

2023 Visiting Team Report

California State Polytechnic
University, Pomona
School of Environmental Design,
Department of Architecture

B.Arch.
M.Arch.

Continuing Accreditation Visit
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NAAB

National
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I. Summary of Visit

a. Acknowledgments and Observations

On behalf of the National Architectural Accrediting Board, it has been an honor for us to serve as the visiting team to the Bachelor of Architecture and Master of Architecture programs in the Department of Architecture at Cal Poly Pomona (“CPP”). We extend our thanks to the administration, faculty, staff, students, and alumni for making this visit such an informative and cordial one. It has been a pleasure to work with George Proctor, a thoughtful and calm guide who has set high standards for the department. Thank you, George, for all that you do for the program and all you did for this visit. We would also like to thank the faculty, who are instrumental in helping craft and carry out these high standards. We recognize that the faculty works well as a talented team. We would like to acknowledge the dedication and support provided by the staff, as we understand that the programs would not achieve what they do without these individuals. We thank Dean Akers and Associate Dean Wilcox, as their energy and plans for the college are inspiring, and Provost Brown and President Coley, who both have a strong sense of their university community and a clear vision for moving forward. Finally, we extend thanks to the students. The effort they invest, the community that they have developed, and the pride that they have in the school is something that should be celebrated.

In the weeks prior to this visit, and during the visit, our team talked with over three dozen faculty, numerous administrators, many staff in various offices across campus, and over one hundred students. We reviewed over 200 folders that include course syllabi, schedules, assignments, assessment rubrics, surveys, and narratives on the assessments, benchmarks, and improvement plans. We reviewed student work in particular studios and courses that demonstrated everything from conceptual studies to codes, materials, and constructability. What we were in search of was an understanding that the program addresses, achieves, and evaluates each condition and criterion of the 2020 Conditions for Accreditation, including clear assessments and improvement plans.

b. Conditions with a Team Recommendation to the Board as Not Achieved

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 skeletal staff does an amazing service to the programs, but the workload is obviously huge. The program is getting by with a staff that is fewer individuals than programs one quarter of its size. The faculty have taken on responsibilities beyond what should be expected, and their teaching, advising, and service loads are already significant. While the faculty and staff are dedicated to the programs and the students are grateful for them, the demands are unrealistic and unsustainable.

II. Progress Since the Previous Site Visit

2014 Conditions Not Met

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

Previous Team Report (2014): 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 that 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.

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

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

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

B.12. Building Materials and Assemblies Integration (B. Arch and M. Arch): 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.

Previous Team Report (2014): 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.

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

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

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

III. Program Changes

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

2023 Team Analysis:

CPP changed from a quarter schedule to a semester schedule in 2014. This provided an opportunity for the Department of Architecture to introduce a self-assessment that focused on reorganizing courses, strengthening connections between them, and modifying the content to better address accreditation criteria. The department based these modifications on extended course outcomes, NAAB's student performance criteria, and NCARB's ARE criteria. The student workload was studied to achieve a balance of studio work, reading and writing, technical instruction, and digital learning. In the fall of 2016, the changes to the curriculum were approved. In the fall of 2018, the new curriculum was implemented. In 2020, the curriculum was modified by changing the studios from 3-units to 5-units to better reflect the student effort. This reduced units from studio lectures and digital courses. This material is presented in a 1-unit format with the application of this knowledge demonstrated in the studio.

On page 11 of the APR, the program notes it engaged in a review of the extended course outcomes for every year to develop a sequence of "acquisition of knowledge" and "application of knowledge." For the B.Arch., the first year serves as an introduction to architecture and studio. Second year includes a studio focus on site and program while adding technological and structural understandings, and third year is the culmination of the core. The fourth year provides an exploratory experience in which students choose professional path options. The fifth year is a final opportunity to assess student criteria.

On page 13 of the APR, the program describes the M.Arch. as having a shorter timeline for learning. The first two years of the program introduce numerous integrated issues in the studio. The first year of the M.Arch. is the equivalent of the first two years of the B.Arch., with studio, history and theory, ecological understandings, teamwork, and research introduced and explored. The second year of the program addresses the student criteria. The final year provides another opportunity to assess student criteria and produce a thesis project.

Since the last visit, CPPARC has embraced new ways of teaching, developed a standardized assessment process and documentation, and instituted a culture of assessment to allow this work to be ongoing and evolving. With the pandemic, online teaching was a necessity. Both synchronous and asynchronous methods of instruction have since been adopted for lectures, digital workshops, and studio instruction. Coordination between courses was achieved with a common syllabus for all courses as well as the use of Canvas, an online course platform. A greater use of case studies was implemented and books documenting the work of each studio was introduced. For the formalization of assessment, templates were created for syllabi and Canvas courses. A common calendar was introduced, and an evaluation rubric was developed. A second-year portfolio evaluation was formalized and a summer boot-camp for struggling students was created. Reviewer surveys were distributed. To support continual assessment, templates for syllabi, rubrics, Canvas, studio books, and surveys aid the work. An assessment coordinator and student leaders promote assessment surveys, and the final end-of-year faculty meeting discusses necessary adjustments to the programs. Continual refinement of surveys, documentation of student work, and better involvement of student leaders and university resources are pursued to improve assessment.

IV. Compliance with the 2020 Conditions for Accreditation

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

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

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its

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

- The program's role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Described

2023 Team Analysis:

CPP is a part of the California State University system and is a public institution. It has the second-largest land area among the campuses, covering over 1,400 acres. CPP has over 1,200 faculty and 30,000 students, with a little over 2,000 of those students in graduate programs. The emphasis of CPP is on the application of science, technology, and the arts to the needs of professions and society, as noted on page 18 of the APR. CPP offers over 80 degree programs from undergraduate to doctoral, preparing students through hands-on study. The diverse community in the area helps create a student body that is 49% Hispanic, 21% Asian, 15% White, 7% Other, and 5% International.

CPPARC is an in-person program that embraces the hallmarks of a polytechnic university, known for its learn-by-doing philosophy. CPPARC is one of five departments in the College of Environmental Design. Other departments are Art, Landscape Architecture, Urban & Regional Planning, and the Center for Regenerative Studies. There are three programs within the Department of Architecture: the Bachelor of Architecture, the three-year Master of Architecture, and the Master of Interior Architecture. The university goals include interdisciplinary collaboration, diversity, and research, which is addressed in the college through professional and creative activities that involve topics such as community engagement, health care, education, transit design, and housing, among other endeavors.

Proximity to the greater Los Angeles area creates a unique benefit in contributing to a highly diverse program. Collaborations within the larger community enable the programs to make connections to a wide range of area professionals, through studio offerings, reviews, internships, and events such as lectures, firm visits, and field trips. Real-world learning is also enhanced through collaboration with community programs. Historical ties to recognized architects promote a connection with the past while understanding contemporary impacts to the profession and built environment.

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

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

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

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

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

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

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

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

Described

2023 Team Analysis:

The team found evidence that the B.Arch. and M.Arch. respond to the shared values in the program report and in our interactions with faculty and students as follows:

Design:

As a polytechnic university, CPPARC promotes a "learn-by-doing" approach to design. The program embraces its location in a diverse urban center by drawing on a wealth of talented local architects to lead design studios, and by locating design explorations in their community. This was evident in the syllabi and student work that addressed a comprehensive range of considerations. Projects are undertaken based on real-world circumstances that examine important issues, such as housing, which is particularly relevant to Los Angeles. The culminating courses for this work are ARC 3021/3021A: Third Year Design Studio 2, ARC 4031/4031A: Urban Design Studio, and ARC 4710/4712: Architectural Practice in the B.Arch. program and ARC 5041/5041A: Housing Studio and ARC 6710/6710A: Architectural Professional Practice I in the M.Arch. program. Evidence in the team room for both professional programs indicate a rigorous self-assessment at the course and program level.

Environmental Stewardship and Professional Responsibility:

On page 29 of the APR, the program states that it endeavors "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." Evidence of both the B.Arch. and M.Arch. programs' commitment to sustainability were found in design studios, culminating in ARC 3021/3021A: Third Year Design 2 and ARC 5041/5041A: Intermediate Architecture Design 2. The school's John T. Lyle Center for Regenerative Studies (LCRS) is a multidisciplinary teaching, research, and residential facility devoted to the study and implementation of sustainable practices. The center offers opportunities for minors as well as interdisciplinary collaboration. The program has identified a number of medium- and long-term improvements that will increase exploration in this area. It plans to expand the use of design software (BIM, energy modeling) and it has made adjustments to curriculum based on assessments, including efforts to better integrate courses in environmental control systems with studios.

Equity, Diversity, and Inclusion:

The program prides itself on its commitment to student and faculty diversity and sees diversity as one of its greatest strengths. The program report notes that in 2022, U.S News ranked CPP seventh on the Top Performer of Social Mobility rankings among American universities. 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. The school has an active NOMAS chapter and all of the students we met with were proud of the school's commitment to diversity.

Knowledge and Innovation:

Although CPP does not define itself as an institution primarily focused on research, the team found evidence that the B.Arch. and M.Arch. programs are committed to the creation and dissemination of knowledge. Its location in southern California means students have access to a broad range of professionals and academics invited to teach. The school's 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. The work of the John T. Lyle Center for Regenerative Studies is focused on contributing to our knowledge of sustainable practices. In addition, CPPARC regularly provides accommodations for student attendance at AIAS regional and national AIAS meetings and conferences.

Leadership, Collaboration, and Community Engagement:

The program cited ample evidence that it provides opportunities for undergraduate and graduate students to develop collaborative approaches to leadership and community engagement. Large, very active student organizations are one platform for this development. 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 program report notes that the NOMAS Chapter was chapter of the year in 2021 and is the largest in the nation. Courses like ARC 6940: The Architect and Development Process And ARC 4710: Architectural Practice are designed to ensure students experience the breadth and depth of architectural collaboration and leadership.

Lifelong Learning:

The program promotes lifelong learning for both B.Arch. and M.Arch. students through lectures, public events, and alumni surveys. The surveys allow the program to get feedback from graduates, which informs CPPARC regarding how to improve their course offerings and cultural topics. Public events such as the lecture series and Hemle Fellowship promote lifelong learning by "promoting open and sustained dialogues between the department, design practitioners and professional organizations," as noted on page 34 of the APR.

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

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

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

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

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

B.Arch. **Met**

M.Arch. **Met****2023 Team Analysis:**

The B.Arch. program prepares students for a wide range of professional roles through Architectural Practice ARC 4710/4712, as noted on pages 36-37 of the APR. This course discusses the different professional roles that are part of the design field as well as introduces the NCARB AXP program. The program also has an internship requirement of 500 hours, which must be documented in AXP and verified by the Registrar. Through topic studios, students can experience different professional roles, such as designers engaged in educational projects, the healthcare field, or as a Walt Disney Imagineer. Firm Day is an annual job fair with over 100 firms, connecting students to professionals in many disciplines. The College of ENV and the university have career resources for students to help them write resumes and develop interview skills. CPPARC has built strong relationships with many of the local AIA chapter firms, providing additional opportunities for the students' exposure to the profession. The program assesses the understanding of the variety of career opportunities and the path toward licensure by the results of tests and assignments in the Architectural Practice ARC 4710/4712 course and internship surveys. The results of the tests and assignments were below the benchmarks set by the program and the surveys were inconclusive. The evaluation of the assessment has led the program to explore relationships with area firms for lectures and review participation that will increase awareness of professional career opportunities. A formal assignment of drafting a career plan will be added to the practice course.

The M.Arch. program strives to prepare graduate students for careers in design through a broad range of exposure. This includes a traditional path, including licensure, or careers in allied design professions. ARC 6710/6712: Architectural Professional Practice focuses on the legal, ethical and business issues in the practice of Architecture. It also addresses the changing context of practice and how practice is impacted by external forces. M.Arch. students are also introduced to diverse career paths through a range of topic studios and listed as ARC 6011/6011A: Advanced Architectural Design 1. On pages 69 and 70 of the APR, the list of studio options includes Education, Hospitality, Healthcare, Housing, Sports, Community Centers, and Indigenous Communities and Imagineering, among others. Similar to the B.Arch. students, the M.Arch. students are also required to complete 500 hours of NCARB's AXP as a graduation requirement. The M.Arch. students also participate in Firm Day, and a graduate program lecture series exposes the students to traditional and non-traditional career paths through presentations by national and international leaders and innovators working in a wide range of careers. The College of ENV and the university have career resources for students to help them write resumes and develop interview skills. CPPARC has strong relationships with many of the local AIA firms, providing additional opportunities for the students' exposure to the profession. The program assessed the understanding of the variety of career opportunities and the path toward licensure by the results of tests and assignments in the Architectural Practice ARC 6710/6712 course, which were above the benchmark established for the final exam. The mid-term exam pass rate was 58% which is below the 80% benchmark. While the program planned to also use the survey as an assessment tool, there were not enough surveys submitted to use this. An assignment will be added to ARC 6011/6011A: Advanced Architectural Design to assess this criterion as the current assessment only provides a general understanding.

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

B.Arch. **Met****M.Arch.** **Met**

2023 Team Analysis:

The CPP motto “Learning by Doing” is reflected well in the B.Arch. program. An iterative design process is introduced in the first- and second-year foundation studios. A detailed narrative of these courses is found in the APR on pages 38 and 39. Review of the syllabi of ARC 1021, ARC 2011 and ARC 2021 identifies required topics of formal and spatial language exercises with projects that relate to this. Acquisition of knowledge occurs in lectures (Foundation Design 2 Lecture, Arc 1021) and applied in Activity/Studio (Foundation Digital Design 2 Activity, ARC 1052A). Assessment of the application of knowledge occurs in Foundation Design 2 Activity (ARC 1021A). A series of short thematic exercises introduce the students to key architectural concepts, as noted on page 39 of the APR. Since there are over 75 students, the lecture incorporates all and the Activity/Studios are composed of 5 modules of 15 to 20 students. This allows for more comprehensive one-on-one desk crits and student presentations. A common rubric is utilized in each module for assessments. At the completion of the second year, all students submit a portfolio to be evaluated by full-time faculty. Passing of this review is required for students to proceed to the third year. Based on the highlighted process (above), the assessment of PC2 Design, via ARC 1021/1021A, ARC 2011/2011A and ARC 2021/2021A, are currently meeting the program benchmarks. Improvements for “handoffs” between studios are planned as well as adjustments to the rubrics. There is also a one-week summer “bootcamp” offered to students who need additional time to build skills.

The M.Arch. program uses a “researched-informed approach” to introduce design solutions. Developing a capacity for lifelong learning is also critical. Review of the syllabi of ARC 5011 and ARC 5021 identifies form, space, structure, and materiality as topics with readings, assignments, a final project and portfolio addressing these topics. As noted on page 72 of the APR, learning and developing the design process in the M.Arch. program is compressed into four studios in the first two years. Students who have not had design experience prior to this program are encouraged to engage in a summer skill-building opportunity to better prepare for studio activity. Students learn design from programming, site selection, and through to the integration of structure and building systems. Assessments begin with basic principles of program organization, parti, site arrangement, orientation, and site access issues. As per the APR, assessments of the acquisition of knowledge are based on direct evidence via a final project. 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 also assessed via graded assignments using the Grading Evaluation Rubric, as noted in the APR on page 72. The assessments, except in the internal jury survey, are meeting the benchmarks. Improvement is planned by developing a more consistent approach to design projects and exercises.

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

B.Arch.

Met

M.Arch.

Met

2023 Team Analysis:

The B.Arch. program has a long record of accomplishment in emphasizing the importance of sustainable architectural design using an approach that is holistic and inclusive. A detailed narrative is found in the APR on page 41. Review of the syllabi of ARC 3310/3312 and ARC 3320/3322 identifies the required topics of site, surroundings, program, adaptive reuse, and envelope studies. Student work includes quizzes, assignments and a final project. Unique to CPP is the John T. Lyle Center for Regenerative Studies, which offers several courses, including a minor. 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. Environmental Control courses are offered in the second and third years and are tied to the concurrent design studios. In general, coursework is evaluated by faculty, students and jurors who are visitors and faculty. Faculty assign grades with the benchmark of an average class grade of 80% of the possible points. While there was evidence that juror and student assessments were collected, only students met the benchmark of at least 5 out of 6 possible points. (5.48). Jurors assessed the work below the benchmark (4.33).

Similar to the B.Arch. program, the M.Arch. program is proud of their track record with this category. A detailed narrative is found in the APR on page 73. Review of the syllabi of ARC 5310/5312, ARC 5320/5322 and ARC 5041A identifies climate analysis, solar geometry, daylighting, passive systems, renewable energies, mechanical systems, lighting plumbing, and acoustics are covered, and student work includes quizzes, assignments and a final project. Student grades indicate the 80% benchmark was being met (86%) and that the student and juror survey response benchmark of 5 of 6 was being met (5.66). Proposed improvements to the course were noted in the PC.3 Supporting Evidence and Assessment file in the virtual team room.

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

B.Arch.

Met

M.Arch.

Met

2023 Team Analysis:

In the B.Arch. program, history and theory are taught in ARC 1020/1022A: Visual Literacy and Civilization: An Architect's View, ARC 3610/3612: Ancient and Medieval Architecture, and ARC 3620/3622: World Architecture from Renaissance through Contemporary. The syllabi and schedules included in the virtual team room provide evidence of an inclusive perspective of world history that incorporates different forces and examines a variety of settings. This work is assessed through quizzes, tests, and projects. The benchmarks for learning objectives are generally met. CPP plans to strengthen the learning of this criteria through better alignment of the history and theory courses with the case studies in the studio courses.

In the M.Arch. program, history and theory are taught in ARC 5620: World Architecture from Renaissance through Modern Era, ARC 5640/5642: American Architecture, and ARC 5630: Interpreting Architecture. The course materials show that a diverse view of architecture and urbanism is presented in ARC 5620 and ARC 5640. ARC 5630 introduces theory from an interdisciplinary approach, including philosophy, anthropology, sociology, and political geography. Assessments meet the benchmarks. This sequence of courses is being modified to incorporate more concentration on issues of equity and diversity in the profession. The course will also be focused on graduate-level goals, and align the topics with the case-studies in studios.

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

B.Arch.

Met

M.Arch. **Met****2023 Team Analysis:**

For the B.Arch., a narrative description of the program's approach to research and innovation is found in the APR and in syllabi for ARC 2011: Second Year Design 1, ARC 3011: Third Year Design 1 and ARC 4610: Senior Project Research and Programming. Grades generally met the benchmark of 80% passing (83.9%) but student and juror surveys generally did not meet the benchmark of 5 out of 6 on a scale of 1-6. It is noted that research elements such as precedent studies, will be emphasized in the future and required to be more visible in presentations to jurors.

For the M.Arch., a narrative description of the program's approach to research and innovation is found in the APR and in syllabi for ARC 5031: Intermediate Architectural Design 1 and ARC 6940: Master's Thesis Project Research. Faculty assigned grades met the course benchmark of 80% (83%). Student and faculty jurors met or surpassed the 5 out of 6 point survey (5.0) but in-house juror surveys did not (3.0). The data was collected, assessed and changes have been proposed, including narrowing the range of acceptable design project sites and programs to make research more manageable for students.

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

B.Arch. **Met****M.Arch.** **Met****2023 Team Analysis:**

The B.Arch. program teaches team skills through ARC 3021A: Third Year Design 2/Activity course, which requires students to work in teams to obtain physical site, context, and community information. In the ARC 4730/4732: The Architect and the Development Process/Discussion, students learn of the roles and responsibilities of various actors within the design and construction fields. CPPARC posits that leadership in design is provided through visual communication. Numerous other courses as well as student organizations provide opportunities to learn leadership and collaboration, involving various constituents and complex problems; however, only the noted courses are assessed. This assessment shows that the benchmarks are met. However, the rubrics show little reflection on leadership and collaboration—no comments were noted on the surveys and the issue did not seem to be a significant concern. Students had mixed survey comments about their team experiences. Going forward, the engagement with communities will be emphasized to allow the students to gain greater experience in the leadership role of the architect, the various roles of design team members, and how they work together. Such a modification should benefit the teaching of this criteria.

The M.Arch. program engages in collaborative learning in ARC 5041A: Intermediate Architectural Design 2/ARC 6400 Design Development by working in teams to collect physical site, context, and community information. In ARC 6730/ARC 6732: The Architect and the Development Process/Discussion, teams present case studies and proposed developments, which introduces various roles in the design and construction fields. The assessment shows this criteria is met; however, there is little documentation of what is being examined for leadership and collaborative skills. Identifying and describing experiences that demonstrate these qualities is needed to better document the achievements. CPPARC aims to improve leadership and teamwork skills through studios engaging in local communities.

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

B.Arch.

Met

M.Arch.

Met

2023 Team Analysis:

The B.Arch. program has a diverse student population and embodies an inclusive learning and teaching culture. The program focuses on a model of sharing and collaboration in the first and second years. The goal is to promote a culture of respectful exchange of ideas in multiple settings ranging from group projects to one on-one desk critiques. Smaller discussion sections within larger lecture courses allow students to exchange ideas and viewpoints in a setting that encourages conversations. On page 51 of the APR, the description of a case study completed in ARC 1021/1021A: Foundation Design 2 demonstrates a process by which teams of three to four students select a case study for analysis and participate in self-critique. Surveys are also conducted to assess the student's degree of understanding. Demonstrating a commitment to ongoing monitoring and improvement in a post-COVID world, the program is committed to refining surveys to more effectively capture whether these are effective means of encouraging optimism, respect, sharing, engagement and innovation from all members of the department. Surveys of internal faculty, external jurors and students were above the benchmarks.

The M.Arch. program addresses leadership and a positive learning culture through reviews, lectures, and topical studios. This criterion is introduced in ARC 5021/5021A: Architectural Design II and ARC 6951A: Master's Degree Project. The program offers a variety of opportunities to enhance learning and teaching culture outside the classroom setting such as travel in the Topic Studios and student organizations. Assessment measures of class participation meet the benchmarks. The leadership and learning culture is seen as strong with the dialogue between students and faculty, but no clear plan to improve is provided.

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

B.Arch.

Met

M.Arch.

Met

2023 Team Analysis:

The B.Arch. program is addressed in ARC 1021/1021A: Foundation Design2/Activity in an exercise that asks students to analyze and incorporate the needs of diverse public settings and programs in downtown Los Angeles. ARC 3610/3612: World Architecture before the Renaissance was moved from second year into first year to strengthen concepts of diversity in architecture, and the program lays a foundation of diversity and inclusion in ARC 3620/3622: Architecture from Renaissance through Modern Era/Discussion. ARC 3020A: The Housing and Urban Design Activity and ARC 3021/3021A: Third Year Design 2/Activity promotes the examination of diverse cultural, economic and social dynamics related to equitable housing design practices. The assessments are set through assignments and the benchmarks are met. To improve assessment measures, CPPARC plans to expand the canon and increase optional experiences.

Specific to the M.Arch. program, understanding of diverse culture and social context is assessed in the first and second years. ARC 5011/5011A: Architectural Design 1/Activity requires the students to develop a structure that addresses needs for those who have been historically excluded within architectural design. ARC 5620: Architecture from the Renaissance through the Modern Era is taught in the fall of the first year and brings attention to the profession's complicity in the historic marginalization of communities. In the spring semester of the second year, Architectural Design 2 (ARC 5041/5041A) examines diverse cultural, economic and societal dynamics of housing, fostering the mindful application of equitable housing design practices. Topic studios investigate a variety of design collaboration frameworks by working with public and community agencies engaging diverse stakeholders. Assessment is based on course papers and surveys of students and faculty. While papers and student surveys met benchmarks, the faculty survey was too small to be relevant. Going forward, the faculty survey will be more broadly distributed. The program has plans for extending activities addressing social equity, hardship, and well-being.

In response to injustices against black Americans that occurred in the summer of 2020, CPPARC students organized the department's first National Organization of Minority Architecture (NOMA) chapter, which has grown to become the largest chapter in the country.

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

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

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

B.Arch.

Met

M.Arch.

Met

2023 Team Analysis:

At CCPARC, a central goal of the B.Arch. program is to give students the tools to create healthy and safe environments that improve physical, emotional, and social well-being, as noted on page 56 of the APR. Review of the Syllabi of ARC 3310/3312: Environmental Controls 1, ARC 3320/3322: Environmental Controls 2, ARC 3410/3412: Building Construction 1/Activity, ARC 3210/3212: Structures 1, and ARC 3010A: Architectural Codes. At the end of the third-year spring semester, student HSW competency is assessed with a focus on topics related to environmental controls and building construction in 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 correlate with the jurors' assessment data from the design studios where the knowledge was being applied. The environmental controls class ARC 3320/3322 had many overlapping assessments of course exercises that resulted in ill-defined data. Faculty teaching in these areas have been asked to consolidate the current assessment measures into fewer and more targeted assignments.

CPPARC states their goal is to teach health, safety, and welfare as a network of constraints and ethical considerations in the M.Arch. program. Review of the syllabi of ARC 5031: Intermediate Architectural Design 1, ARC 5220/5222: Structures 2, ARC 5450/5452: Construction 2, ARC 5320/5322: Environmental Controls 2, ARC 5031A: Intermediate Architectural Design 1 and ARC 5041A: Intermediate Architectural Design 2 cover health, safety, and welfare subjects. Student work includes quizzes, assignments and a final project. In the Fall of first year students are introduced to concepts of healthy and safe materials and environments in their first building construction class ARC 5440/5442:

Building Construction 1/ Discussion and in their first structures class ARC 5210/5212: Structures 1/ Discussion. The acquired foundational knowledge of construction and structures is then applied in the studio. This continues into the second year with a similar philosophy of modeling the profession. Health, safety and welfare remain relevant metrics when evaluating the third-year topic studio and the master's project. The department provides a model rubric for all studios to ensure that all design studios evaluate student outcomes in this area. 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 correlate with the jurors' assessment data of student application in the design studios. The department plans to improve the Codes lecture component of ARC 5031: Intermediate Architectural Design 1 by having the studio outcomes more directly reflect the learning outcomes of codes class, as it does for structures. There is the potential to further increase this integration of classes.

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

B.Arch.

Met

M.Arch.

Met

2023 Team Analysis:

In the B.Arch. program, professional practice is addressed in the fifth year through ARC 4710/4712: Architectural Practice/Discussion and ARC 4730/4732: Architect and Development Process/Discussion, which address professional practice and introduce information on legal, ethical, and business organizational structures. The curriculum also covers the path to licensure, alternate and non-traditional employment opportunities. On page 59 of the APR, it is noted that ARC 4710/4712: Architectural Practice/Discussion is meeting benchmarks in terms of assignments, but not on the exams. The course needs to be evaluated to determine how it can be refined for improvement. Plans forward include student-to-student presentations of internship experiences.

In the M.Arch. program, professional practice is addressed in ARC 6710/6712: Architectural Professional Practice/Discussion and ARC 6730/6732: Architect and the Development Process/Discussion. In ARC 6730/6732, students are introduced to potential roles of the architect in a development process including goals, appraisal of needs, economics, market analysis studies feasibility, and other activities of a development. Students draw from this class as they concurrently develop their thesis projects in ARC 6940: Master's Thesis/Project Research. ARC 6710/6712 focuses on professional practice and introduces information on legal, ethical, and business organizational structures and weaves in discussions about the path to licensure and provides information of specialized and alternative career paths. The department is working on an initiative where students would create a speculative career path that can be revised once they graduate. The assessment data indicates that the mid-term and final exam scores did not meet the benchmark.

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

B.Arch.

Met

M.Arch.

Met

2023 Team Analysis:

In the B.Arch. program, ARC 3010A: Architectural Codes, ARC 4610: Senior Project Research and Planning, and ARC 4710/4712: Architectural Practice/Discussion introduce zoning rules, building codes, and other regulatory concerns. California Building Code is employed. Assessment is collected in the lecture courses and the studios. While benchmarks were met in the lecture courses, the evidence was not clearly identified in the studio projects. Projects in ARC 4710/4712 will revisit assignments to be applied in the studio course. Plans to improve also involve courses with the Urban and Regional Planning and Landscape Architecture departments.

In the M.Arch. program, ARC 5031/5031A: Intermediate Architectural Design 1/Activity, ARC 5041A: Intermediate Architectural Design 2, ARC 6940: Master's Thesis/Project Research, and ARC 6710/6712: Architectural Professional Practice/Discussion present knowledge about the regulatory context, including zoning and building codes. California Building Code is employed. ARC 6940 guides students through research, programming, and site analysis that incorporates zoning, density, setbacks, and building uses. Assessment shows that lecture course assignments meet the benchmarks, and jury surveys about regulatory requirements meet the benchmark. Improvements to better link lecture courses and studios are planned.

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

B.Arch. **Met****M.Arch.** **Met****2023 Team Analysis:**

For the B.Arch. program, ARC 3410/3412: Building Construction 1/Discussion introduces students to basic building systems and materials, and ARC 3310/3312: Environmental Controls 1/Discussion covers passive system design. In ARC 3011/3011A: Design 1/Activity, students are introduced to the integration of structural systems into design. This studio shares assignments with ARC 3220/3222: Structures 2/Discussion and ARC 3010A: Architectural Codes, allowing students to understand coordination of information and the role of consultants in the design process. ARC 3021/3021A: Design 2/Activity requires students to prepare a set of design development drawings for a small multi-family housing project. This class links assignments together with ARC 3320/3322: Environmental Controls 2/Discussion and ARC 3420/3422: Building Construction 2/Discussion. ARC 4620: Senior Project Material and Structural Integration focuses on the technical requirements to design a mid-rise building integrating structural and environmental systems, building assemblies and façade design. Knowledge gained is indirectly assessed via surveys of jurors attending the senior project design presentations. It is noted on page 62 of the APR that data collected for the third year shows a slight discrepancy between outside professional and peer juror observations and student assessments of knowledge gained. Assessments of 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 not yet fully equipped in terms of technical knowledge. In comparison, student surveys were relatively high and above the benchmark set by the department. By contrast, the collected direct data, surveys by outside professionals, and student surveys of ARC 4611A: Senior Project Design Activity work was above the set benchmark. Further refinement is planned by increasing the integration of technical courses and studio projects. CCPARC recognizes the role of computational tools and intends 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.

For the M.Arch. program, ARC 5440/5442: Building Construction 1/Discussion introduces students to basic building systems and ARC 5310/5312: Environmental Controls 1/Discussion emphasis is placed on understanding passive systems. ARC 5210/5212: Structure 1/Discussion introduces students to the relationship of structure to form, function and economics and how to determine forces and stresses. In ARC 5031A: Intermediate Architectural Design 1/Activity applies building construction, environmental systems and structures. This studio shares assignments with ARC 5220/5222: Structures 2 Lecture & Activity and code courses in ARC 5031: Intermediate Architectural Design 1. These shared assignments allow students to understand coordination of information and the role of consultants in the design process. ARC 5041A: Intermediate Architectural Design 2 Activity requires a design development set of documents, sharing assignments with ARC 5450/5452: Construction 2 and ARC 5320/5322: Environmental Controls 2. Technical knowledge is further developed in ARC 6951/6951A: Master's Degree Material and Structures Integration. The collected direct evidence shows a good absorption of theory and application of technical knowledge in the assignments. However, the survey scores of the 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 ARC 6951A: Master's Degree Project Activity (ARC 6951A) was above the benchmark set by the department. Plans to refine assignments will move this work forward.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12)

B.Arch.

Met

M.Arch.

Met

2023 Team Analysis:

For the B.Arch., a narrative description of the program's approach to Design Synthesis is found in the APR on pages 63 and 64. Evidence that the program addresses, codes, site, accessibility, and environmental impact are being taught appear in course syllabi and schedules for ARC 3021: Third Year Design 1 and ARC 4402: Design Development. Building synthesis is seen in ARC 3420: Building Construction 2. Faculty from the courses work together to help students develop a synthetic approach to design. The team found student work demonstrating ability in design synthesis in ARC 3021A: Third Year Design 1 Activity and ARC 3420: Building Construction 2. The file 'SC5-BARCH_Design_Synthesis-Narrative & Assessment Data' indicates that data to measure ability was recorded and met the benchmarks of at least an average grade of 80% (90%) and an average rating by students and jurors of 5.68 out of 6. Assessment happens annually and despite meeting benchmarks, the document indicated adjustments to syllabi and schedule to improve student outcomes especially in the area of measuring the environmental impact of buildings with energy modeling software.

For the M.Arch., a narrative description of the program's approach to Design Synthesis is found in the APR on page 89. Evidence that program addresses, codes, site, accessibility and environmental impact are being taught appear in course syllabi and schedules for ARC 5041: Intermediate Architectural Design 2, ARC 6400: Design Development and ARC 6951: Master's Degree Material and Structures Integration. The file 'SC5-MARC_Design_Synthesis-Narrative & Assessment Data' indicates that data to measure ability was recorded and met the benchmarks of at least an average grade of 80% (86%) and an average rating by students and jurors of 5.2 out of 6. Assessment happens annually and despite meeting benchmarks, the document indicated adjustments to syllabi and schedule to improve student outcome,

including the limiting of possible sites and programs to encourage more focus on design tasks related to design synthesis.

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

B.Arch.

Met

M.Arch.

Met

2023 Team Analysis:

For the B.Arch., a narrative description of the program's approach to building integration is found in the APR on pages 65 and 66. Evidence that the program addresses envelope, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance are being taught appear in course syllabi and schedules for ARC 3021: Third Year Design 2 and ARC 4402: Design Development. Faculty from both courses work together to help students develop a synthetic approach to design. The team found student work demonstrating ability in design synthesis in ARC 3021A: Third Year Design 2 Activity. The file 'SC5-BARCH_Design_Synthesis-Narrative & Assessment Data' indicates that the benchmarks of at least an average grade of 80% (88%) and an average rating by students and jurors of 5.4 out of 6 were met. Assessment happens annually and despite meeting benchmarks, the document indicated future adjustments to syllabi and schedule to improve student outcomes, especially in the area of measuring building performance with energy modeling software. The site and program will be simplified somewhat to allow students to focus more on building integration.

For the M.Arch., a narrative description of the program's approach to design integration is found in the APR on pages 91 and 92. Evidence that program addresses, codes, site, accessibility and environmental impact are being taught appear in course syllabi and schedules for ARC 5041: Intermediate Architectural Design 2, ARC 6400: Design Development and ARC 6951: Master's Degree Material and Structures Integration. The file 'SC5-MARC_Design_Synthesis-Narrative & Assessment Data' indicates that data to measure ability was recorded and met the benchmarks of at least an average grade of 80% (89%) and an average rating by students and jurors of 5.3 out of 6. Assessment happens annually and despite meeting benchmarks, the document indicated adjustments to syllabi and schedule to improve student outcome including the limiting of possible sites and programs to encourage more focus on design tasks related to building integration.

4—Curricular Framework *(Guidelines, p. 13)*

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

4.1 Institutional Accreditation *(Guidelines, p. 13)*

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

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

B.Arch.

Met

M.Arch.

Met

2023 Team Analysis:

In 2020, the Western Association of Schools and Colleges of Accreditation (WASC) reaffirmed the University's accreditation for the maximum time, 10 years. A link to the Accreditation Letter was provided.

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

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

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

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

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

- 4.2.4 **Bachelor of Architecture.** The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

- 4.2.5 **Master of Architecture.** The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.
- 4.2.6 **Doctor of Architecture.** The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

B.Arch. **Met****M.Arch.** **Met****2023 Team Analysis:**

The program curriculum for the B.Arch. is located on pages 96 to 100 of the APR. Of the 150 required units, 48 are General Education. Courses satisfying the General Education requirement include the humanities, sciences and social sciences. The program offers electives that allow students to choose from topics on sustainability, urban design, preservation, healthcare design, history/theory, or digital media/fabrication. Students are subjected to a portfolio review at the end of the second year to ensure technical competence and suitability for the last year of core-level education. The portfolio review is conducted by full-time faculty who are instructing second- and third-year studio cohorts. Prior to graduation, all students are required to fulfill 500 hours of internship and record this experience with an APX record with NCARB, verified by the program's Internship Coordinator. 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.

The program curriculum for the M.Arch. is located on pages 101 to 104 of the APR. The program has 90 required units. Students come from a variety of academic backgrounds. 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. The graduate population is about sixty students. The first-year graduate class usually enrolls between twelve and sixteen students. This number keeps the student/faculty ratio small but is large enough to provide for diversity of backgrounds, experience, and accomplishments. Transfer students with advanced standing (those holding a non-professional Bachelor of Arts or Bachelor of Science degree, with a major in architecture), waive up to 30 hours to complete 60 units. All students in the M.Arch. program are required to fulfill 500 hours of internship and document the experience with an APX record with NCARB prior to graduation.

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

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and

equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

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

B.Arch.

Met

M.Arch.

Met

2023 Team Analysis:

B.Arch.

4.3.1 CPPARC documents its application process for incoming first-year students on page 104 of the APR and on the admissions page of the CPP Bachelor of Architecture website. The process notes that students apply to the university through the Office of Admissions. The major of architecture is noted as "impacted," meaning that there are more applicants than can be accommodated. Applicants are ranked by test scores and high school GPAs. Test scores are now optional, but if submitted, are used for first year placement. For transfer students to the B.Arch. program, the admissions page notes that community college students must be upper division, having completed 60 credits. Consideration is based on college GPA, with 30 credits for General Education requirements achieving a "C" or better. Students transferring into the second or third years must submit advanced placement. Courses having to be fulfilled with equivalent courses for second and third-year placement are listed on the website.

4.3.2. The test scores and high school GPAs are explained on the admissions website as the standards for gaining admissions to the program. From these established standards, recent records show that successful applicants are in the top third of their high school graduating class. For transfer students to the B.Arch. program, detailed explanations of the college GPA, general education, and portfolio requirements are noted on the website. From these established standards, recent records show that successful applicants are in the top third of their high school graduating class.

4.3.3 The admissions page of the CPP Bachelor of Architecture website outlines the number of years to degree and provides a visual explanation in a flow chart of coursework. For transfer students, the list of equivalent courses and a rubric explain placement and years to graduation. Transfer students are informed the year level for which they are admitted when they are accepted into the program.

M.Arch.

4.3.1. The M.Arch. program explains the application process and requirements on the admissions page of the CPP Master of Architecture website. Deadlines for application are noted and requirements include official transcripts, three letters of recommendation, IELTS scores for international student applicants, a statement of purpose, and a design portfolio. Instructions regarding prerequisite coursework and compilation of materials is included. Applicants with a four-year or five-year undergraduate degree in architecture may be considered for advanced placement, determined on a case-by-case basis. A one-week summer bootcamp is offered to students to be prepared for studio work and especially computer software skills.

4.3.2. The admissions page of the CPP Master of Architecture website outlines all dates and materials necessary for application. This includes the address to send transcripts and the exact format for the portfolio, among other instructions. Also included is a schedule of when notifications of acceptance will occur and when to contact the program. The website also notes that students are required to pass a graduate writing test and fulfill the 500 hours of internship.

4.3.3. The Admissions page of the CPP Master of Architecture website explains the number of years to degree and notes that advanced placement may be granted for students holding a 4-year or 5-year undergraduate degree in architecture. A flow chart of coursework showing a three-year program is on the website.

5—Resources

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

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

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

B.Arch.

Described

M.Arch.

Described

2023 Team Analysis:

5.1.1 CPP is part of the California Public University system and is 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. The Board of Trustees includes 25 members, and the CEO is the Chancellor. All CSU Presidents report to the Chancellor. The Legislature of the State of California has enacted the Higher Education Employer-Employee Relations Act which provides for joint decision making and embraced the concept of shared Academic governance. The Academic Senate is the official voice of the faculty. The senate has a broad range of responsibilities and duties, which can be found on page 108 of the APR. CPP is organized into nine colleges, one being the College of Environmental Design. Dr. Mary Anne Akers is the Dean and Dr. Andrew Wilcox is the Associate Dean. The organizational chart for the College of Environmental Design can be found on page APR 109, which also includes a description of the university's reporting structure.

5.1.2 The Department of Architecture is chaired by Professor George Proctor, who oversees the B.Arch. and M.Arch. programs, as well as the Master of Interior Architecture. He is responsible for curriculum, administering the student body, assigning teaching responsibilities, hiring part-time faculty, and managing department funds. An additional organizational chart for the College of ENV is on page 110 of the APR and demonstrates relationships within the architecture department. The B.Arch. program has coordinators for each cohort of the five-year program. 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. The department has an administrative support coordinator. Each of the department's four student organizations has a faculty advisor. Representatives from these organizations attend faculty meetings, consult with their advisors, and meet with the department chair to discuss concerns, promote initiatives, and refresh studio culture policy.

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

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

- 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

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

B.Arch.

Demonstrated

M.Arch.

Demonstrated

2023 Team Analysis:

5.2.1 The department has annual faculty meetings to review curricular development. The curriculum committee, cohort team faculty meetings, student organizations, and faculty assessment measures contribute to the development of the programs. The short-term objectives have included adjusting course content for university and accreditation criteria, connecting to a diverse student body, strengthening community and professional engagement, and developing the M.S. in Management of Architectural Practice. Mid- and long-term goals include developing an IPAL pathway, study abroad programs, interdisciplinary opportunities, and connections within the department.

5.2.2 The university has KPIs related to graduation rates, student/faculty ratios, and Pell Grant eligibility. The department has goals of strengthening connections with the industry, strengthening opportunities for underrepresented constituents in the profession, collaborations with other departments and colleges, and improving physical and financial resources. While these goals are noted, no KPI benchmarks are identified.

5.2.3 The department is tracking graduation rates, which do not match the institutional goals because of years to degree; however, department graduation rates exceed what is established by the university. Half of the upper division studios are supported by industry expertise. Diversity of faculty is improving but not yet reflective of the area or student demographics. Physical and financial resources are improving.

5.2.4 The department notes that the B.Arch. and M.Arch. programs have well-qualified and diverse students and faculty. There is a strong development program for external funding. Challenges include the space needs, student-to-faculty ratio for studios, and the five-year program, as well as the needed support for students and studio activities. Opportunities include the surrounding city of Los Angeles and its design firms, external funding, the Neutra VDL House restoration, a supportive dean, and support for the M.S. in Management of Architectural Practice program.

5.2.5 The Architecture Alumni Advisory Board serves the CPPARC by connecting the department to the profession. Members participate in juries, presentations, and other program activities.

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

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

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

B.Arch. **Demonstrated****M.Arch.** **Demonstrated****2023 Team Analysis:**

5.3.1: On page 125 of the APR, the program is described as utilizing WASC and NAAB criteria and CPP and ENV goals to develop learning objectives for the program, which are embedded into course syllabi. The department curriculum committee and tenure-line faculty evaluate application to NAAB criteria and evolve the curriculum based on student progress and feedback gained through end-of-term surveys by students and guest reviewers. Rubrics to assess learning outcomes have been developed by the department. Based upon review of the assessment data, the curriculum committee determines changes to the curriculum necessary to address shortcomings. Minor changes are addressed through the syllabi, with more significant changes addressed through a process that includes the faculty, curriculum committee, department chair, and dean. Some changes require a vote of the Academic Senate, as noted on page 108 of the APR. In preparation for the NAAB accreditation visit, the department has expanded curriculum assessment and established a more robust system to track and address student learning outcomes.

5.3.2: On page 126 of the APR, it is noted that the department chair, faculty, and the department curriculum committee review and develop undergraduate and graduate curriculum. The curriculum committee is made up of tenured and tenure-track faculty and is designed to have faculty representation from both the graduate and undergraduate program, and from each year cohorts. To ensure program changes align with NAAB and WASC requirements, Professor Schultz is responsible for staying abreast of requirements for accrediting bodies. The university also has an accreditation coordinator, academic assessment committee and assessment and program review office. Links to resources can be found on page 126 of the APR.

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

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

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

B.Arch. **Not Demonstrated****M.Arch.** **Not Demonstrated****2023 Team Analysis:**

Human Resources and Human Resource Development includes staff as well as faculty and administration. It was clear in meetings with faculty and staff that current staff levels are problematic. The school of architecture had been supported by two full time administrative staff. One retired and has not been replaced. Faculty report that they willingly pick up administrative tasks, but this takes time away from academic duties. Having only one (overworked) administrative staff appears to create a risk for the program if not addressed soon.

5.4.1: Three typical tenure-line faculty loads are outlined on page 127 of the APR. The workloads total 22 hours per week and consist of studio, lecture, service hours and office hours. Research, scholarship, creative and/or professional activity of tenure-line studio faculty is connected to their studio and lecture courses. Work outside of the classroom is a resource for developing teaching and learning objectives of their courses and programs. How this promotes student and faculty achievement is not clear.

5.4.2: Professor Marc Schulitz serves as the internship coordinator, reviewing and signing off on the students' work experiences and meeting the 500 AXP hours required for graduation. Professor Schulitz is a licensed architect and NCARB certificate holder. He 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, the path to licensure, participates in FIRMDAY and is engaged with AIAS. How the architecture department supports Professor Schulitz in serving this large student population is not demonstrated.

5.4.3: As faculty progress through retention, tenure, and promotion (RTP), they are expected to tie their teaching, service, professional, creative, and scholarly activities to the objects of their courses and the architecture program. Most tenure-line faculty and lecturers are licensed, practicing architects, and participate in the professional community through AIA and other related organizations. The university provides hardware and software to tenure-line faculty and offers financial support and grants for the development of coursework, including a sabbatical program. The response describes how the department supports the faculty but does not demonstrate how this positively impacts the program and students.

5.4.4: The College of ENV has several programs that support the students including the Student Success Advising Center, Bronco Advising Center and University Advising. The department has an AXP coordinator to provide advice on the path to licensure. The Division of Student Affairs facilitates student development and a sense of belonging at CPP. The Centers for Transformation, Retention, Equity and Empowerment (TREE) provides support for the diverse student population through a number of centers and initiatives. The University's Disability Resource Center is dedicated to the promotion of equal access and opportunity for students with disabilities, and Student Health Services support students with health and wellness care including physical and mental health. Pages 129-130 of the APR provide links to information.

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

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

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next

accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

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

B.Arch.

Demonstrated

M.Arch.

Demonstrated

2023 Team Analysis:

5.5.1 The university has been committed to diversifying its faculty, staff, and student body, as noted on page 130 of the APR. The College has adopted a Diversity Assessment and Plan of Action and a charge to erase the achievement gap of under-represented minorities is in place. The college has a goal of 50% of new tenure-track hires to be minority and 10% of the incoming class to be Black/African-American by the fall of 2023. The university upholds policies on nondiscrimination, hate crimes, and sexual harassment. The university has a disabilities center and an office that provides financial aid and guidance for addressing costs.

5.5.2 The department is moving toward diversity; however, out of the 14 tenured and tenure-track faculty, there are 5 women and 9 men, with 2 Hispanic/Latino, 2 Black/African-American, and 1 Asian-American. For part-time faculty, 36% are women and 64% men, with 11% Asian, 25% Hispanic, 43% White, and 18% unknown. B.Arch. students are 54% women and 46% men, and 38% Latino/Hispanic, 25% Asian, 19% White, and 1.5% Black/African-American. M.Arch. students are 58% women and 42% men, and 33% white, 27% Latino/Hispanic, 9% Asian, and 4.4% Black/African-American.

5.5.3 On page 133 of the APR, CPPARC notes that it ranked first in awarding undergraduate degrees in architecture to underrepresented minorities in 2014. CPPARC continues to excel in this area and may be able to consider diversity in transfer applications. The strength of the NOMAS chapter is seen as a help in supporting minorities in the program.

5.5.4 The university supports equal opportunity policies and California has both the Affirmative Action and Proposition 209. Proposition 209 outlining that no preferential treatment is to be given.

5.5.5 CPP provides diverse and supportive academic and work environments and upholds the ADA act. The disabilities center and faculty teaching resource center supports a wide range of learning and teaching.

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

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

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

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

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

B.Arch. **Demonstrated****M.Arch.** **Demonstrated****2023 Team Analysis:**

5.6.1 The program provides desk space for all B.Arch. and M.Arch. students. The studios are housed in three locations on campus. Each location is connected with a student cohort and includes spaces for informal activity and group work. Computer work, model making, and discussion areas are possible because of movable partitions. While the programs make the space work, providing more space may be an argument for more students, which would only reintroduce demands on facilities. However, the lack of group or meeting space was mentioned during the visit as a detriment to interdisciplinary collaborations with other departments and colleges. The lack of this type of space is detrimental to the advancement of the program, especially as they have set a goal to increase interdisciplinary opportunities.

5.6.2 Lecture spaces are in high demand, but the program has access to three large lecture spaces, a theater, and two auditoriums. Other large lecture spaces are available, and a structures lab, a fabrication lab, a model shop, and a computer services and print lab are available.

5.6.3 Offices for tenure and tenure-track faculty are in Building 7 and Building 3. Shared offices are provided for part-time and emeritus faculty in Building 89B. These spaces allow faculty to prepare for teaching, mentor and advise students, and undertake research.

5.6.4 The B.Arch. and M.Arch. programs require students to have their own laptops. Financial aid helps students with need. Software is often free or available at a reduced price for students. Microsoft Teams and Canvas support all university work and are available to faculty, staff, and students. Zoom and Conceptboard offer additional support.

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

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

B.Arch. **Demonstrated****M.Arch.** **Demonstrated****2023 Team Analysis:**

The program report notes that faculty salaries, benefits, and raises are tied to the collective bargaining agreement (CBA) between the Faculty Union and the CSU Chancellor. Tenured faculty salaries are part of the budget allocated by the state legislature. Part-time faculty are funded based on the number of Full Time Equivalent (FTE) Students and are managed by the Dean of the College of Environmental Design, which includes the Department of Architecture. The APR notes that the department has reached the student population goal stated in the 2014 program report and no changes in the number of students or the program budgets are anticipated. Both the Bachelor and Master of Architecture programs are "impacted," which means they receive more applications than they can accept. This limits the growth of

the program, and while budgets for some areas including library services were reported in meetings to have been reduced, funding for the programs per se appears to be adequate. We heard strong support from University President Dr. Coley Provost Jennifer Brown for the professional architecture programs.

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

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

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

B.Arch.

Demonstrated

M.Arch.

Demonstrated

2023 Team Analysis:

Architecture students are provided access to resources, information, and data through CPP's university library, which is located in the center of campus. The library is administered by Dean Pat Hawthorn, and a full-time librarian supports the College of Environmental Design. Library hours provide broad access when classes are in session. Starting on page 146, the APR includes a description of the library's extensive collection, claiming over 2.4 million items, including 756,000 volumes, 1.5 million microforms, and 13,000 maps. Specific to the architecture department, for access to information for research and curriculum, the library includes resources that cover architecture, landscape architecture, art, graphic design, planning and construction. The library also subscribes to 90 print periodicals that directly support the College of Environmental Design and provide access to hundreds of other college-related electronic subscriptions. Currently in circulation are 4,603 print serial titles and standing order serial subscriptions. To support the collaborative nature of the B.Arch. and M.Arch. programs, there is a wide range of other topics such as psychology, business, science, history and engineering. Of note is the Archives-Special Collections, which contains information on internationally recognized design professionals, including collections from the architectural offices of Richard Neutra and other distinguished architects. The resources are offered in both print and digital format, and links to examples of the resources are provided in the APR on pages 146-147. With regards to digital resources, the University Library features a 24-hour lab with 78 computer stations equipped with Microsoft Office and Adobe suite products. 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 are also part of the facilities. Further, Resource Sharing offers access to students when materials are not available at the University Library with access to all 23 CSU libraries on sister campuses throughout the state. These items are made available to students within 48 hours of a request.

6—Public Information

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

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

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

B.Arch. **Met****M.Arch.** **Met****2023 Team Analysis:**

6.1 The NAAB Accreditation page on the CPP website includes the exact language found in the NAAB *Conditions for Accreditation, 2020 Edition*. The B.Arch. and the M.Arch. programs are listed as offered, with the next visit listed as happening in the spring of 2023.

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

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

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

B.Arch. **Met****M.Arch.** **Met****2023 Team Analysis:**

6.2.a) The *Conditions for Accreditation, 2020 Edition*, is found on the NAAB Accreditation page on the CPP website.

6.2.b) The *Conditions for Accreditation, 2009 Edition*, is found on the NAAB Accreditation page on the CPP website. The 2009 Edition was in effect at the time of the last visit.

6.2.c) The *Procedures for Accreditation, 2020 Edition*, is found on the NAAB Accreditation page on the CPP website.

6.2.d) The *Procedures for Accreditation, 2012 Edition*, is found on the NAAB Accreditation page on the CPP website. The 2012 Edition was in effect at the time of the last visit.

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

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

B.Arch. **Met**

M.Arch. **Met****2023 Team Analysis:**

Several career development resources are available to B.Arch. and M.Arch. students at CPP. The APR notes that students are able to make career counseling appointments online from the school's career counseling website with a full time Career Specialist, Alie Ivie. The APR also points to a link on the school's website to the School of Environmental Design to the Student Success Advising Center where Associate Professor Marc Schultz serves as the NAAB Internship Advisor. The APR also noted links to pages on the school's website that describe the internship process and provide career fair information. This information applies to both the B.Arch. and M.Arch. programs. Both the B.Arch. and M.Arch. programs have a requirement for 500 hours of internship that needs to be documented through NCARB's AXP program. This requirement ensures that students leave school with an excellent jump on developing their career if they choose to pursue licensure. Associate Professor Schultz reported that the annual career fair, FIRMDAY, which recently hosted 90 firms. In meetings, students reported being very aware of their access to career resources.

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

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

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

B.Arch. **Met****M.Arch.** **Met****2023 Team Analysis:**

From APR page 151:

- 6.4.a) The interim progress reports and narratives since the last visit are available on the website.
- 6.4.b) NAAB responses are available on the website.
- 6.4.c) The most recent decision letters for the B.Arch program and for the M.Arch. program are available on the website.
- 6.4.d) The Architecture Program Report submitted for the last visit is available on the website.
- 6.4.e) The final edition of the most recent Visiting Team Report, including attachments and addenda, are available on the website.
- 6.4.f) No optional response from the program to the Visiting Team Report is available.
- 6.4.g) No plan to correct is applicable.
- 6.4.h) The link to the NCARB pass rates by school is available on the website.

6.4.i) The Studio Culture at CPPARC is described on the “Studio Culture” page. It describes the studio culture policy, how it operates, and lists the shared values of the program. The studio culture policy is available and the faculty and students who contributed to the policy are noted.

6.4.j) While CPPARC does not have a stand-alone policy on diversity, equity, and inclusion, it is part of the mission statement. CPPARC aims to broaden its body of design and thought and to recruit a more diverse faculty. Information on equity and inclusion in the program’s curriculum can be found in PC.8, on page 53 of the APR for the B.Arch. and page 81 of the APR for the M.Arch.

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

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

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

B.Arch.

Met

M.Arch.

Met

2023 Team Analysis:

From APR page 152:

6.5.a) The application forms and instructions for the B.Arch. program are available on the Admissions page of the CPP website. There is an explanation of the university application process as well as the application to an “impacted” program, to which architecture is designated.

6.5.b) The admissions requirements, procedures, and policies and processes for evaluation are explained on the Admissions page of the CPP website. The application process is explained in full on the website, with online help available.

6.5.c) A description of the process for evaluating college coursework is included on the Admissions page of the CPP website. Non-accredited degree coursework is evaluated for general education requirements and placement with official transcripts. The website lists courses that need equivalency for placement in second and third years, along with a description of portfolio requirements. The website includes decision dates.

6.5.d) The CPP ARC website includes a CPP Cost of Attendance page that has information on undergraduate costs as well as tuition and fees. The information on undergraduate costs includes information about financial aid. Approximately ten scholarships are listed on the CPPARC website under Resources. The scholarship descriptions state eligibility requirements.

6.5.e) Diversity goals in admissions procedures and information showing the impact of the university and department strategies to address equity and diversity and close this gap are described on the CPP website, as noted on page 154 of the APR.

6.5.a) The application forms and instructions for the M.Arch. program are available on the admissions page of the CPP website. There is an explanation of the university application process for graduate study.

6.5.b) The admissions requirements for the M.Arch. program are available on the admissions page of the CPP website, and outline that official transcripts, three letters of recommendation, IELTS scores (if applicable), a statement of purpose, and a design portfolio are required. The website states how the materials need to be formatted. Placement in the program is explained for students who have four-year or five-year undergraduate degrees in architecture.

6.5.c) Applicants with non-accredited degrees have applications evaluated as explained on the Admissions page of the CPP website. For the M.Arch., the website explains that the non-accredited degree holder would be enrolled in the three-year program.

6.5.d) While there is not a link from the CPPARC website to graduate student costs, the CPP website does provide information on the cost of attendance and how to apply for financial aid. Many scholarships are listed on the CPPARC website under Resources. The scholarship descriptions state eligibility requirements.

6.5.e) Diversity goals in admissions procedures and information showing the impact of the university and department strategies to address equity and diversity and close this gap are described on the CPP website, as noted on page 154 of the APR.

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

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

6.5.2 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.

B.Arch.

Met

M.Arch.

Met

2023 Team Analysis:

6.6.1 The CPP Cost of Attendance webpage for B.Arch. students provides a link for undergraduate costs. This link connects to the CPP Financial Aid and Scholarships webpage, which explains not only the costs of attendance but provides cost tools, applications for aid, and ways to pay, as well as a chat feature to help with questions.

6.6.2 The CPP Cost of Attendance webpage for B.Arch. students has a link for the tuition costs as well as information about computers and software. There is no mention of other fees, supplies, or materials.

6.6.1 The CPP Cost of Attendance webpage for M.Arch students provides a link to tuition and fees, and then another link to graduate student tuition and fees schedule. Other information about payment options, understanding the costs, tutorials, and tax forms are available.

6.6.2 The CPP Cost of Attendance webpage for M.Arch. students has a link for tuition costs as well as information about computers and software. There is no mention of other fees, supplies, or materials.

V. Appendices

Appendix 1. Conditions Met with Distinction

For areas met with distinction, we note:

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

Social equity and inclusion seem to be found throughout both the B.Arch. and the M.Arch. programs. From Admissions, faculty recruiting, history courses, and topic studios to the strategic plan of the college and the success of the NOMAS chapter, equity, diversity, and inclusion are not just talked about but enacted. Diversity is present and makes the program stronger.

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.

In both the B.Arch. and the M.Arch. programs, the synthesis of program, codes, site response, and energy considerations are handled with a high level of skill, all while achieving thoughtful design. Throughout student work, design is being learned as a sum that is greater than its individual parts.

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.

In both the B.Arch. and the M.Arch. programs, the integration of the structure, enclosure, and passive and active environmental controls is accomplished with exceptional quality. The work weaves together through design, not as an additional consideration or afterthought.

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.

In both the B.Arch. and the M.Arch. programs, the assessment process was thoughtfully considered and complete. The implementation of this assessment and identification of plans forward serves the learning and advances the program.

Appendix 2. Team SPC Matrix

For Program COF

Undergraduate Program in Architecture / Student Performance Criteria per NAAB- 2020

	Y1					
	Fall			Spring		
	ARC 1011 - Foundation Design 1 Lecture	Alexander, Robert		ARC 1021 - Foundation Design 2	Alexander, Robert/Ramirez, Irma	
	ARC 1011A - Foundation Design 1 Activity	Alexander, Robert		ARC 1021A - Foundation Design 2 Activity	Alexander, Robert/Ramirez, Irma	
	ARC 1501A - Foundation Digital Design 1 Activity (1)			ARC 1502A - Foundation Digital Design 2 Activity		
	ARC 1010 - Intro. to Arch. Design Theories and Methods			ARC 1020 - Vis. Lit. & Civilization: An Architect's View (GE Area "CZ")		
	GE Area "C1" or "C2" Arts & Humanities	varies		ARC 1022A - Vis. Lit. & Civilization: An Architect's View Activity	varies	
	GE A1 COM 2204 - Advocacy and Argument	varies		GE A2 Written Communication	varies	
	GE B4 MAT 1060 or higher	varies		GE B1+B3 Physical Sci./Lab	varies	
Shared Values						
Design						
Env. Stewardship & Professional Responsibility						
Equality, Diversity & Inclusion						
Knowledge & Innovation						
Leadership, Collaboration & Community Engagement						
Lifelong Learning						
PC Program Criteria						
PC.1 Career Paths						
PC.2 Design						
PC.3 Ecological Knowledge and Responsibility						
PC.4 History and Theory						
PC.5 Research & Innovation						
PC.6 Leadership and Collaboration						
PC.7 Learning and Teaching Culture						
PC.8 Social Equity and Inclusive Environments						
SC Student Criteria						
Student Learning Objectives and Outcomes						
SC.1 Health, Safety, and Welfare in the Built Environment						
SC.2 Professional Practice						
SC.3 Regulatory Context						
SC.4 Technical Knowledge						
SC.5 Design Synthesis						
SC.6 Building Integration						

	Y2					
	Fall			Spring		
	ARC 2011 - Second Year Design 1 Activity	Alexander Ortenberg		ARC 2021 - Second Year Design 2	Schmitzberger, Axel	
	ARC 2011A - Second Year Design 1 Activity	Alexander Ortenberg		ARC 2021A - Second Year Design 2 Activity	Schmitzberger, Axel	
	ARC 2501A - Intermediate Digital Design 1 Activity			ARC 2502A - Intermediate Digital Design 2 Activity		
	ARC 3410 - Building Construction 1			ARC 3210 - Structures 1		
	ARC 3412 - Building Construction 1 Discussion	Michael Fox		ARC 3212 - Structures 1 Discussion	Schulitz, Marc	
	GE C1 or C2 Arts & Humanities Critical Thinking			ARC 3310 - Environmental Controls 1		
	GE A3 Critical Thinking			ARC 3312 - Environmental Controls 1 Discussion	XXX	
				GE C1 ARC 3610 - World Architecture before the Renaissance		
				ARC 3612 - World Architecture before the Renaissance Discussion		
Shared Values						
Design						
Env. Stewardship & Professional Responsibility						
Equality, Diversity & Inclusion						
Knowledge & Innovation						
Leadership, Collaboration & Community Engagement						
Lifelong Learning						
PC Program Criteria						
PC.1 Career Paths						
PC.2 Design						
PC.3 Ecological Knowledge and Responsibility						
PC.4 History and Theory						
PC.5 Research & Innovation						
PC.6 Leadership and Collaboration						
PC.7 Learning and Teaching Culture						
PC.8 Social Equity and Inclusive Environments						
SC Student Criteria						
Student Learning Objectives and Outcomes						
SC.1 Health, Safety, and Welfare in the Built Environment						
SC.2 Professional Practice						
SC.3 Regulatory Context						
SC.4 Technical Knowledge						
SC.5 Design Synthesis						
SC.6 Building Integration						

	Y3					
	Fall			Spring		
	ARC 3011 - Third Year Design 1 Activity	Schulitz, Marc		ARC 3021 - Third Year Design 2	Michael Fox	
	ARC 3011A - Third Year Design 1 Activity	Schulitz, Marc		ARC 3021A - Third Year Design 2 Activity	Michael Fox	
	ARC 3010A - Architectural Codes			ARC 3020A - Housing and Urban Design Activity	Ima Ramirez	
	ARC 3220 - Structures 2			ARC 3420 - Building Construction 2		
	ARC 3212 - Structures 1 Discussion			ARC 3422 - Building Construction 2 Discussion		
	ARC 3620 - Architecture from Renaissance through Modern Era			ARC 3320 - Environmental Controls 2		
	ARC 3622 - Architecture from Renaissance through Mod. Era Discussion	Ramirez, Irma		ARC 3322 - Environmental Controls 2 Discussion	Fox, Michael	
	GE A5 Sci. & Tech. Synthesis			ARC 4400 - Design Development	Isaetes-Carbonnier, Eric-Valentin	
				ARC 4402A - Design Development Activity		
Shared Values						
Design						
Env. Stewardship & Professional Responsibility						
Equality, Diversity & Inclusion						
Knowledge & Innovation						
Leadership, Collaboration & Community Engagement						
Lifelong Learning						
PC Program Criteria						
PC.1 Career Paths						
PC.2 Design						
PC.3 Ecological Knowledge and Responsibility						
PC.4 History and Theory						
PC.5 Research & Innovation						
PC.6 Leadership and Collaboration						
PC.7 Learning and Teaching Culture						
PC.8 Social Equity and Inclusive Environments						
SC Student Criteria						
Student Learning Objectives and Outcomes						
SC.1 Health, Safety, and Welfare in the Built Environment						
SC.2 Professional Practice						
SC.3 Regulatory Context						
SC.4 Technical Knowledge						
SC.5 Design Synthesis						
SC.6 Building Integration						

	Y4					
	Fall			Spring		
	ARC 4011 - Topics in Architectural Design 1	Milosky, Barry A		ARC 4011A - Topics in Architectural Design 1 Activity	Lorenzen, Sarah E	
	ARC 4011A - Topics in Architectural Design 1 Activity			ARC 4501A - Advanced Digital Design 1 Activity	Lorenzen, Sarah E	
Shared Values						
Design						
Env. Stewardship & Professional Responsibility						
Equality, Diversity & Inclusion						
Knowledge & Innovation						
Leadership, Collaboration & Community Engagement						
Lifelong Learning						
PC Program Criteria						
PC.1 Career Paths						
PC.2 Design						
PC.3 Ecological Knowledge and Responsibility						
PC.4 History and Theory						
PC.5 Research & Innovation						
PC.6 Leadership and Collaboration						
PC.7 Learning and Teaching Culture						
PC.8 Social Equity and Inclusive Environments						
SC Student Criteria						
Student Learning Objectives and Outcomes						
SC.1 Health, Safety, and Welfare in the Built Environment						
SC.2 Professional Practice						
SC.3 Regulatory Context						
SC.4 Technical Knowledge						
SC.5 Design Synthesis						
SC.6 Building Integration						

2020 Required Documentation
 Narrative + Syllabus (Level 1)
 Narrative + Self Assessment + Syllabus (Level 2)
 Narrative + Self Assessment + Course Material (Level 3)
 Narrative + Self Assessment + Course Material + Student Work (Level 4)
 Secondary Assessment



Undergraduate Program in Architecture / Student Performance Criteria per NAAB 2021

	Y1						Y2							
	Fall			Spring			Fall			Spring				
	ARC 1011 - Foundation Design 1 Lecture Activity	ARC 1011A - Foundation Design 1 Activity	ARC 1501A - Foundation Digital Design 1 Activity (1)	ARC 1010 - Intro. to Arch. Design Theories and Methods	GE Area "C1" or "C2" Arts & Humanities	GE A1 COM 2204 - Advocacy and Argument	GE B4 MAT 1060 or higher	ARC 1021 - Foundation Design 2 Activity	ARC 1021A - Foundation Design 2 Activity	ARC 1502A - Foundation Digital Design 2 Activity	ARC 1020 - Vis. Lit. & Civilization: An Architect's View (GE Area "C2")	ARC 1022A - Vis. Lit. & Civilization: An Architect's View Activity	GE A2 Written Communication	GE E1+B3 Physical Sci./Lab
	Alexander, Robert	Alexander, Robert			varies	varies	varies	Alexander, Robert/Ramirez, Irma	Alexander, Robert/Ramirez, Irma			varies	varies	varies
Shared Values														
Design														
Env. Stewardship & Professional Responsibility														
Equality, Diversity & Inclusion														
Knowledge & Innovation														
Leadership, Collaboration & Community Engagement														
Lifelong Learning														
Program Criteria														
Career Paths														
Design														
Ecological Knowledge and Responsibility														
History and Theory														
Research & Innovation														
Leadership and Collaboration														
Learning and Teaching Culture														
Social Equity and Inclusive Environments														
Student Criteria														
Student Learning Objectives and Outcomes														
Health, Safety, and Welfare in the Built Environment														
Professional Practice														
Regulatory Context														
Technical Knowledge														
Design Synthesis														
Building Integration														
2020 Required Documentation														
Narrative + Syllabus (Level 1)														
Narrative + Self Assessment + Syllabus (Level 2)														
Narrative + Self Assessment + Course Material (Level 3)														
Narrative + Self Assessment + Course Material + Student Work (Level 4)														
Secondary Assessment														



Undergraduate Program in Architecture / Student Performance Criteria per NAAB 2022

		Y1		Non-Curricular Activity								
		Fall										
		Alexandre r. Robert	Alexandre r. Robert									
		ARC 1011 - Foundation Design 1 Lecture	ARC 1011A - Foundation Design 1 Activity	ARC 1501A - Foundation Digital Design 1 Activity (1)	Lecture Series	Internship/FirmDay	Interim	AIAS	NOMAS	TSD	Neutra Prize	
Shared Values												
Design												1
Env. Stewardship & Professional Responsibility												1
Equality, Diversity & Inclusion												1
Knowledge & Innovation												1
Leadership, Collaboration & Community Engagement												1
Lifelong Learning												1
Program Criteria												
Career Paths												1
Design												1
Ecological Knowledge and Responsibility												1
History and Theory												1
Research & Innovation												1
Leadership and Collaboration												1
Learning and Teaching Culture												1
Social Equity and Inclusive Environments												1
Student Criteria												
Student Learning Objectives and Outcomes												
Health, Safety, and Welfare in the Built Environment												1
Professional Practice												1
Regulatory Context												1
Technical Knowledge												1
Design Synthesis												1
Building Integration												1
2020 Required Documentation												
Narrative + Syllabus (Level 1)												
Narrative + Self Assessment + Syllabus (Level 2)												
Narrative + Self Assessment + Course Material (Level 3)												
Narrative + Self Assessment + Course Material + Student Work (Level 4)												
Secondary Assessment												

1 1st Year- Bob + Sasha
 1 2nd Year - Axel + Sasha
 1 3rd Year - Marc, Michael and Irma
 1 4th Year - Irma
 1 5th Year - Sarah & Kip
 1 Grads - Victor & George



Graduate Program in Architecture / Student Performance Criteria per NAAB 2020

		Y1		Y2		Y3		Non-Curricular Activity					
		Fall	Spring	Fall	Spring	Fall	Spring						
Shared Values		ARC 5011 - Introduction to Architectural Design 1 Jones, Victor ARC 5011A - Introduction to Architectural Design 1 Activity Jones, Victor ARC 5011A - Digital Design Tools 1 Activity Greenman, Sarah ARC 5010 - Intro. to Programming and Behavioral Factors Lin, Junfeng ARC 5440 - Building Construction 1 ARC 5442 - Building Construction 1 Discussion ARC 5420 - World Arch. from Renaissance through Mod. Era		ARC 5021 - Introduction to Architectural Design 2 ARC 5021A - Introduction to Architectural Design 2 Activity Kim, Jaehye ARC 5021A - Digital Design Tools 2 Activity ARC 5020 - Structures 1 Schultz, Marc ARC 5310 - Environmental Control Systems 1 ARC 5312 - Environmental Control Systems 1 Discussion ARC 5440 - American Architecture ARC 5442 - American Architecture Discussion La Roche Foblo or Lin, Junfeng Helen, Gabrielle E		ARC 5031A - Intermediate Architectural Design 1 Activity Not Assigned ARC 5031 - Intermediate Architectural Design 1 Not Assigned ARC 5031A - Digital Design Tools 3 Activity Not Assigned ARC 5030 - Structures 2 Schultz, Marc ARC 5032 - Structures 2 Discussion Overberg, Alexander ARC 5190 - Special Topics for Graduate Students Not Assigned		ARC 5041A - Intermediate Architectural Design 2 Activity Folan, Mehta ARC 5041 - Intermediate Architectural Design 2 Folan, Mehta ARC 5042A - Digital Design Tools 4 Activity Folan, Mehta ARC 5040 - Building Construction 2 Fox, Michael ARC 5402 - Building Construction 2 Discussion ARC 5320 - Environmental Control 2 ARC 5322 - Environmental Control 2 Discussion ARC 5400 - Design Development Yustiles - Catherine Etc - Yustin C Helen, Gabrielle E		ARC 6011 - Advanced Architectural Design 1 Greenman, Sarah ARC 6011A - Advanced Architectural Design 1 Activity Greenman, Sarah ARC 610A - Advanced Digital Design Activity Folan, Mehta ARC 610 - Master's Thesis/Project Research Folan, Mehta ARC 6200 - The Architect and Developmental Process ARC 6202 - The Architect and Developmental Process Discussion ARC 620X - Professional Elective Folan, Mehta ARC 6951 - Master's Degree Mat. and Structures Integr. Jones, Victor ARC 6951A - Master's Degree Project Activity Dickson, Kip ARC 6710 - Architectural Professional Practice ARC 6712 - Architectural Professional Practice Discussion vates			
Design													
Env. Stewardship & Professional Responsibility													
Equality, Diversity & Inclusion													
Knowledge & Innovation													
Leadership, Collaboration & Community Engagement													
Lifelong Learning													
PC - Program Criteria													
PC.1 Career Paths													
PC.2 Design													
PC.3 Ecological Knowledge and Responsibility													
PC.4 History and Theory													
PC.5 Research and Innovation													
PC.6 Leadership and Collaboration													
PC.7 Learning and Teaching Culture													
PC.8 Social Equity and Inclusive Environments													
SC - Student Criteria													
SC.1 Health, Safety, and Welfare in the Built Environment													
SC.2 Professional Practice													
SC.3 Regulatory Context													
SC.4 Technical Knowledge													
SC.5 Design Synthesis													
SC.6 Building Integration													
2020 Required Documentation													
Narrative + Syllabus (Level 1)													
Narrative + Self Assessment + Syllabus (Level 2)													
Narrative + Self Assessment + Course Material (Level 3)													
Narrative + Self Assessment + Course Material + Student Work (Level 4)													
Secondary Assessment													
								Architecture Series Internship/Field Day Internship					

Graduate Program in Architecture / Student Performance Criteria per NAAB 2021

	Y1										Y2											
	Fall					Spring					Fall											
	Jones, Victor	Jones, Victor	Lorenzen, Sarah		Lin, Junfow		Kim, Jeehye	Kim, Jeehye	Schultz, Marc	La Roche, Pablo or Lin, Junfow	Harlan, Gabriele R	Not Assigned	Not Assigned	Schultz, Marc								
	ARC 5011 - Introduction to Architectural Design 1	ARC 5011A - Introduction to Architectural Design 1 Activity	ARC 5511A - Digital Design Tools 1 Activity	ARC 5010 - Intro. to Programming and Behavioral Factors	ARC 5440 - Building Construction 1	ARC 5442 - Building Construction 1 Discussion	ARC 5620 - World Arch. from Renaissance through Mod. Era	ARC 5021 - Introduction to Architectural Design 2	ARC 5021A - Introduction to Architectural Design 2 Activity	ARC 5512A - Digital Design Tools 2 Activity	ARC 5210 - Structures 1	ARC 5212 - Structures 1 Discussion	ARC 5310 - Environmental Controls Systems 1	ARC 5312 - Environmental Controls Systems 1 Discussion	ARC 5640 - American Architecture	ARC 5642 - American Architecture Discussion	ARC 5031A - Intermediate Architectural Design 1 Activity	ARC 5031 - Intermediate Architectural Design 2	ARC 5521A - Digital Design Tools 3 Activity	ARC 5220 - Structures 2	ARC 5222 - Structures 2 Discussion	
Shared Values																						
Design																						
Env. Stewardship & Professional Responsibility																						
Equality, Diversity & Inclusion																						
Knowledge & Innovation																						
Leadership, Collaboration & Community Engagement																						
Life-long Learning																						
Program Criteria																						
Career Paths																						
Design	█							█														
Ecological Knowledge and Responsibility													█									
History and Theory							█															
Research & Innovation																		█				
Leadership and Collaboration																						
Learning and Teaching Culture																						
Social Equity and Inclusive Environments	█														█							
Student Criteria																						
Health, Safety, and Welfare in the Built Environment																		█				█
Professional Practice																						
Regulatory Context																						
Technical Knowledge					█					█	█							█				
Design Synthesis																						
Building Integration																						

2020 Required Documentation

Narrative + Syllabus (Level 1)
 Narrative + Self Assessment + Syllabus (Level 2)

Narrative + Self Assessment + Course Material (Level 3)

Narrative + Self Assessment + Course Material + Student Work (Level 4)

Secondary Assessment



Graduate Program in Architecture / Student Performance Criteria per NAAB 2022

		Y1		
		Fall		
		Jones, Victor	Jones, Victor	
		ARC 5011 - Introduction to Architectural Design 1 ARC 5011A - Introduction to Architectural Design 1 Activity		
		ARC 5511A - Digital Design Tools 1 Activity		
Shared Values				
Design				1
Env. Stewardship & Professional Responsibility				1
Equality, Diversity & Inclusion				1
Knowledge & Innovation				1
Leadership, Collaboration & Community Engagement				1
Lifelong Learning				1
PC Program Criteria				
PC.1 Career Paths				1
PC.2 Design				1
PC.3 Ecological Knowledge and Responsibility				1
PC.4 History and Theory				1
PC.5 Research & Innovation				1
PC.6 Leadership and Collaboration				1
PC.7 Learning and Teaching Culture				1
PC.8 Social Equity and Inclusive Environments				1
SC Student Criteria				
SC.1 Health, Safety, and Welfare in the Built Environment				1
SC.2 Professional Practice				1
SC.3 Regulatory Context				1
SC.4 Technical Knowledge				1
SC.5 Design Synthesis				1
SC.6 Building Integration				1

2020 Required Documentation

- Narrative + Syllabus (Level 1)
- Narrative + Self Assessment + Syllabus (Level 2)
- Narrative + Self Assessment + Course Material (Level 3)
- Narrative + Self Assessment + Course Material + Student Work (Level 4)
- Secondary Assessment



Appendix 3. The Visiting Team

Team Chair, Educator Representative

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VI. Report Signatures

Respectfully Submitted,

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Team Chair

Thomas Ahleman AIA, LEED AP
Team Member

Gabriel Durand-Hollis, FAIA
Team Member

Mary Morissette, FAIA, NCARB, LEED AP
Team Member

Michael Boongaling
Team Member

Michael Hamner, FAIA, NCARB
Observer