,000 individuals as part of the campus community daily. When classes are in session the library is open 7 days a week: M-TH 7:30 - 11:00 PM F 7:30 - 5:00 PM Sat. 10:00- 6:00 PM Sun 12:00 - 8:00 PM. The University Library has shorter summer hours and extended exam hours. It is also open 40 hours M-F during quarter breaks.

The library's collection currently boasts over 2.4 million items including 756,000 volumes, 1.5 million microforms, and 13,000 maps. The University Library also subscribes to 3,000 periodicals and 2,800 online journals and databases and has a substantial map collection including USGS maps for the western states, Population, Housing, and Economic Census materials in paper and electronic formats. A discrete branch of the library also has special collections on the history of the area and general city plans for all of Los Angeles County.

Subject Titles in the collection that are drawn upon for research and instruction include: Gardening, Landscape Architecture, Architecture, Art, Design (Includes Graphic Design), Planning Environment, and Construction. Other related areas including 8,720 Psychology, Business, Science, History, and Engineering Periodicals are available to assist with research on project program development for B.Arch. and M.Arch. culminating projects. The library has most major periodicals in the field of architecture and design in its collection and currently subscribes to 90 print periodicals that directly support the College of Environmental Design and provide access to hundreds of other ENV related electronic subscriptions. Currently in circulation are also 4,603 print serial titles and standing order serial subscriptions like Lotus International and most Shinkenchiku Global Architecture which are not counted as periodicals. Additionally, the library has over 15,000 titles which students can access through their university library accounts through the following databases.

Architecture Design & Practice Online Subjects include digital design, historic preservation, lighting design, materials, sketching/drawing, sustainability, urban design, and other specialized practices.

Art Full Text Indexes and abstracts articles from more than 313 art, architecture, landscape architecture, design and decorative arts periodicals published throughout the world. Indexes reproductions of works of art. 1994 to present. Full-text coverage for selected periodicals is also included.

Arts & Humanities Citation Index Included with Web of Science. Subject coverage includes archeology, architecture, dance, music, film and theater, history, humanities, literature, and religion. 1991 to present.

ARTstor It contains over a million images in architecture, painting, sculpture, photography, decorative arts, design and more.

Avery Index to Architectural Periodicals The Avery Index to Architectural Periodicals database offers a comprehensive listing of journal articles on architecture and design, including bibliographic descriptions. It contains over 600,000 entries surveying over 2,500 American and international journals, including many that are peer reviewed. Publications from professional associations and regional periodicals are also included.

Los Angeles Public Library California Index The LAPL California Index is a citation index based on the LAPL Card Index. It indexes hundreds of California Publications not indexed elsewhere and provides some full image access to publications.

JSTOR Searches back runs of scholarly journals; art & architecture, language & literature, history, economics, social sciences, mathematics, ecology and music.

Los Angeles Times Historical (1881-1993) The L.A. Times (1881-1993) offers full page and article images with searchable full text back to the first issue.

Oxford/Grove Art Online Scholarly art encyclopedia covering all aspects of Western and non-Western visual art. Available through Oxford Art Online. Also includes the full texts of The Dictionary of Art.

Project Muse Includes over 300 full text scholarly journals in humanities, arts, and social sciences from 60 scholarly publishers. Dates vary, 1990 to present.

Taylor & Francis Social Science/Humanities Library The Social Science/Humanities Library is a collection of over 1,480 online social science/humanities journals spanning a broad range of academic disciplines.

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:

Additional Visual and Digital Resources
As the campus' principal learning center, the University Library features a 24-hour Lab with 78 computer stations and round table sitting areas, a Special Events Room for seminars, symposia, and receptions, six classrooms including a 120-seat tiered lecture hall, and two information literacy laboratories. Computer stations are equipped with Microsoft Office and Adobe suite products to provide additional access to students and support their research and design work when they are at the library. Resource Sharing offers access to students when materials are not available at the University Library. Cal Poly Pomona offers two services when these inconveniences arise: CSU+ and Document Delivery. CSU+ draws resources from all 23 CSU libraries on sister campuses throughout the state. These items are made available to students within 48 hours of a request.

Library Staff Resources
The library is administered by Dean Pat Hawthorne. The department has a full-time librarian, Jennifer Bidwell, whose chief responsibility is to provide support to the students and faculty in the College of Environmental Design.

The ENV Archives-Special Collections

The Archives-Special Collections, located in Building 2, contains the collections of internationally recognized professionals from the environmental design disciplines. The principal collections are from the architectural offices of Richard J. Neutra, Raphael Soriano, Craig Ellwood, Donald Wexler, and the landscape architect Francis Dean. Selections from the collection are incorporated in the Architecture Department curriculum, e.g., case studies, archive practicum, and representation seminars. Additionally, the Archives frequently attracts outside scholars conducting research and several books have been published using the Archives' collections, focusing on the works of Neutra, Soriano, and Ellwood.

6—Public Information

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

6.1 Statement on NAAB-Accredited Degrees

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 Program has the following information publicly posted on its website https://www.cpp.edu/env/architecture/index.shtml :

The Department of Architecture is a member of the Association of Colligate Schools of Architecture and offers the following NAAB-Accredited degree programs:

- B. Arch (150 undergraduate semester credits)
- M. Arch (90 semester credits, 60 semester credits for students holding a 4-year degree in architecture)
-

The Bachelor and Master of Architecture programs underwent a full accreditation visit in winter quarter 2014. Both the undergrad and graduate programs were awarded a full 8-year term of accreditation. Information on NAAB, NAAB Conditions for Accreditation, 2020 edition, Appendix 2 are posted on the Department website.

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:

All applicable Conditions and Procedures are accessible on the department's website in the drop down menu "Accreditation Reports"

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1. Conditions for Accreditation, 2020 Edition
2. Conditions for Accreditation in effect at the time of the last visit (2009)
3. Procedures for Accreditation, 2020 Edition
4. Procedures for Accreditation in effect at the time of the last visit (2012)

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:

Architecture students have several support options within the department, college and across the university.

On the University level, the CPP Career Center aids in the career planning process. This includes career counseling, identifying personal career readiness skills, job search or graduate school planning and even clothing stipends to receive free professional attire. The Career Center holds annual job fairs and graduate school fairs.

Career Planning (cpp.edu):
https://www.cpp.edu/career/students/career_planning.shtml

At the College level, the College of Environmental Design has an exclusively assigned Career Specialist within the ENV Student Success and Advising Center. Alie Ivie currently serves as the Career Specialist and in this role, she supports architecture students in developing career and, education, and employment related plans. Her role is to assist students with all aspects of the career planning process: resume writing, interview techniques, career exploration, internship & job strategies, and grad school preparation. In addition, the Career Specialist's role is to cultivate and assisting establishing connections with employers to create essential internship and employment opportunities and organizing career and professional development workshops throughout the academic year.

ENV Student Success Advising Center (cpp.edu):
https://www.cpp.edu/env/student-success-advising-center/

Associate Professor Marc Schulitz serves as the department's Internship coordinator and as NCARB Architecture Licensing Advisor. He attends NCARB's Licensing Advisors Summits and is active member of the NCARB Licensing Advisors Community. He advises architecture students about career development and the path to licensure (AXP & ARE) and organizes career-focused events in collaboration with the AIAS such as the department's annual job fair FIRMDAY. The job fair serves three purposes: connecting students and future employers, showcasing the breadth of the profession and possible career paths, and letting students gain experience presenting their work and themselves as future professionals. The Firmday event is a joint event with the Department of Landscape Architecture with the goal to invite firms from a larger spectrum: architecture firms, interior architecture, landscape architecture firms and multidisciplinary firms also covering planning and engineering.

The department's website describing the required internship process can be found here:
https://www.cpp.edu/env/architecture/program-degrees-admissions/internship-requirement.shtml

The FIRMDAY 2022 website with student and firm participants can be accessed here:
https://cpp.conceptboard.com/board/1m1c-0mfi-2smp-6gt1-7f67

All current architecture students (1st – 5th year UG & 1st – 3rd year Grads) are automatically enrolled in a Canvas Page ("ARC Internship") which gives them access to career planning tools from NCARB and AIA, ARE & AXP guidelines and links to the department's, the college and the university's career advisors/advising services. Job opportunities for graduating students and internship opportunities are regularly posted and additionally disseminated via email.

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

Program Response:

All of the following item A-H are available to all students, faculty, and the public, via the program's website, which can be access here:
https://www.cpp.edu/env/architecture/program-degrees-admissions/naab-accreditation.shtml

a. All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit

Annual Report 2014
Annual Report 2015
Annual Report 2016
2016 Focused Evaluation (Appendix 1, Appendix 2, Appendix 3, Appendix 4)
Annual Report 2017
Annual Report 2018
Annual Report 2019
Annual Report 2020
Annual Report 2021
IPR 2018
NAAB Covid 2020 Supplemental
NAAB Covid 2021 Supplemental

b. All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
2017 IPR report response
2020 IPR report response

c. The most recent decision letter from the NAAB
2014 BArch Decision letter
2014 March Decision letter

d. The Architecture Program Report submitted for the last visit
2013 Report
2013 Report Appendix 1-6

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

2014 Visiting Team Report

f. The program's optional response to the Visiting Team Report

N/A

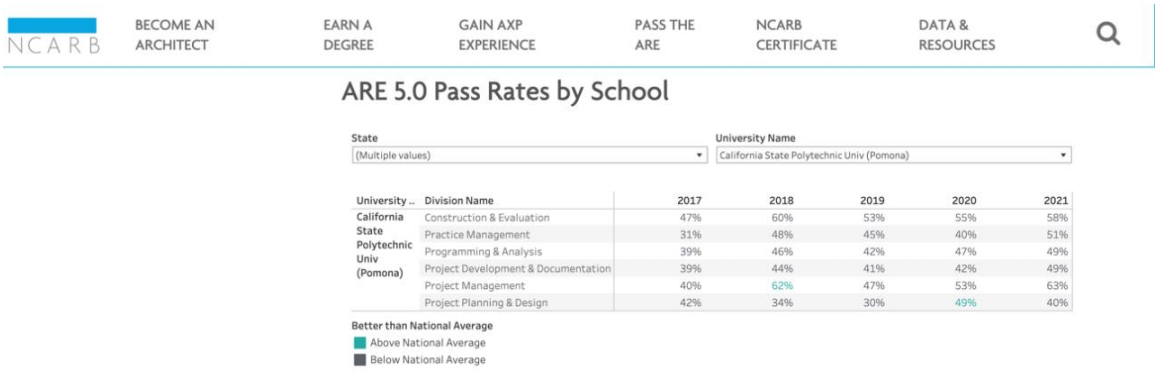
g. Plan to Correct (if applicable)

N/A

h. NCARB ARE pass rates

All administrations NCARB ARE 5.0 Pass rates

CPP Dept of Architecture NCARB ARE 5.0 pass rates



i. Statements and/or policies on learning and teaching culture

Learning and Teaching policies are incorporated in the Faculty Academic Manual administered by the Division of Faculty Affairs where policies are posted and the Division of Student Affairs where all supportive materials, including policies, are developed and posted. Additionally, the Department has a Studio Culture that outlines particular aspects of learning and behaving in a studio environment.

j. Statements and/or policies on diversity, equity, and inclusion

An extensive outline on policies on diversity, equity, and inclusion can be found under Point 5.5. The Department has itself aligned to university and college masterplans and statements and is continuously striving to align itself with policies put forth by the Office of Equity and Compliance (OEC). In discourse and conversations with student organizations AIAS, NOMAS, TSD and GSA the Department and students have prepared new agenda items to resolve that have been a result of new teaching modality and pandemic related issues. This new statement is posted on the Department's website.

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:

Undergraduate Admission: The application forms, instructions, and admission requirements can be found on the university's website found here: https://www.cpp.edu/admissions/freshmen/app-checklist.shtml

Undergraduate Transfer Admission within and outside the institution: The application forms, instructions, and admission requirements can be found on the university's website found here: https://www.cpp.edu/admissions/transfer/app-checklist.shtml

As portfolios are a requirement for incoming transfer students, details regarding their evaluation can be found online: https://www.cpp.edu/env/architecture/program-degrees-admissions/bachelor-of-architecture.shtml

Transfer applicants applying to architecture receive "Local Preference" for admission consideration based on our local area designation. As a campus, Cal Poly Pomona provides a varying transfer grade point average bump, based on major, to ensure local area admission preference. In addition, as a part of our commitment to provide access to veterans, Cal Poly Pomona gives "Local Preference" to all veterans regardless of their institution.

Architecture at Cal Poly Pomona is designated as an impacted program. Each campus with impacted programs or admission categories uses supplementary admission criteria in screening applicants. Details regarding the supplemental admission criteria are published at: www.calstate.edu/impactioninfo.shtml.

Supplemental information for Cal Poly Pomona can be found at: https://www.cpp.edu/admissions/freshmen/impacted-majors.shtml.

Information regarding undergraduate financial aid and general scholarships can be found on the university's website: https://www.cpp.edu/financial-aid/index.shtml

Graduate Admission: The application forms, instructions, admission requirements, policies, and processes for evaluation of transcripts and portfolios, and remediation/advanced standing deciding factors can be found under the "apply" section of each graduate program on the university's website: https://www.cpp.edu/admissions/graduate/apply.shtml

Special instructions for materials to be submitted to the department including the requirements for portfolio review are located here on the department's website.https://www.cpp.edu/env/architecture/program-degrees-admissions/master-of-architecture.shtml

Requirements and forms for applying for financial aid can be found on the university's website here: https://www.cpp.edu/financial-aid/graduate/index.shtml

Requirements for applying for scholarships provided by the college can be found on the college's website:https://www.cpp.edu/env/architecture/resources/scholarships.shtml

Information regarding undergraduate and graduate department of architecture scholarships can be found on the department's website:https://www.cpp.edu/env/architecture/resources/scholarships.shtml

Diversity goals in admission procedures:
Cal Poly Pomona continues to invest in strategies to reach degree completion targets and close the equity gap for underserved and low-income students. The goals and specifics about the CSU's plan to achieve this are located here:
https://www.calstate.edu/impact-of-the-csu/diversity/inclusive-excellence

At Cal Poly Pomona the University's Institutional Research, Planning, and Analytics (IRPA) supports data-informed decision-making to help Cal Poly Pomona fulfill this commitment. Publicly accessible information showing the impact of the university and department of architecture's diversity goals is located here:
https://www.cpp.edu/data/dashboards/fall-term-characteristics.shtml

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:
The Cal Poly Pomona Office of Financial Aid and Scholarships, https://www.cpp.edu/financial-aid/index.shtml, provides students with the financial resources and related services necessary to achieve their educational goals. It administers federal, state, and university aid and scholarship programs in accordance with applicable policies and regulations. Students also have an opportunity to apply to the following merit- and need-based scholarships:

Paul Helmle Scholarship
Two awards, $500 each
Eligibility: 2nd year undergraduate student, based on design excellence as reflected in design portfolio
Selection criteria: Applicants are judged based on design excellence as reflected in design portfolio of at least 3 projects.

Peter J Pitassi Design Scholarship
Two awards, $1000 each
Eligibility: 1st and 2nd year students are eligible to apply their 1st year + one additional year after acceptance to CPP. Incoming transfer students are eligible to apply for 1 year upon acceptance to university; awardees shall be eligible for consideration of a paid internship over the summer with a private development firm.
Selection Criteria: Must demonstrated academic achievement, exceptional community service and leadership qualities. Minimum GPA 3.0. Freshmen and Sophomore. Must submit a 1-page essay on the importance of housing in community development, and a sample of the design portfolio. Examples of appropriate items to include in your portfolio: architectural design work –including process drawings/conceptual work/sketching; computer modeling exercises and rendering; fine arts projects and freehand drawings; photographs of physical models; photography.

Sullivan Family Trust Scholarship
Two awards, $1000 each
Eligibility: Undergraduate fourth year with a GPA of 3.0 overall.
Applicants will be judged on academic record (include print-out of grades), portfolio with at least three projects, and a letter in which the applicant discusses his/her work experience,

internship(s) and anticipated career in the architectural profession. Include the names of two faculty members as references.

Selection Criteria: Applicants are required to submit:
a copy of your transcript (official or unofficial).
portfolio of at least 3 projects.
a 500-word essay describing work experience, internship(s) and anticipated career in the architectural profession

Brian Nakano Scholarship

One award, $500
Eligibility: Undergraduate third- or fourth-year architecture students registered for a full-time course load with a GPA 3.0 overall.
Selection Criteria: Prospective recipients are required to submit one letter of recommendation from a non-student. The scholarship is awarded to individuals who are self-starters, leaders, team players and multi-disciplined. Minority and women candidates are particularly encouraged to apply. Students may reapply for the scholarship annually; however, students must demonstrate successful completion of coursework in the previous academic year. Priority will be given to renewable scholarship recipients.

James Cuevas Endowed Scholarship

One award, $500
Eligibility: Undergraduate freshman, sophomore, junior, senior standing with a GPA of 3.5, full-time architecture major, evidence of financial need.
Selection Criteria: Applicant are judged on academic record (unofficial transcript), portfolio with at least three projects, and one letter of recommendation. Applicants must be self-starters, leaders, team players and multi-disciplined. Minority and women candidates are particularly encouraged to apply. Students may reapply for the scholarship annually; however, students must demonstrate successful completion of coursework in the previous academic year. Priority is given to renewable scholarship recipients.

HMC Award

Two awards, $750 each
Eligibility: Awarded to a Senior Project student and a Graduate Thesis student. Based on excellence of integrating sustainability strategies in architectural design.
Selection Criteria: Applicants will be judged based on their Senior Project/Graduate Thesis presentation materials.

Rafael Soriano Scholarship

One award, $500
Eligibility: Undergraduate second-through fourth year, or a first- or second-year graduate student with a GPA of 3.0 overall.
Selection Criteria**:** Must submit a 1-page essay discussing the applicant's ability to overcome challenges and hardship, and a sample of the design portfolio.

L.T. Shanks Traveling Scholarship

Two awards, $2,500
Eligibility: Undergraduate student third and fourth and graduates in second year.
Selection Criteria: Student should present a detailed proposal, budget, portfolio, academic record. This is NOT to support travel in the International Year or Summer Abroad program, it is for an independent program of travel, research and study.

Hunt Traveling Scholarship

Three awards, $1000 each

Eligibility: Undergraduate student third or fourth years and graduates in second or third year. Awards are given to support travel in the International Year or Summer Abroad program.
Selection Criteria: Submit letter explaining proposed travel plans and specific program and expectations; include names of two faculty members as references. Students are asked to submit academic records (CPP Transcript, official or unofficial) and demonstrate financial need; minimum GPA 2.75 is required.
Note: This scholarship is NOT for independent travel. Students must be part of an organized study abroad program for which academic credit is approved by a CPP ARC.

NOMAS

Six awards, $500 each (2 awards to a 1st- or 2nd-year undergraduate students; 2 awards to a 3rd or 4th year undergraduate student; 2 awards to a 1st- or 2nd-year graduate student)
Eligibility: Students are required to write an essay describing a personal experience of overcoming a challenge or a hardship. The essay should also address a larger question of the need for architecture to become more inclusive. 250 words maximum.
NOMAS membership encouraged but not required. MUST be enrolled full-time (minimum 6 units) in both Fall and Spring semesters of the academic
year. Cumulative GPA or CPP GPA minimum 2.5 at the time of application.
Individuals may only receive this scholarship once. This is a non-renewable scholarship.

Architecture Department Scholarship for Incoming Students

Six awards, $750 each
Eligibility: Incoming first-year freshman, undergraduate transfer, and graduate students; first- and second-year undergraduate students.
Selection Criteria: Scholarships will be awarded based on the review of one-page essay. In their essays, applicants are encouraged to discuss their personal experiences of overcoming challenges and hardships, and to reflect on how these experiences may better prepare them to attain their goal of becoming professional architects.

Jack and Marilyn Zuber Remembrance Award – 3rd Year Housing

A $400,000 gift from a Southern California architecture enthusiast and his wife will reward the efforts of architecture students designing real-world projects in a comprehensive design housing studio. Cal Poly Pomona was selected by the John A. Cariello Charitable Trust after a nationwide search by its trustee Mark Eskander Esq. to honor the late couple's wish to support architecture education. The Zuber's gift will be distributed over the next eight years as $5,000 merit awards to each of ten 3rd year architecture students.
Selection Criteria: The awardees will be determined by an outside jury that reviews the final projects of the 3rd year studio. The awards support tuition and educational expenses.
2022 EXTERNAL JURY - alumni experts in housing

- Ioanna Magiati, Architect, Principal at AO (CPP MArch 2012)
- Albert Escobar, Architect, Project Lead at Omgivning (CPP BArch 2012)
- Scott Parker, Architect, Associate Principal and Design Director at Studio 111 (CPP BArch'92)
- Kip Dickson, Architect, Professor Emeritus, Design Director Adept Architecture (CPP BArch'82)

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:

The information about CPP tuition and fees is available at the CPP Student Accounting and Cashiering Services page, https://www.cpp.edu/student-accounting/tuition-fees/index.shtml, and communicated to students at the start of the program / orientation.

The information regarding housing and meals plans is posted on the CPP Housing page, https://www.cpp.edu/housing/futureresidents/housing-costs.shtml, and communicated to students at the start of the program / orientation.

Specific requirements regarding computer hardware and software are available on the Department page, https://www.cpp.edu/env/architecture/program-degrees-admissions/computer-requirements.shtml.

Books/Project Costs are available on the Department page for the BArch program and for the March program.

Appendix

1. BARCH Matrix (public access link to PDF)
2. MARCH Matrix (public access link to PDF)
3. List of all Faculty and Faculty CV's (password protected link to containing folder)
4. Plans of School and Facilities (public access link to containing folder)
5. Flow charts and Weekly Schedules (public access link to containing folder)
6. NAAB, WASC and ENV/University goal articulation matrix (public access link to containing folder)
7. Organizational Charts (public access link to containing folder)
8. Financial information (password protected link to containing folder)
9. Graduation rate tables (public access link to containing folder)
10. Samples of Grading Rubrics (public access link to containing folder)
11. Transfer Portfolio example and criteria (public access link to containing folder)
12. University Catalog 2021-2022 BARCH (University website)
13. University Catalog 2021-2022 MARCH (University website)
14. Studio Culture Policy (Tab on CPP/ARC website)
15. Previous APRs and VTRs (Tab on CPP/ARC website)
16. WASC | Senior College and University Commission (Tab on Commission Actions)