

FALL 2021

*** 1. California State Polytechnic University, Pomona**

*** 2. What impact did the change to remote teaching have on student ability to successfully progress through the program and meet student criteria, including challenges to ensure all students had an equitable and accessible experience?**

As a public institution offering a BArch program, with the lowest BArch tuition in Southern California, we enjoy the good fortune of a long line of exceptional students who apply each year. Our students are known for coming from diverse backgrounds (the largest chapter of NOMAS in the US) and are most often the first in their family to attend college. We are a minority serving architecture program with a 55% female student population. Our student and faculty composition facilitate an equitable experience and solid access to careers. A strong relationship with practicing alumni who head many of the major regional firms also offers a pipeline into the profession. Contrary to pre-conceptions, we discovered that many courses can be taught online successfully. Demand for the program increased during COVID although graduation rates fell off slightly. The program grew from F2020 (700) to F2021 (772) by 10.4%. The Department also continues its growth in diversity and female student population. More than 82% of entering students in Fall 2021 identify as minority, with 116 female and 88 male students. Although we are still operating under some operational limitations and running mixed teaching modalities, we look forward to more in-person instruction and campus life soon. The gravity of the situation caused students and faculty to step up to the challenge, in a way we would not have done, if not for the pandemic. Our college instituted programs to gift students support and our NOMAS chapter leveraged public sentiment to raise significant funds for student scholarships.

*** 3. What did the program learn from this process; what was valuable; what were the new ways of thinking; and what changes does the program plan to make to improve the process and/or change the curriculum based on what was learned?**

Online was not the catastrophe that many had speculated. We found great success with the combination of Zoom, ConceptBoard, and our LMS(Blackboard/Canvas). Students are more focused both in studio and class. Attendance is better. Time is saved by not commuting. The convenience of direct access to digital data (drawings / images) has been an advantage. The positives have us re-thinking how to strategically mix remote and in-person teaching, to combine the best of both for greater efficiency while also building a learning community. The profession has already been transitioning to web-based meeting and cloud-based practice to improve collaboration and reduce costs. This period has compelled faculty and students to work in modalities more in alignment with practice, likely a benefit for students after graduation. The future will continue to use new techniques and modalities for exploring design and communicating outcomes. CPPARC sees this time as an opportunity to foster new curricular areas formerly beyond our grasp.

*** 4. What has been the economic impact to the program in terms of lost revenue and additional cost incurred to teach virtually?**

Faculty had to rapidly reconfigure their courses and adopt new teaching modalities, requiring significant time and cost (e.g. Upgrading internet access hardware and software). University contribution to this effort was minimal - compare \$100 for a stylus with \$1000+ for home network. The greatest impact may have been retirements facilitated by incentives offered by the university, aging faculty leaving due to the context, all of which has left us with a tenure density below 20%.

5. Please indicate any areas the NAAB should be aware of, or issues that might need to be addressed in the Conditions or Procedures, based on the changes that have occurred in the program.

It is probably a universal condition that most programs will continue to operate with some online courses and program components. And probably also the case that the pandemic has left other programs short-staffed making program administration (procedures) more onerous.