Name of Institution: California Polytechnic State University, San Luis Obispo
Name of Academic Unit: College of Architecture and Environmental Design

Interim Progress Report

Bachelor's of Architecture [225 quarter credit hours]

Please provide contact information for the following individuals:

Program Administrator: Prof. Margot McDonald, Interim Department Head

Chief administrator for the academic unit in which the program is located (e.g., dean or department chair): Prof. Christine Theodoropoulos, Dean

Chief Academic Officer of the Institution: Dr. Kathleen Enz Finken, Provost and Executive Vice President for Academic Affairs

President of the Institution: Dr. Jeffrey Armstrong, President

Individual submitting the Interim Program Report: Prof. Margot McDonald, Interim Head

Name of individual to whom questions should be directed: Prof. Margot McDonald, Interim Head

Year of the Previous Visit: [12-16 February, 2011]

Current Term of Accreditation: 6 years

Bachelor of Architecture

was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2011. The program is scheduled for its next accreditation visit in 2017.

The Last APR was submitted to: The National Architectural Accrediting Board
Date: September 07, 2010

NOTES:
1. All sections should be in Arial 10 pt type. The template indicates what titles or section headings should be in **bold** and what sections should be in *italics*.
2. All reports should be formatted with 1" margins for all edges.
3. Reports should be single-spaced with appropriate spacing between paragraphs.
4. Please use the headers and footers as established in the template.
5. Reports must be submitted in PDF or Word.
6. Reports are limited to 3 MGs.
7. Instructions for submitting supplemental material are appended to that section of the report.

Table of Contents

1.1 Identity & Self Assessment

a. **History and Mission**
[The NAAB will provide this section, quoted directly, from the most recent APR]
The report must include the following:
- *Programs must describe how this section changed since the most recent APR was written and submitted*

No changes have been made to this section since the last APR was submitted.

1.1.1 History and Mission

1.1.1a A Brief History of the Institution

1.1.1a1 Institutional Mission Statement

Cal Poly fosters teaching, scholarship, and service in a learn-by-doing environment, in which students, staff, and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility [*Approved by Cal Poly's President Baker on March 22, 2010*].

University's Learning Objectives (ULO's):

1. Think critically and creatively (ULO 1)
2. Communicate effectively (ULO 2)
3. Demonstrate expertise in the integration of building systems (ULO 3)
4. Demonstrate expertise in the development of a project design (ULO 3)
5. Demonstrate expertise in the maintenance of an architectural practice (ULO 3)
6. Understand architecture in relation to the larger world of knowledge (ULO 3)
7. Work productively in groups (ULO 4)
8. Use their knowledge and skills to make a positive contribution to society (ULO 5)
9. Make reasonable decisions informed by shared values (ULO 6)
10. Engage in lifelong learning (ULO 7)

1.1.1a2 Institutional Founding Principles

From its founding until today, Cal Poly has continually emphasized disciplines and teaching methods that enable graduates to succeed in the professional workplace. Particular concern for the development of the individual student is given a high priority in an environment, which encourages students to "learn by doing" through internships, cooperative education, enterprise projects and numerous co-curricular activities. An equally important manifestation of the emphasis at Cal Poly is that many of the academic and professional programs of the University are imbued with a sense of the applied and the practical, without diminishing the importance of principle and theory.

Through historical development, Cal Poly clearly holds a distinctive position in the California educational system. Founded in 1901 as a vocational high school and evolving into a modern polytechnic university, Cal Poly has kept a keen sense of direction and purpose. Its distinctive mission of emphasis on undergraduate instruction is mandated by a special section of the State Education Code.
Over the 45 years from 1963 to 2009, the University grew to its current size of 19,325 full-time and part-time students. Architecture and the related Environmental Design disciplines were added as important

areas of emphasis consistent with the historical mandate to stress occupational, applied and professional fields of study.

Institutional Background History

Today's University, with its emphasis on undergraduate education in applied fields, remains true in many respects to the original intent of its founding legislation, establishing in 1901 a polytechnic school to "at all times contribute to the industrial welfare of the State of California."

The founders' desire to establish a school that educates the hand as well as the head is still emphasized, in the University's continued commitment to a unique blend of traditional classroom instruction and applied learning outside of class ("learn-by-doing").

It is also preserved in Cal Poly's steady and enthusiastic commitment to an extraordinarily broad and varied o-curricular program – expressed in a myriad of student activities and organizations and a vibrant campus residential community.

On March 8, 1901, Governor Henry T. Gage signed a bill establishing the California Polytechnic School. The event marked the successful culmination of a campaign led by San Luis Obispo journalist Myron Angel and leading members of the area's merchant, agriculture, dairy and ranching interests.

Angel, who initially came to California with the Gold Rush of '49, had sought to bring to the Central Coast "a place…for the practical application of the arts and sciences." His vision – an institution for men and women that would "teach the hand as well as the head" – defined the new school's focus and set its course for the future. Eventually restated as "Learn by Doing," Angel's concept for the school reflected progressive views about education that emphasized addressing society's critical needs.

Leroy Anderson was appointed as the first director of the school in June 1902. On January 31, 1903, the cornerstone for the original Administration Building was laid. Construction followed on the boy's dormitory, land was designated for student farms and construction began on farm buildings.

Guided by its initial directors and supported by the local community, the California Polytechnic School enrolled its first class of twenty students in 1903. The student body tripled in size within two years, and tripled again three years later.

Eight students received diplomas in the first commencement, 1906, at California Polytechnic School.

A robust calendar of sporting events and community activities enlivened the spirit and character of the School. A Farmer's Institute and Basket Picnic first held in May 1904, for example, attracted over three thousand visitors to the campus by 1910 and inaugurated an annual tradition that officially became known as Poly Royal in 1933.

In response to State Legislation, compulsory military training for men was instituted in 1915. Military discipline and uniforms were required in the dormitories as well as the classrooms. An Academic Department for college preparatory work was added to the three original departments of Agriculture, Mechanics, and Household Arts. In 1917, students began to enlist to fight in World War I. Remaining students participated in war relief projects.

Drastic budget cuts in 1923 forced a reduction in the number of classes offered. Only classes in agriculture, mechanics and printing remained. Nine female students enrolled in printing classes after their former courses of study were eliminated.

In 1927, the School added a two-year Junior College Division to the four-year secondary vocational program. Engineering/Mechanics was the principal course of study. Aeronautics was also offered. The name "Cal Poly" came into popular use.

Women students were excluded from attending Cal Poly by legislative act beginning in 1930 because of lack of on-campus housing for women.

In 1932-33, the State Board of Education directed a major reorganization of the school, abolishing the Junior College Division and the high school courses designed for university transfer. The mission of the school was changed to a two-year technical and vocational school.

With Julian McPhee (1933-1966) at the helm, Cal Poly stood poised to move to a new stage of its development and place on the landscape of California public education. The first annual Poly Royal was sponsored by the Future Farmers of America.

Urged by alumni, prospective students and employers to seek collegiate status for Cal Poly, President McPhee succeeded in obtaining approval from the State Board of Education to initiate a full baccalaureate degree program in 1940. The California Polytechnic State College subsequently awarded its first Bachelor of Science degrees to twenty-six graduates in 1942.

In the meantime, the United States' entry into World War II inaugurated an important interlude in Cal Poly's history. During the war years, the college served as state headquarters for the Food Production War Training Program, providing instruction to 120,000 California farmers. Cal Poly also implemented war preparedness training programs, for both men and women, in welding, machine shop, aircraft sheet metal and radio.

From January 1943 through November 1944, Cal Poly served as one of 17 Naval Flight Preparatory Schools in the nation, graduating more than 3,600 naval aviation cadets. In July 1944, Cal Poly was chosen as one of eight colleges to conduct a new naval aviation training program, the Naval Refresher Unit. This program continued until February 1946, serving 1,121 trainees.

Immediately after World War II, enrollment expanded to 819 students due to an influx of veterans studying under the G.I. Bill.

At the war's end, Cal Poly returned to its peacetime educational mission. In 1947, the California Polytechnic School was renamed the California State Polytechnic College.

In 1949, the W.K. Kellogg Foundation donated an 812-acre horse ranch in Pomona to the college, which was located near the Voorhis campus. By 1950, the joint operation of the two campuses was known as the Kellogg-Voorhis Unit.

The first Cal Poly float was entered in the Tournament of Roses Parade in Pasadena, California. This tradition continues today.

The prospect of higher enrollments influenced development of the College's first facilities master plan and inaugurated an ambitious building program on the campus. Enrollment rose to 2,909 students at the San Luis Obispo campus.

A graduate program leading to a Master of Arts degree in education began.

The Dexter Library, completed in 1949, offered two large reading rooms plus sixty study carrels that gave a seating capacity of 574. The stack rooms accommodated 120,000 books. By the mid-1950s, the north mountain dormitory complex had been built, signaling Cal Poly's commitment to a substantial residential program.

In 1956, female students were again readmitted to the College.

As the 1960's began, Cal Poly's enrollments and reputation continued to grow. The student body nudged toward 5,000 and would exceed 9,000 by the decade's end.

The California Master Plan for Higher Education included Cal Poly within the newly established California State College System.

Sadly, though, the new decade also witnessed the most tragic event in Cal Poly's history. On October 29, 1960, a chartered plane carrying the Cal Poly football team crashed on take-off in Toledo, Ohio, after a game against Bowling Green University. Sixteen Mustang players and six others perished in the crash.

Upon his mandatory retirement in 1966, Julian McPhee was succeeded by Robert E. Kennedy. Just as had been the case upon McPhee's assumption of the presidential mantel in 1933, Cal Poly was set for another major transition in its history.

In 1972, the State Legislature changed Cal Poly's name to the California Polytechnic State University. Following attainment of university status, over the next several decades, under two presidents, Robert E. Kennedy (1967 to 1979) and Warren J. Baker (1979 to present), Cal Poly remained faithful to its polytechnic mission and learn-by-doing educational philosophy. The annual rhythms of campus life preserved many well-established traditions. At the same time, Cal Poly developed in response to rapid change in the economy and society.

National championship academic teams and student projects like the first human-powered helicopter exemplified the enduring vitality of learn-by-doing. A significant portion of upper-division learning continued to occur outside the classroom and every graduate had to complete an independent senior project. In an era of dramatic scientific and technological breakthroughs, new curricula and research initiatives were launched. General education was revised and strengthened. Cal Poly developed a modern, robust university educational program.

Defining features of campus student life included the Week of Welcome for new students, a student residence hall community housing nearly 3,000 students, an inter-collegiate athletics program that transitioned to Division I status, and a vital student government with responsibility for running a multi-million dollar student corporation, more than 400 student clubs, the annual Poly Royal (briefly suspended, then reintroduced as Open House).

Multiple capital projects transformed the campus during the past six years. Individual, foundation and corporate gifts played a growing role in capital and program development. The CAED Construction Innovations Center, which houses classroom and faculty offices, was a groundbreaking example of a partnership between public and private monies. Among important examples across campus: the state, foundation and corporate-funded Center for Science; the privately funded Meat Processing Center and CAED Simpson Strong-Tie Materials Demonstration Lab; bonding, grants and revenue support for the Recreation Center Expansion and the Technology Park; the partnership among alumni and industry for Engineering IV; and the commitment to enhancing the living environment for student, faculty and staff with the University Union Plaza Renovation; Poly Canyon Village student housing, and Bella Montana Faculty/Staff Housing.

Institutional Recognition

For the 18th year in a row Cal Poly has been named the best public, largely undergraduate university in the West. Cal Poly also retained its No. 5 position overall in the magazines list of the West's best universities, including private institutions, that "provide a full range of undergraduate and master's-level programs, but few doctoral programs." (U.S. News ranks colleges, which grant doctoral degrees, such as those in the University of California system, in a separate category.)

1.1.1b A Brief History of the Program

1.1.1b1 Mission (Architecture Department)

The mission of the Architecture Department is to provide diverse and comprehensive educational opportunities for persons preparing to serve society as responsible, ethical and creative individuals involved in the design of the built environment and the profession of architecture. The department achieves its mission through excellence in teaching, scholarship, creative work, and service, with a strong commitment to providing a learning environment that develops the ability to make design judgments that integrate and synthesize technical, contextual and experiential issues in the creation of the built environment.

Specifically, the goals of the mission are to:
- Create a teaching/learning environment that develops an ability and passion for the lifelong pursuit of knowledge and understanding in the design of the physical environment and the practice of architecture.

- Create teaching, learning and work environments that support physical and mental health and personal and professional growth.

- Provide educational opportunities to pursue design excellence, technical knowledge and contextual understanding in the creation of the built environment.

- Provide educational opportunities to gain an understanding and appreciation for the interdisciplinary nature and integrative nature of design and the profession of architecture.

- Provide educational opportunities to gain an understanding and appreciation for the diversity manifest in the people, societies and cultures in relationship to the design and use of the built environment.

1.1.1b2 Founding Principles (Architecture Department)

Bachelor of Architecture Program Goals and Learning Outcomes (in relationship to the University's ULO's and NAAB SPC's)

All students who complete the BArch program at Cal Poly should be able to:

1. Think critically and creatively (ULO 1).
a.   Understanding the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design (A8).
b.   Understanding the architect's responsibility to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains (C3).
c.   Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards (A2).
d.   Ability to effectively use basic architectural and environmental principles in design (A6).
e.   Ability to examine, comprehend, and apply the fundamental principles present in relevant precedents (A7).
f.   Ability to prepare a comprehensive program for an architectural project (B1)
g.   Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical, sensory, and cognitive disabilities (B2).

h.   Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design (B4).

2. Communicate effectively (ULO 2).
a.   Ability to read, write, speak, and listen effectively (A1).
b.   Ability to use appropriate representational media to convey essential formal elements at each stage of the design process (A3).
c.   Ability to make technically clear drawings and models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design (A4).

3. Demonstrate expertise in the integration of building systems (ULO 3).
a.   Understanding the basic principles of life-safety systems with an emphasis on egress (B5).
b.   Understanding the basic principles of environmental systems' design including the use of appropriate performance assessment tools (B8).
c.   Understanding the basic principles of structural behavior in withstanding gravity and lateral forces (B9).
d.   Understanding the evolution, range, and appropriate application of contemporary structural systems (B9).
e.   Understanding the basic principles involved in the appropriate application of building envelope systems and associated assemblies (B10).
f.   Understanding the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems (B11).
g.   Understanding the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies (B12).
h.   Ability to apply the basic principles of building materials, assemblies, and systems in the development of a project design (B5 only relates to life-safety systems).

4. Demonstrate expertise in the development of a project design (ULO 3).
a.   Ability to produce a complete and comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following outcomes: 1a Ordering Systems, 1c Design Thinking, 1g Accessibility, 1h Site Design, 2c
Technical Documentation, 3h Building Systems Integration (NAAB emphasis on life-safety, environmental, and structural systems), 6a Historical Traditions, 9d Sustainability, 10a
Investigative Skills (B6).

5. Demonstrate expertise in the maintenance of an architectural practice (ULO 3).
a.   Understanding the fundamentals of building costs (B7).
b.   Understanding the methods of project management (C4).
c.   Understanding the basic principles of architectural practice management (C5).
d.   Understanding the architect's legal responsibility to the public and the client (C7).
e.   Ability to write outline specifications (A4).

6. Understand architecture in relation to the larger world of knowledge (ULO 3).
a.   Understanding parallel and divergent canons and traditions of architecture, landscape architecture, and urban design in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors (A9).
b.   Understanding the relationship between human behavior, the natural environment, and the design of the built environment (C2).

7. Work productively in groups (ULO 4).

a. Understanding the techniques and skills architects use to work collaboratively in the building design and construction process (C6).
b. Understanding the techniques and skills architects use to work collaboratively on environmental, social, and aesthetic issues in their communities (C6).
c. Ability to work in collaboration with others (C1).
d. Ability to work in multidisciplinary teams (C1).

8. Use their knowledge and skills to make a positive contribution to society (ULO 5).
a. Understanding the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors (C9).

9. Make reasonable decisions informed by shared values (ULO 6).
a. Understanding the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals (A10).
b. Understanding the implications of diversity on the societal roles and responsibilities of architects (A10).
c. Understanding the ethical issues involved in the formation of professional judgment (C8).
d. Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations (B3).

10. Engage in lifelong learning (ULO 7).
a. Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes (A5).
b. Understanding the role of applied research in determining building form, function, and systems as well as their impacts on human conditions and behavior (A11).

Program Overview

The BS Architectural Engineering program and department became effective with the 1947-48 Catalog. Prior to that time, the department was called Architectural Drafting with a technical certificate. The Trustees granted approval for the 5-year Bachelor of Architecture Degree to be offered, effective Fall 1963. With the 1964-65 Catalog, the Architectural Engineering Department changed to Architecture and Architectural Engineering Department, and the five-year B.Arch curriculum appeared for the first time in a catalog. There were six first graduates from the B.Arch program in 1964-65. The first two years of B.Arch and BS Arce are the same. In 1976, B.Arch was changed into a four-year B.S. and two-year M.Arch. Due to low numbers of students going into the two-year accredited program the M.Arch program was changed in 1979 back to the B.Arch.

Since the last accreditation visit, the Department of Architecture has a permanent Department Head Henri T. de Hahn (2006-present) who is assisted by Associated Department Head Prof. Bruno Giberti (2007-2009), and Associate Department Head Prof. Thomas Fowler (2006-present). As of Fall 2010, Prof. Jim Doerfler will replace Prof. Bruno Giberti who accepted the on-campus position of Director of the Center for Teaching and Learning.

Program Recognition

The Architecture Department has been ranked, by *DesignIntelligence (*published by the Design Futures Council, a Washington, D.C.-based think tank that deals with architecture, engineering and building technology) in the top six best undergraduate architecture programs (2006, 4th; 2007, 6th; 2008, 4th; 2009, 3rd; and 2010, 3rd). In the 2010 ranking Cal Poly was the top state sponsored undergraduate program. The program was ranked *Best in the West* in the Regional Ranking for 2006-08 (ranking discontinued as of 2009). Cal Poly's Architecture program has made the nation's Top 20 list since 2003 with a ranking of sixth or better. In 2010, for the third year in a row, Cal Poly's architecture program earned the nation's top honor in the Construction Methods and Materials category. This ranking is based on a range of skills such

as design, analysis and planning, and research and theory. Responses cited Cal Poly's "integrated curriculum, preparation of graduates ready for work, and sustainability." This rating comes from the surveys of the partners, principals and personnel directors at more than 1,000 architectural firms throughout the United States.

1.1.1b3 Description of how mission and founding principles are expressed in the context of 21st century higher education

Cal Poly aspires toward a polytechnic identity that stimulates the personal, professional, and intellectual growth of their students; all to prepare responsible citizens ready for the challenges and opportunities of the 21st century. This comprehensive approach is reflected in the Architecture Department's intention to educate the next leaders by providing them with a state of the art interdisciplinary curriculum experience; one that finds its balance between art and science.

The Architecture Program is one of five departments in the College of Architecture and Environmental Design (CAED). The CAED's mission, citizenship and professional awareness objectives and the history of the Poly Canyon, the location of experimental structures, provide the context for understanding the program.

1.1.1b4 Mission (College of Architecture and Environmental Design (CAED)

The Mission of the CAED is to deliver a 21st century polytechnic education that provides graduates with the creative, technical and leadership abilities to plan, design, construct and steward the built and natural environment. The College aspires to play a significant leadership role in graduating students equipped with the professional skills to create sustainable communities, utilize innovative technology, and embrace global engagement through interdisciplinary collaborations, which includes:

The built environment at all scales, from rooms and interiors to single structures and complexes to site planning to urban and regional systems;

The visual and spatial relationships among elements of the physical environment, including open space as well as built features;

The natural environment to which the built environment must respond and within which it must function.

To provide that education, the CAED will offer degree programs in each of its five departments - Architectural Engineering, Architecture, City and Regional Planning, Construction Management and Landscape Architecture - that realize to the greatest extent possible the synergistic affinity between them by creating a teaching/learning environment based on collaboration, and by conducting research and related creative activity that enhances interdisciplinary modes of practice.

CAED Citizenship and Professional Awareness Objectives

Socio-economic Awareness – CAED graduates have a general awareness of the individual and societal needs and desires, and the economic forces, that shape the planning, design, and construction of the built environment.

Environmental Awareness – CAED graduates have a general awareness of the relationship between the development and use of the built environment, and the impact of such development on natural resources, the natural environment, and human health and well-being.

Cultural Awareness – CAED graduates understand and respond to the presence of different and even conflicting cultural attitudes and aesthetic opinions related to the process and the products of planning, design, and construction.

10

Development Process Awareness – CAED graduates comprehend the general process by which buildings, landscapes, infrastructure, and human settlements are developed by either private or public agencies, and within that context understand the role of their future profession within the larger development context.

Professional Responsibilities Awareness – CAED graduates understand the general responsibilities of their profession related to accommodating current human and societal needs, providing resources for future needs, and creating work of lasting value.

Civic Responsibility Awareness – CAED graduates will value the contributions they and their professions can make to the improvements of their communities and regions, and will be exposed to and cognizant of the responsibilities of professionals in their fields toward public, community, and professional service activities.

Personal Responsibilities Awareness – CAED Graduates will value and embody high standards of conduct and ethics as both professionals and citizens.

CAED Professional Skills and Knowledge Objectives
Graphic Skills – CAED graduates are able to employ appropriate representational media for their discipline, including freehand sketching and drafting, to convey concepts and essential formal elements at each stage of the programming, planning, design, or construction process.
Computer Skills – CAED graduates are able to employ appropriate computer based representational media and software programs to convey written, graphic, financial, or other information expected of their profession.

Oral Communication Skills – CAED graduates are able to speak clearly, confidently, and effectively to communicate the intentions of their classwork, projects, and research.

Written Communication Skills – CAED graduates are able to write effectively on subject matter and in situations expected of their profession.

Problem Solving Skills – CAED graduates are able to employ basic methods of problem identification, data collection, analysis, and articulation of conclusions and recommendations as required by their profession.

Critical Thinking Skills – CAED graduates are able to make a comprehensive analysis and evaluation of an existing or proposed urban plan, building, landscape, or other physical improvement and convey a supported judgment or opinion about the physical, environmental, financial, social, or aesthetic qualities and impacts, as appropriate to their profession.

Leadership Skills – CAED graduates are able to assume project organizational and management responsibilities when participating as a member of a study or project team (e.g. coordinating communications among parties, planning and coordinating participants, time, and resources, and administering agreements).

Collaborative Skills – CAED graduates are able to interact effectively with others when working as members of a team.

Systems Coordination – CAED graduates are able to coordinate and integrate architectural systems with structural systems and mechanical, electrical, and plumbing systems, at the design, construction document, and construction phases of a project, as expected of their profession.

Design Knowledge – CAED graduates are able to understand and apply basic organizational, spatial, structural, and constructional principles related to building and landscape elements, as expected of their profession.

Detail Knowledge – CAED graduates are able to provide and interpret details and specifications related to the planning, design, or construction of buildings, landscapes, or infrastructure, as expected of their profession, and are familiar with appropriate building and landscape materials, systems, and construction techniques.

Public and Stakeholder Representation – CAED graduates have the capacity to make client, stakeholder group, and public presentations.
Professional Foundation – CAED graduates are knowledgeable of the general principles, history, achievements, and responsibilities of their profession, and are familiar with significant projects and role models that are part of the common knowledge base of their field.

Industry Readiness – CAED graduates are able to make a positive contribution to the workplace as a result of their knowledge of standards of professionalism in practice and the general codes, contracts, and regulatory framework in which their profession is expected to perform.

Productivity and Supervision – CAED graduates can plan and execute projects and complete the materials required to communicate their work with minimal supervision.

A Brief History of the College of Architecture and Environmental Design's Poly Canyon

The late Dean George Hasslein strongly encouraged students to build structures on campus to experiment and develop through the campus's motto, "learn by doing". The then campus President, Robert Kennedy, still preferred to have the structures removed shortly after having been built. Dean Hasslein asked repeatedly for land on campus where he could leave some structures up on a more permanent basis so students could learn from their example. Approval for land came slowly for Dean Hasslein, so he lobbied off-campus with Alex Madonna (of Madonna Inn fame) for a piece of property alongside the main freeway in town, Highway 101. Shortly after Madonna approved a parcel for architecture students to build attention-grabbing experiments in front of his attention-grabbing Inn, the University decided to dedicate the piece of land known as "Poly Canyon" to the CAED. In 1963, Cal Poly through a cooperative agreement between the College of Agriculture and the School of Architecture and Environmental Design, assigned nine acres of Peterson Ranchland in a nearby canyon to the College to use as an ongoing construction site. Professor Hans Mager described how certain aspects of the site worked together: "The Canyon now is a small village with many kinds of experimental buildings where cows walk around. One sculpture specifically made by George Hasslein's fifth year students was in the shape of a big, stylized banana tree. We found the cows liked to use it to scratch their necks." In the last forty years, many structures have been designed and built on the parcel. As part of the Introduction to Environmental Design (EDES 101) course offered to incoming freshman every fall, students often work on a project in the "Canyon" in need of repair. A list of highlighted projects completed in the last four decades can be found in the team room. An overview of the canyon can be found at http://www.caed.calpoly.edu/facilities/poly-canyon.html (accessed August 10, 2010).

b. Responses to the Five Perspectives
[The NAAB will provide this section, quoted directly, from the most recent APR]
The report must include the following:

- *Programs must describe how this section changed since the most recent APR was written and submitted*

No changes have been made to this section since the last APR was submitted.

1.1.2 Learning Culture and Social Equity

1.1.2a Policies related to learning culture (including the Studio Culture Policy)

The following selected sampling of learning culture policies is accessible on the department's web page under "Resources" (copies of these policies will be available in the team room). The URLs (accessed August 10, 2010) are:

Administration: http://www.arch.calpoly.edu/administration/index.html
Current Students: http://www.arch.calpoly.edu/current/index.html
Advising: http://www.arch.calpoly.edu/current/advising.html

A list of these learning culture policies include:

Department Policies:

Studio Use Policy (Approved 05/15/09)
•   The Architecture Faculty has approved these guidelines to help ensure the safety, security, and integrity of our facilities. They are intended to foster a culture of respect for our rooms and buildings, which is especially important now that our labs have been refurbished.
Computer Policy (Approved 07/23/04)
•   This policy describes the department's responsibilities to provide computers, software, peripherals, and technical support through a variety of funding sources, as well as the students' responsibilities towards this equipment.
Grading Policy (Approved 11/12/04)
•   This policy describes the grading policy that the University, the CAED, and the Department have set in place that every student receives a grade for every course every quarter.
Studio Enrollment Policy (Revised 08/18/06)
•   This policy pertains to the student to faculty ratio in the design studios and the overall operational strategies to secure the greatest student experiences.
4th Year Portfolio Requirements (Approved 05/18/09)
•   This policy describes the department's portfolio policy that requires all students to collect work representing their progress toward the B. Arch.

4th Year Off-Campus Application Process (Updated yearly)
•   This process describes the steps students need to take if they wish to attend an off-campus Independent Study for 4th Year Design Policy (Approved 06/12/08)
•   This policy describes the eligibility and application requirements to enroll in an independent 4th year design studio.

Advising Policy (Approved 10/01/05)
•   This policy describes the outreach program to inform and advise students
Minor Policy (Updated 07/30/09)
•   This policy describes the process for architecture students to enroll in the Construction Management Minor

Time Conflict Request Policy (Updated 02/25/09)
 • This policy highlights the University policy on time-conflicts requests

Student Resources and Policies web page (Updated regularly)
 • This web page highlights the major University, CAED, Department, Student Organizations, and

Professional Organizations and miscellaneous web pages

University Policies:

Diversity Learning Objectives
 • All students who complete an undergraduate or graduate program at Cal Poly should be able to make reasoned decisions based on a respect and appreciation for diversity as defined in the Cal Poly Statement on Diversity (see http://diversity.calpoly.edu/policies/dlos.html).

1.1.2b Evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established

The College has held quarterly long range planning workshops encouraging active College participation of alumni, faculty, staff and students. The Department Heads are invited to participate on the Dean's Leadership Council, which meets bi-annually. Department Heads form policy and develop procedures at biweekly Department Head meetings. The Department has held faculty retreats at the beginning and at the end of the school year; disseminated policy information through a variety of venues that include email attachments and hardcopies in mailboxes. The tenured faculty body, faculty curriculum committee and instructional area faculty meet bi-weekly. Staff attends the general faculty meetings and curriculum committee meetings as resource persons. The Staff meet regularly with the Department Head and Associate Heads.

In 2009, the Faculty established an ad-hoc committee on governance with the goal to offer more clarity and transparency in how the department engages in shared governance, and to review policies and working rules and to develop a constitution. The process has been delayed due to this past year's mandated furloughs and the need to focus on budget concerns. This document will secure the rules and procedures of
the department and define the various levels of inclusion of students, faculty, staff, and the administration (Shared Governance document available in the team room).
Draft department policies are routed through the department's Administrative Support Coordinator for review and input relative to campus policy and staff perspective.
See Section 1.1.2a for links to access department polices on the Architecture web site.

1.1.2c Evidence of plans for implementation of learning culture policies with measurable assessment of their effectiveness.

Lecturer Kent Macdonald and Prof. Robert Arens worked with the AIAS students during the 2009-2010 to develop a final draft of Learning Culture Policy. This policy has not been distributed to the general student body yet or reviewed by the faculty by the end of 2010 school year. Fall 2010 this policy will be reviewed by the faculty and sent around to all students for approval (copy of draft of policy is in Team Room documentation).

1.1.2d Evidence that faculty, staff, and students have been able to participate in the development of these policies and their ongoing evolution.

Initiative proposals are developed within the appropriate committee structures where the chair of the committee leads the charge to develop and/or modify existing policies with all committee members. Faculty input is requested when the initiative has been formalized.

There are several mechanisms for student input. The first is The College Based Fees Committee (CBF), which plays a major role in providing student input in voting to decide how to allocate funding for programs.

All year levels are represented on the CBF through annual elections. The second is that Architecture students as club presidents also play an active role on the CAED Student Council. The Head and Associate Head have periodically scheduled Open Student Forums and year level student meetings.

Due to the state's reduction of funding for higher education, the academic year 2009-10 was an important milestone in discussing the relationship between budgetary implications and the need to adjust aspects of

the curriculum. Faculty met frequently to participate in intensive discussions regarding initiatives in response to this situation. As early as Fall 2008, the Department Head held several emergency meetings to discuss how one could respond proactively to the current budget cuts with an eye on implementing curricular initiatives over the next years. A five-year enrollment plan to find a balance between incoming freshmen, transfer students, and change of major was presented to faculty. (Memoranda: 10/07/08; 06/19/09; and 11/16/09 are available in the Team Room). One result was an increase in the quarterly offerings for professional studios, co-ops, and off-campus experiences.

1.1.2e Evidence that the institution has established policies and procedures for grievances related to harassment and discrimination.

In 2005, Executive Order 927 replaced Executive Order 345, by broadening the scope of what was once the CSU's sexual harassment policy to one that prohibits unlawful harassment based on any statutory category protected by the Fair Employment and Housing Act. In addition, to comply with California law (AB 1825), the California State University registers all members of the academic community who hold supervisory roles to complete on a yearly basis an on-line course on sexual harassment. Cal Poly Department of Academic Personnel web page features all information related to Sexual Harassment Prevention and Non-Discrimination Policies, Procedures and Action Guidelines: http://www.employequity.calpoly.edu/sexual_harassment_prevention.html and http://www.employequity.calpoly.edu/non_discrimination_disability.html (accessed August 10, 2010)

Cal Poly has records of providing sexual harassment prevention training to campus advisors as far back as1986. AB1825 created a December 31, 2005 Sexual Harassment Prevention (SHP) Training deadline for all supervisors in the CSU. December 31, 2005 was the first year that Cal Poly offered online Sexual Harassment Prevention (SHP) through WorkPlace Answers. The statute requires that employees take the training every two years. Major trainings occurred in December 2007 and December 2009. The FEHA definition of supervisor is broadly applied at Cal Poly. In addition to those individuals who have stated supervisory duties in their job descriptions, we consider anyone who "assigns" work to be a supervisor. Therefore, staff and faculty that utilize student graders, lab assistants or student assistants fall under the definition of "supervisor" at Cal Poly. Over 1,500 of the 2,500 employees at Cal Poly take the Sexual Harassment Prevention Training.

1.1.2f Evidence that the institution has established policies for academic integrity (e.g., cheating, plagiarism)

The Institution has a "no-tolerance" academic cheating or plagiarism policy. All faculty and students are encouraged to review the formal policy on cheating and plagiarism (including definitions, sanctions, and appeal procedures) found in the Campus Administrative Manual, Section 684. This policy is also detailed in the Cal Poly catalog and can be found on Cal Poly's web at http://www.academicprograms.calpoly.edu/academicpolicies/Cheating.htm (accessed August 10, 2010)).

1.1.2g Evidence that the program has a plan to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution. If appropriate the program should also provide evidence that this plan has been developed with input from faculty and students or that it is otherwise addressed in its long-range planning efforts.

See Part 1, Section 1.1.4 Long Range Planning for additional information. The following provides an outline of the program's activities to address the diversity of faculty, staff and students in the department. Diversity of faculty: With the increase in the number of retiring faculty, it is the department's objective to creatively resolve the imbalance in faculty diversity and to improve the opportunities for equity in the workplace. This responsibility is part of the CAED's leadership role in having a College representative of the diversity of California's population. The department is committed to seek all available opportunities to engage the architecture profession with a diverse and equitable workforce. (For additional information, see Part 1, Section 1.2.1 Human Resources and Human Resources Development.)

As a result, yearly part-time faculty recruitments attract a diverse group of qualified faculty members. During 2005-10 five new faculty members increased the department's diversity. Increased outreach efforts are regularly conducted, and during the last completed tenure-track search (2007-08), the department received 74 applications including approximately 28 candidates of diverse background. Three offers, out of five available positions, were extended to women candidates. Unfortunately, none of the three chose to accept the offer. Major stumbling blocks to recruitment include remoteness from urban centers, limited opportunities for trailing spouses, and a fixed CFA pay scale. The Architecture Department's student body is roughly 50/50 male/female and we are committed to attracting candidates to make our faculty diversity more reflective of this.

Since the last accreditation, three female faculty members were elevated to the status of part-time 12.12 entitlement (faculty who have been employed during the prior academic year and possessing six or more years of prior consecutive service on campus). As well, one female faculty member and one African-American faculty member of were promoted to the rank of Full-Professor. Every effort in the next tenure track search will seek to appoint faculty of diverse backgrounds with the intent to find a necessary balance in our faculty.

The department continues to strive for diversity parity in appointing part-time/full-time lecturers, external examiners, guest speakers and guest critics. Between 2005-10, five out of eleven part-time/full-time lecturers were women.

Diversity of Staff: Staff hiring follows the University hiring policies, ensuring equity in hiring. All hiring committees include an Employment Equity Facilitator, who ensures that the committee adheres that equal employment opportunity (EEO) practices are followed.

Diversity of students: Cal Poly students' success placed the university among the Top 10 of the "Top 100 Degree Producers 2009" rankings compiled by the magazine Diverse Issues in Higher Education. In the organization's 2009 national rankings, the Architecture Department was: No. 5 in architecture degrees to students of all minority groups; No. 5 in architecture degrees to Asian American students; and No. 5 in architecture degrees to Hispanic students. Student recruitment takes place at the University level. However, the department, in concert with the CAED and Cal Poly's Admissions and Recruitment's office, continues to strategize to implement outreach efforts to include a more diverse student body, improve the pool of applicants and cultivate out-of-state applicants. Freshmen selection criteria are available at the University's Admissions site (http://www.ess.calpoly.edu/_admiss/, accessed 8/10/10) The department developed a content-rich web page for Prospective Students (http://arch.calpoly.edu/prospective/index.html, accessed 8/10/10) and has included on its Student Resources and Policies web page a link to the AIA Diversity and Inclusion Program and Initiatives, as well as the AIAS Studio Culture Initiative-Resources (http://arch.calpoly.edu/current/student-resources-and-policies.html, accessed 8/10/10). The Department is committed to diversity enhancement of underrepresented students in our profession. To this effect, Fall 2010, the Department is committing to support the University's recruitment efforts of two out-of-state minority students through enhancing Cal Poly's commitment to them (Fall 2010: 2 students/$2,000 per year for 5 years).

Students of diverse backgrounds hold leadership roles in Architecture Department Students Clubs. During the 2009-10 academic year three women held the role of President, Vice President, and Secretary in Alpha Rho Chi; one woman held the presidency of AIAS (this year two women, one of Hispanic background, will hold the positions of vice president and secretary); the entire board of directors of The Construction Specifications Institute Student Club (CSI) –a professional organization comprised of a cross-section of architects, contractors, engineers, material specifiers and suppliers, etc and are architecture women students (one of Hispanic origin and the four others of Asian background). This group of students demonstrates the awareness of the importance of diversity in the profession, and confirms their abilities in countering societal impediments to diversity equity in the profession, from registration and licensing, to practice and holding leadership roles.

An intensive 4-week in-residence Summer High School workshop, designed for high school students considering architecture as a career, attracts annually a diverse student body. A scholarship program was established in 2008 that focuses on minority students. The recipients are selected through the Dean's Leadership Council (2008: 4 were given; 2009: 6 were given; and 2010: 5 were given, of which one was sponsored by the Department based on financial need).

University Diversity Programs

In order to achieve equality and diversity the Department, College, and University have established a range of strategic and specific plans and programs.

Cal Poly Cultural Pluralism Curriculum Requirement:
In December 1992, a university-wide curriculum requirement was adopted concerning Cultural Pluralism, starting with the 1994-96 catalog cycle. Courses must meet the following criteria:
   • Emphasis on one or more of these four U.S. Cultures: Asian American, African American, Hispanic American, American Indian;
   • Attention to general issues of gender, diversity, equity, ethnocentricity, and ethnicity; and the relationships to problems facing contemporary society, especially those resulting from racism, discrimination and cultural conflict;
   • Application of rigorous pedagogical, scholarly methods and standards as evidenced in substantive exams, reports, papers, and projects;
   • Attention to critical thinking skills which will allow students to address cultural, racial, and gender issues in a sensitive and responsible manner and to evaluate their own attitudes and those of different attitudes.

Cal Poly Ethnic Studies Program:
Ethnic Studies at Cal Poly uses inter- and multidisciplinary approaches to study the lives of Indigenous, African, Latino/a, and Asian peoples in the United States within a global and post colonial context, and encourages critical dialogue about race, ethnicity, postcoloniality, and transnationalism across the entire university curriculum, with special focus on concepts that integrate the arts, humanities, social sciences, as well as the sciences and technology.

Between 2005-10, Architecture Professor Michael Lucas offered a number of courses: ARCH X370 which was later changed to ARCH 326, titled "Native American Architecture and Place", is cross listed under Ethnic Studies Department and was taught in the winter quarters of 2004-2009; ARCH 316 California Architecture and the California Dream; and ARCH 401 Toward a Barrier-Free Environment; Professors Chris Yip and Don Choi each year teach ARCH 320, Topics In Architectureal History, and ARCH 420, Seminar in Architectural History, Theory and Criticism. Both focus on Asian Architectural and Urban History.

Student Organizations:
Latinos for Academic Design Advancement is an student organization designed to guide Latino students through their academic careers within the College of Architecture and Environmental design community. Architecture faculty member, Barry Williams, is the advisor for this organization.

Cal Poly Student Academic Services:
Through Student Academic Services, eligible students can utilize a network of academic services, advisors and activities, as well as referrals to additional campus resources. The goal of this department is to ensure academic success and graduation for students from backgrounds that have traditionally been underrepresented within the California State University. Student Academic Services incorporates the offices of the Educational Opportunity Program (low income), Disabled Student Services, Student Support Services (low income, first generation grads), Summer Institute; as well as many others.
Student Academic Services is a comprehensive program of transition and retention services that are all designed to support academic excellence at Cal Poly. Once accepted to the university, eligible students may attend new student academic orientations for assistance with registration and academic advisement,

as well as seminars with academic deans, financial aid, housing and other university offices. Architecture faculty participate in these activities each Fall.

The Summer Institute provides a transitional college environment for a group of selected students to preview or review key academic coursework prior to the first quarter of enrollment. Nine Architecture students will be participating during the Summer 2010 Summer Institute.

Students with permanent or temporary disabilities are eligible to receive support services through the Disability Resource Center following an intake interview and necessary verification.
The Learning Center assists students in learning how to develop and maintain the basic skills necessary for effective study toward academic success.

Additionally, Student Academic Services is useful as a referral center for students' academic, financial, and personal questions and concerns. As of 2009, Sarah Clark, Student Academic Services (SAS) advisor for Educational Opportunity Program students from the College of Architecture and Environmental Design, provides daily office hours at the Academic Skills Center. Previously, Trish Stewart was the SAS advisor for CAED and provided office hours in the Architecture advising office. Students are counseled in the achievement of academic excellence, provided assistance with class scheduling, academic, learning and study skills, graduation planning, career clarification and related personal advising. Study Skills Seminars, supplemental instruction workshops that focus upon first-year science and math courses, as well as small group study assistance, are also available through Student Academic Services.

All of the above services are offered in addition to those of the Architecture Faculty Advising Center.

Additional university information can be found at Cal Poly's quarterly Registration Monitor (http://www.ipa.calpoly.edu/publications_reports/reg_mon/, accessed 8/10/10) as well as the most recent Poly View (http://www.ipa.calpoly.edu/publications_reports/polyview/, accessed 8/10/10, Admissions Info Brief (http://www.ipa.calpoly.edu/publications_reports/infobrief/ib09adfl.pdf) and Enrollment Info Brief for Fall 2009 (http://www.ess.calpoly.edu/_admiss/Pdf/Profile10_51910.pdf, accessed 8/10/10)

1.1.3 Response to the Five Perspectives:

1.1.3a A narrative description of the program's response to each of the five perspectives.

1.1.3b A narrative description of the opportunities for student learning and development within the accredited degree program that are responsive to the five perspectives.

Program Responses to the NAAB Perspectives

The Architecture Department at Cal Poly addresses the needs of its five key constituencies - educators, students, alumni, registration boards, practicing professionals and the public - by way of a selected sampling of activities which include: interdisciplinary faculty and student collaborations, student club and committee initiatives, alumni outreach and internships, practitioner shadowships (called "Blind Dates", where students during spring break assist offices in accomplishing a range of tasks over a one week period of time) and hands-on community projects.

A. Architectural Education and the Academic Community (Institutional Context)

Department Activities

The intellectual activities of the department are ours to share. Increased faculty scholarship in the four areas defined by the 1990 Boyer Report continues to have a direct impact on students, faculty colleagues, and professionals. To showcase these efforts and to increase the national and international prominence of these activities, in 2007 the department initiated the publication of a number of booklets around faculty scholarship and student work. Subsequent interest justified establishing a Publication

Committee (faculty members and students) to coordinate, design, and publish books representing student and faculty work. In 2008, the *Architectural and Environmental Design Press* (AeDPress) was established. Under AeDPress, twenty-three publications on the work of students, design studios, shows, Hearst Lecture series symposium, commemorative milestones (i.e., five years of the Vellum design furniture competition), and faculty scholarship have been published since its inception. Faculty leadership has created a momentum and the Department anticipates additional new and interesting publications to come out of AeDPress. Other publications outside this parameter include the Department Alumni Newsletter and the thesis pamphlet.

Many of the department's publications and faculty research are available for purchase, are featured on the department's web pages, and are archived digitally in Cal Poly's "Digital Commons" hosted by the campus Kennedy Library. These publications are also part of the strategic advancement outreach efforts and donors have contributed to the sponsorship of several publications. The department is contemplating the establishment of a quarterly electronic newsletter and use of a web reader as a way to enjoy the various publications without purchasing them.

Academic and Professional Standards

The Cal Poly Architecture program receives the benefits and accepts the responsibilities of a setting within a college rooted in a polytechnic tradition, a large university community, and being part of a larger state system of institutions. Cal Poly is part of a 23-campus California State University (CSU) system with the state identified goal of providing predominantly undergraduate education. This differs from the University of California system of educational institutions, which the state has identified as predominantly doctoral/research-based settings, and which are funded at a higher level per pupil than the CSU schools. Cal Poly is under authority of the State of California and Trustees of the CSU, which impose certain academic and professional standards, general education content and organizational and accounting structures. Cal Poly is fully accredited by the Western Association of Schools and Colleges (WASC) and responsible to their standards and criteria. The University is home to a large number of professional programs such as engineering disciplines, which also undergo rigorous professional accreditation.

Academic standards for faculty are largely contained within documents generated by the department with reference to overarching state, CSU, faculty union, and college criteria and are included in the team room documentation. Professional standards are maintained through retention, promotion and tenure processes, as determined by the department with similar overarching connectional documents. Faculty that are members of the AIA and have professional licenses are under AIA continuing education requirements, in addition to the requirements for their state or other jurisdiction of licensure.

Academic standards for students are set by the University, Architecture Department and faculty through coherent course learning objectives, progress to degree monitoring and advising, major, and college minimums, and the sequence of courses in the curriculum.

Interaction between the program and other programs in the institution

The program is centered within the Cal Poly San Luis Obispo campus, gaining advantages of broad General Education opportunities from the assets of a wide variety of other academic departments based in a 19,325 student enrollment campus, and particularly from within the College of Liberal Arts and College of Science and Mathematics. Cal Poly's Academic Senate has interpreted mandated State of California content into a 72 unit General Education template that exposes the student to critical areas outside of the architectural studies core topics.

The Making Excellence Inclusive initiative is designed to help colleges and universities fully integrate their diversity and educational quality efforts and embed them into the core of academic mission and institutional functioning.

While the academic setting is largely geographically confined to San Luis Obispo, opportunities for study in alternative contexts are offered an extensive series of off campus programs in year four of the curriculum, with full lab sections of students studying in highly structured programs in Florence and Rome Italy; Copenhagen, Denmark (DIS); Alexandria, Virginia; and San Francisco. Smaller group studies in Paris, Germany, India, and Australia are also available. There are also options for students to participate in Professional Studios and have a choice of 6 firms in the mainly the Southern California area of the state along with options for participating in interdisciplinary design studios on campus. These opportunities are supplemented by individual labs with focus in regional areas, which have included urban San Francisco, Los Angeles, New York City, Phoenix, Seattle, San Diego, Las Vegas, etc., as well as several of California's unique smaller towns in rural or agricultural settings. Several architectural labs offer a community based service focus, which focuses on immediate area needs.

In Poly Canyon, almost sixteen acres were set-aside for the CAED in 1963 for the purpose of allowing students to design and build experimental structures, often through collaboration between students from several departments. The land and structures are managed and maintained by the Dean's office. Although, there has not been permanent building activity in the canyon since the last accreditation visit, due to changing fiscal context at the school, several Architectural Engineering students have successfully executed small thesis, non-habitable structural projects there. The canyon remains the location for the annual Design Village event (http://designvillage.calpoly.edu/, accessed 8/10/10), an open invitation design-build competition run by a CAED student club during Cal Poly's Open House. This event currently attracts about forty teams and over 200 participants for the three day transport-erect-inhabit-take down cycle. In 2010, Cal Poly Beginning Design student teams (interdisciplinary Architecture and Architectural Engineering) participated. Interest in participating in Design Village has grown dramatically around the southwest region, despite the overall economy.

Additionally, community-based projects permeate the program, and often student designed or student inspired projects are constructed on campus within the department and college, in addition to the immediate San Luis Obispo City and County area. A number of upcoming senior projects will use Poly Canyon as a laboratory for their theses.

Beyond the required core curriculum, faculty/student relationships offer flexible opportunities through experimental and independent study classes. The diversity of career opportunities are openly discussed and nurtured, though the primary career choice of our graduates is the traditional architecture licensure/professional track.

The Architecture Department at Cal Poly is one of five departments in the College of Architecture and Environmental Design. The other departments are Architectural Engineering, Construction Management, Landscape Architecture, and City and Regional Planning. All of these programs are currently accredited. The inter-relationship of these departments as well as the College's close working relationship with the other six- academic colleges of the University is a critical element of the program's success.

The inter-disciplinary relationships parallel the profession, and provides the framework for a life-long respect for and relationship with our allied professions, emphasizing and demonstrating the needs of partnering, and understanding the expanded horizons available to professionals working together. Inter-collegiate opportunities cater to the holistic overview needed and desired by students of architecture, and include the opportunity for minoring in some areas.

Cal Poly's "hands on" approach to study is clearly demonstrated in the Architecture program. The rigorous path to a degree in architecture couples the normal marathon design effort with the added emphasis of practice courses in four of the five years, traditional and computer graphic skills in design and other contract document services, and two years of intensive structural design courses. The Environmental Control System series, along with the practice courses combine both lecture and activity components, effectively integrating the building sciences into the architectural design laboratory projects.

The following are some examples where our program effectively interacted over the past several years with other programs within the College and University:

(i) Faculty "affinity groups" that cross over departmental lines include:

- Architecture Department faculty within the Sustainable Environments Emphasis Group (SEEG) – Over the past several years, Professors Panetta, Arens, Macdonald, Peters, McDonald, and Stannard have successfully enlisted faculty in the Landscape Architecture, Bio-Resource and Ag Engineering, Civil and Environmental Engineering and Natural Resource Management Departments to participate in this group. Several of these efforts received grants from the University Center for Teaching and Learning (CTL) and the newly established Planning, Design and Construction Institute (PDCI).

(ii) The following are examples of cross-disciplinary "consultancies":

- Activities in Sustainability Studies (Collaborations within the College of Architecture and Environmental Design). The EDES 406 (Sustainable Environment), EDES 408 (Implementing Sustainable Principles and EDES 410 (Advanced Implementation of Sustainable Principles) courses listed below are team taught with faculty from Architecture, Landscape Architecture and City Regional Planning.

- EDES 406 (Professor Reich co-teaching with other faculty from within and outside of the College): This course introduces, illustrates and analyzes concepts and principles of sustainability for use in environmental design and policy at various scales. New approaches to the integration of knowledge of human and natural ecosystems with environmental, social and economic concerns are presented. This course provides a global-to-local perspective of the interrelatedness of sustainability issues, based upon the interaction of the natural and built environments. Enrollments in this course are typically comprised of Architecture, City and Regional Planning, Landscape Architecture, Environmental Engineering, Environmental Horticultural Science and Liberal Arts majors.

- EDES 408 (Professor Reich co-teaching with other faculty from within and outside of the College): This course is primarily project-based and is intended to aid students who wish to collaborate with the purpose of implementing sustainability principles by developing tools, process or designs for community-based projects and proposals (at various scales of planning, architecture and design of the human environment to address social, environmental and economic issues). Enrollments in this course are typically comprised of Architecture, City and Regional Planning, Landscape Architecture, Environmental Engineering, Environmental Horticultural Science and Liberal Arts Majors.

- EDES 410 (Professor Reich co-teaching with other faculty from within and outside of the College): This course is an advanced continuation of community-based projects defined and initiated in EDES 408. Ongoing projects, individual and group, address variable scales of planning, architecture, and environmental design, with required completion at the end of the course.

Activities with the Ethnic Studies Department (College of Liberal Arts):

See Part One, Section 1.1.2 Learning Culture and Social Equity - Ethnic Studies Program

Two new interdisciplinary design studios were launched over the past years. See Part One, Section 1.1.4 Long Range Planning – Goal A: Advance Opportunities for Interdisciplinary Activity

Contributions of the students, faculty and administrators to the governance as well as the intellectual and social life of the institution.

The Architecture Department comprises approximately half of the College's student enrollment. The Head of the Architecture Department sits on the Dean's Department Heads Committee, Instructional Faculty Department Head Committee and the College's Advisory Council. The Dean's Department Heads Committee develops College policy and promotes interdepartmental coordination on budgetary, curriculum and personnel matters.

Over the past five years the Architecture Department has participated on a number of University and College-wide committees. At the University level the Architecture Department was represented on the Faculty Senate, Substance Abuse Advisory Committee, Global Affairs Council, Budget Committee, Research Committee, Branding Committee, Intellectual Property Committee, Coordinating Committee on AIDS/HIV (CCAH), Curriculum Committee, International Education Programs Committee, Instructional Advisory Committee on Computing, Graduate Programs Committee, Campus Planning Committee, Commencement Committee, Library Committee, Long Range Planning Committee, Affirmative Action Faculty Development Grants Committee, Registration and Scheduling Committee, Status of Women Committee, Calendar-Curriculum Committee, Commencement Speaker Screening Committee, Provost Search and Screen Committee, Dean of Liberal Arts Search and Screen Committee, Arts Program Board, College of Business Graduate Committee, General Education Governance Committee and Area A and C Subcommittee, Cultural Pluralism Requirement Subcommittee, Performance Salary Step Increase (PSSI) Committee, and the Foundation Board of Directors.

At the College level, the Architecture Department has been represented on the CAED Curriculum Committee, Professional Development and Leaves Committee, Peer Review Committee, Instructional Technology Committee, Graduate Programs Committee, Scholarship and Awards Committee, Multimedia Committee, Presentation and Exhibition Committee, Facilities and Equipment Committee, Off-Campus Programs Committee, Common Foundation Course Task Force and Employment Equity/Affirmative Action Facilitators Committee.

The following faculty have participated as advisors or have represented the department to ACSA:
- Brian Kelly, Robert Arens, Advisor for AIAS
- Robert Arens, Doug Jackson, ACSA Faculty Councilor
- Tom diSanto, Advisor for Alpha Rho Chi

B. Architectural Education and Students (Student Leadership/Initiative/Diversity)

The program provides support and encouragement for students to assume leadership throughout life in many ways. Individual responsibility starts with an incoming student declaring architecture as their major, a Cal Poly requirement for entrance, and with guidance, allowing students to create their own schedules for the duration of the time in the program. The professional and other elective options gives students either finely honed, or multi faceted areas of study and discovery. Inter-departmental, courses and collective projects offer further opportunities for teamwork and leadership roles. EDES 101, a requirement for all CAED students, is an introduction to the professional fields of architecture, landscape architecture, structural engineering, construction, and city planning, a preface to the college's programs as they relate to individual aptitudes. Students are encouraged to participate in a multitude of activities. Student clubs include the American Institute of Architect Students (AIAS), Alpha Rho Chi, CAED Student Council, the Renewable Energy Club, Construction Specification Institute (CSI), and roughly four hundred university-wide clubs with emphases in as many areas. The Architecture Department student body has been recognized as having the highest number of Hispanic students of any NAAB Accredited program.

Off-campus programs offer students direct experience in varied professional and cultural settings. Students may apply to domestic programs, such as the one-quarter San Francisco Urban Studies Internship, or a full academic year at the Washington/Alexandria Consortium, a program with Virginia Tech that this year is celebrating the 25th anniversary of the Architecture Department's involvement. Study abroad program include the CSU International Programs with one academic year study in Denmark or Florence. Summer and one quarter programs are also available in London and at the Fontainebleau. Exchange programs are increasing, and students now have opportunities in France, and Australia, and Germany.

In 2010 two new exchange programs were established: the Bauhaus in Dessau, Germany; and the Centre for Environmental Planning and Technology (CEPT) in Ahmadabad, India. Additional exchange programs are under consideration with the following institutions: Accademia di Architettura in Mendrisio (Switzerland); HfT, University of Applied Sciences in Stuttgart (Germany); Nanjing University of Technology (China), Universidad de Buenos Aires (Argentina); and Universität für Angewandte Kunst in Vienna (Austria); Additional exchange programs have been established through Cal Poly's International Exchange Program (IEP). For example, in 2010 two students from Stuttgart joined our campus for two quarters, and the National Student Exchange (NSE) will bring two students from Iowa State University for one quarter.

As part of the larger effort to create robust opportunities for students who elect to not leave the region or state, in 2005 the department launched the Professional Studios Program (fourth year design studio plus a paid co-op experience). This has expanded to include six regional offices per year. In addition, the San Francisco Urban Design Internship Program (lead by faculty member Prof. Sandy Miller) continues to offer students an opportunity to live, study and work in a major urban environment. In an effort for students to gather critical information that will help shape their careers, the department promotes a range of cooperative programs and internship opportunities where students travel nationally and internationally for their work terms, which exposes them to cultural diversity (i.e., Arene Quinze, Kortrijk, Belgium; Coop Himmel(L)AU, Vienna; Luxigon, Paris; and HOK, Hong Kong (SAR)). Often these opportunities lead to an extended offer after graduation.

While the department does not require students to study in a cooperative setting, recent curricular discussions are moving towards the integration of such professional experiences within the department's offerings. Students continue to consult the information resources provided by the University Career Services, which organizes quarterly on-campus job fairs. Each quarter, Cal Poly's Career Services Department sponsors a job fair that allows firms to interview perspective students for summer employment or for permanent positions. The popularity of job fair has grown over the years, and therefore more architecture firms desire to participate in this event than there is room to accommodate them (the 2009 CAED Job Fair was temporary suspended due to low firm attendance). The department has a web page that informs students about the content of the Professional Studio Experience and Co-Operative

experiences, how to apply, course submittals, and the manner of the work being carried out during the work term, and is developing an information system regarding leading and emerging design practices. Students often recommend employers, or others they have met during their co-op experience, as guest critics, lecturers or invited instructors to the department. All of this promotes student leadership roles. Faculty and University support remain focused on appropriate behavior in finding and maintaining employment throughout their tenure at Cal Poly.

The exchange program offers the added opportunity of enriching the lives of our students who cannot travel, through the academic and social relationship with foreign students on our campus. Additionally, our students have, in the last few years studied in Austria, Mexico, Japan, Switzerland, and Thailand.

Students' diversity of thought and the creative process is nurtured, in one way, by the large number of choices offered in the design lab sequence. Advantages of the three quarter system allow students from first through fourth year three faculty choices among many in any given year, offering an extensive array of design experiences. In addition, the urgency of needing to accomplish tasks in short periods of time, emulates the frenetic nature of practice in the studio setting. However, in an effort to enable faculty to direct their research within the design studio context, a number of two-quarter long pilot programs were initiated this past year, enabling more robust content and integration of research agendas to conclude with stronger learning outcomes (i.e., the integration of the design studio with the practice and ECS courses in third year, taught by two design faculty members). In addition, and for the purpose of a more seamless integration of the history/theory/criticism lecture courses within the design context, history faculty continue to be asked to teach design studio. With the recent hires, the studio offerings have better integrated design studios with support and elective classes. In the fifth year, students are given choices of professor/topic for the extended 3-quarter effort required of the seminal design adventure. For students to make an informed choice about potential faculty instructors, the department publishes on the Web the respective course content for each class, an overview of the faculty members who will be teaching during the coming academic year, and their teaching philosophy and course activities.

Cal Poly requires from each undergraduate student a capstone experience in the form of a senior project, which integrates theory and application from across the student's undergraduate educational experiences. Over three consecutive quarters, students define every major aspect of their work, seek outside accomplished advisors in their field of research, within the framework establish by the thesis faculty and the University (2009-2011 Cal Poly Catalog, pp.48-49). Over the years, students have demonstrated, through their projects, a high level of maturity and currency in the topics and the question being asked. Noteworthy are the diversity of projects that tackle social and community topics (refer to the four thesis books, available in the Media Resource Center). In 2008, a pilot program introduced a 1+2 quarter-long thesis where the fall quarter was dedicated to a more comprehensive project (Profs. Chuck Crotser, and Barry Williams, and Kent Macdonald (see Team Room documentation for AeDPress publications list).

While maintaining quality of content and instruction, the department aims to be responsive to student wishes regarding learning and adjustments in the implementation of the curriculum. During the academic year 2009-10, third year faculty held several town hall meetings to engage students on important issues such as improving registration and offering a pilot two-quarter design studio where ECS and the practice activity courses were integrated with the design studio projects (typically the content of the activity courses constitute separate exercises). The results of this two-quarter studio were successful, and a number of faculty will again offer the experience this year, fine tuning the learning objectives and students outcomes.

Students were directly involved in the preparation for this NAAB visit; from assisting in the development of the student work database, to the collection of information, to assisting with how this information needs to be displayed in the team room.

Students continue to be called upon to produce innovative solutions that enable them collaboratively to address the challenges and needs for a more sustainable environment. In a globalized working

environment, the department encourages informed, considered, self-directed thought and action in all aspects of our students' lives. Through course work, workshops, lectures, guest critics, and faculty research, students are prepared to resolve problems locally (i.e., Prof. Margarida Yin's community activism projects), and globally with an emphasis on emerging countries (i.e., recent thesis projects in Africa).

In recent years the department has been successful in increasing its scholarships adding 18 new ones: George Agron Memorial; Emily N. Alstot Memorial; Darden Architects; Mackey Deasy Memorial; Henri and Tracee de Hahn Second and Third year Award; R. L Graves Jr.' Larry Loh Architecture Design Excellence; Thomas Maple; Mazzetti Architects; Morris Poindexter Memorial; Michael Shannon; Vern Swansen Memorial; Don Tanklage; Vellum Design Competition; and J.R. Whisenant). Additional funds from the Anonymous Donor are dispersed per faculty and department recommendations.

C. Architectural Education and the Regulatory Environment

Demonstration that students have a sound preparation for transition to internship and licensure is supported by several items:

The first is the department's consistent high ranking by *Design Intelligence* (published by the Design Futures Council, a Washington, D.C.-based think tank dealing with architecture, engineering and building technology). (See Program Recognition in Part One, Section 1.1.1 History and Mission.)

The second item is that graduates matched the US Architectural Registration Examination pass rates in many of the categories *(*see Part Two, Section 2.4.4 ARE Pass Rates). The Department's commitment to high standards for all courses, the recognition that architecture is the marriage of art and technology, and the position of the Department within the College are all keys for the success of our graduates. It should also be noted that the overwhelming majority of students will have had two summer internships and/or part-time work experience while in school prior to graduation.

% alumni licensed
> There are no accurate records kept to determine how many of our graduates are licensed. In comparing 2009 pass rates of Cal Poly graduates to 2004 pass rates (out of the nine sections that can be compared to '04), four areas had higher percentage rates for passing, and one area remained the same.

% alumni placement (employers and graduate programs)
> According to the most recent Cal Poly Graduate Status Report (http://www.careerservices.calpoly.edu/students/career_planning/gsr.htm, accessed 8/10/10) of April 2009 (for 2007-2008 graduates), 65 graduates report holding a full-time employment (37%), 3 holding a part-time employment (1.7%), 7 that they were attending graduate school (3.9%), one who was seeking employment (0.56%), and one who was not seeking employment (0.56%). Out of 176 surveys sent out, 99 (56%) graduates did not respond. A recent sampling of students having attended graduate school over the past five years shows that they attended Carnegie Mellon University, Columbia University (GSAAP), Cornell, Harvard University (GSD), Princeton, Virginia Tech, University of British Columbia, University of Idaho, University of Pennsylvania, University of Texas at Austin, The Architectural Association and The Bartlett School of Architecture in London, and Woodbury University.

> This same report indicates that students who are employed tend to migrate towards the following cities: CA (Bakersfield, Camarillo, Culver City, Fresno, Irvine, Glendale, Los Angeles, Moorpark, Orange County, Palo Alto, San Diego, San Leandro, San Luis Obispo, Sacramento, San Jose, San Pedro, San Francisco, Santa Barbara, Santa Maria, Santa Cruz, Sausalito, Walnut Creek; CT (Windsor); DC (Washington); MA (Boston); NY (New York City); OR (Portland); TX (Dallas); WA (Seattle). Internationally students work in Hong Kong (SAR), and Seoul (South Korea). Once again, this report shows the impact our graduates have on the state of California. The following

firms, to name a few, continue to value the polytechnic education our graduates receive: AEDAS HK; Boulder Associates; HMC Architects; HOK; IBI Group; KTGY Group; Lewis Tsurumaki Lewis, Architects; NBBJ; Perkins + Will; SOM; LPA; NTR; and WATG.

Selected Activities:

Annual Construction Specifications Institute (CSI) Meetings, organized by the Student Affiliate Chapter – Construction Documents Technology (CDT) certification for students and practitioners

Once a year there is a CSI Conference on the Cal Poly Campus. This conference will feature a product show and a variety of professional and intern development seminars. Some of the revenues generated by this conference will be earmarked as seed monies for Cal Poly's Affiliate CSI Student Chapter. A panel discussion featuring representatives from CSI, AIA, SEAOC, NSPE and SMPS discuss the opportunities available in various programs developed by professional associations for intern development, continuing education and professional certifications.

Student participation in the May 2009 AIA Convention in San Francisco, CA

In conjunction with the convention the Department celebrated its 45th anniversary and hosted an Alumni Social that drew over 270 alumni, friends, and students. All student club officers were invited and they presented an update of the activities accomplished during the past year. Second year faculty typically organize a field trip to allow all second year students to attend the convention. Additionally, many third, fourth and fifth year students also attended. Many AIAS students every year attend this annual convention (see Summer Architecture Department Newsletter –center fold).

D. Architectural Education and the Profession (Engagement in the Professional Community)

The Architecture Department at Cal Poly has multiple links to the professional community. The Department is working with the profession on a regional basis to develop mutually beneficial collaborative leaning opportunities for students and practicing architects. Selected examples of this include:

• The award winning "Design Collaboratory" (NCARB Prize 2010), an interdisciplinary studio (architecture and architectural engineering) ARCH 452/452 with Prof. Jim Doerfler, Tom Fowler, Mark Cabrinha, and Ken Dong-ARCE).

• The Department also explores various forms of practice through working with communities in the design studio sequence. Some selected examples include: 2009: Salinas Chinatown Renewal Urban Design Plan; Auto Row and Lake Merritt Neighborhood Planning; Country Transition Home, Atascadero, CA; Asian Cultural Museum and Center, Salinas, CA; 2008: Chumash Museum and Healing / Educational Center, or The Medicine Turtle, Tiksmu' P'teu'k-eu; MBI competition design of a Community Center; 2007: Dale City, School District Elementary School Study, Octavia Boulevard Zoning Analysis; 2006: New Neighborhood Planning Alternatives). Bank of America, College of Business, and CAED Community Development Initiative Grants: 2010 Broadway Village-Oakland CA (2nd Place); 2009 Rosemary Santa-Santa Maria (1st Place); 2008 Project: Vivo Towers – San Diego CA (4th Place); 2007 The Crossing at Miller & Boone; 2006 Grover Beach-Ventana del Mar, CA (Honorable Mention); and 2005 Project: River Oaks Redevelopment: Paso Robles Housing Authority (1st Place).

• Most of the part-time lecturer faculty are local practitioners who split their time between professional practice and academia. Several members of the full-time faculty including lecturers, assistant professors, associate professors and full professors also practice professionally. Guest critics from the architecture community including architects, landscape architects, and planners are frequently invited to the studio shows and formal critiques.

• Appreciation of diverse and collaborative roles for architects is made apparent in the Professional Lecture and Activity classes (ARCH 443) where internship, registration, and IDP requirements are specifically introduced and discussed during lecture and activity sessions offered in 4th and 5th year.

During these classes, all aspects of professional practice are covered in detail, with emphasis on ethical questions related to the integrity of the profession. How to reconcile various conflicts becomes an essential part of this class and the overarching part of our teaching.

• Internationally acclaimed practitioners are brought in to lecture on the nature of their practice In 2008, the Darden Architects Professional Workshops program was established to contribute to the profession of architecture through experience sharing. Fifteen hour-long sessions covered topics such as: Construction Documents; Specifications Writing; Information Management; Project Delivery Methods and LEED AP Exam. In conjunction with these workshops, in 2009 and 2010 a full day seminar/workshop was offered with Rachel Kros (NCARB) and Haley Gipe (AIACC, IDP State Coordinator, North) presenting the new Intern Development Program (IDP) requirements.

• As of 2010, Prof. Kent Macdonald is the IDP Architecture Department Coordinator, following Profs. Curt Illingworth and Allan Cooper. Pertinent information about the IDP Program can be found on the department's web page under IDP (see http://arch.calpoly.edu/current/documents/idp-kentmacdonald-letter.html, accessed 8/10/10). Prof. Macdonald and Department Head Henri T. de Hahn attended the 2010 Summer IDP Coordinators Conference in Chicago (08.6 - 7.10).

• Continuing education is mandatory for architects in California and in other parts the United States. It is important to the department that our students, through working alongside practicing professionals in various academic settings in the department, embrace the concept of lifelong learning.

• During the AY 2008-09, College Based Fees (CBF) (see part1, 2.4 Financial Resources for more information) funds reimbursed the LEED Practice Test fee of $400 to twenty students who had successfully completed the examination, thus giving students additional professional credentials when seeking an internship. The department prides itself that with the exception of four faculty who are eligible for registration, all other faculty are registered nationally and/or internationally.

• The Architecture Department actively seeks ways to introduce work experience to students either regionally or around the world, exposing them to an office experience with a special emphasis on leading offices in the discipline or in associated disciplines and professions. To this purpose, the Architecture Department offers a selection of diverse opportunities for students to engage in the professional community, and ensures that students move smoothly between school-based and practice-based studies in architecture. Students return after these experiences with an increased appreciation of the profession and are able to engage their peers in balancing the architect's responsibilities to various constituencies (clients, regulatory, agencies, constructors, public, etc.) and the demands of the creative enterprise of our discipline. Most of our students who participate in internships/co-op experience have finished their 3rd year and are engaged in one of the minors offered in the CAED: Architecture Engineering (15.6%), City and Regional Planning (no data), Construction Management (18.3%), Integrated Project Delivery Minor (0%), Real Estate Development Minor (4.6%), and Sustainable Environment Minor (64.2%), thus being able to engage in more complex and integrative issues during their professional work experiences (percentages taken from the 2010 Student Survey).

• The department has identified that after 3rd year, curricular opportunities should be offered to all students interested in establishing professional credentials through internship and co-op experiences. A selected list of these programs include:

- Founded by Prof. Sandy Miller in 1988, the AIA Award Winning San Francisco Urban Design Internship Program is an immersion program, an opportunity to live, study and work in a rich cultural and professional environment. The Program is a one-quarter innovative program offered in the Fall and Spring where students learn about urban design and community design issues. For example, in 2007 students collaborated and researched with the Western SoMa Task Force Liaison Group including a Planning Department Senior, and the developer. The students master planned a 3.3 acre site, tested planning assumptions, identified critical issues, and designed representative buildings. The students' work was displayed at a public meeting in City Hall. The

San Francisco experience is packed with a combination of a concentrated five-week 4th year Design Studio, a five-week credited Firm Internship, a concurrent ten-week Case Study focusing on recent, often award-winning, projects and supporting Professional Practice lectures. The students have a "risk-free" opportunity to "try out" San Francisco and the Bay Area and the office "type" that interests them most.

- Professors Barry Williams and Sandy Miller coordinate the cooperative exchange with high-end design firms in San Francisco for fourth year students. Some of the firms in which Cal Poly students have been placed include, but are not limited to: Arcanum, BAR, David Baker + Partners, Design Partnership, Fougeron Partners, Gensler, Gould Evan Baum Thornley, HOK, IwamotoScott, Leddy Maytum + Stacey, Kotas Pantaleoni, Levy Design Partners, Mark Horton Architects, Mark Jensen, Material Systems, Sand Studios, SOM, Studios, Woods Bagot, Pfau Architecture, Holt Hinshaw, South Park Fabricators, and Michael Pyatok Architects.

- The Professional Studio consists of a fourth year design studio plus co-op experience that is collaboration between the Architecture Department and an architectural firm. The Professional Studio immerses students in the life of an office and provides a design experience rich in the knowledge, constraints, and processes that inform and shape a firm's work. The first Professional Studio was offered by KTGY during the 2005-2006 academic year and involved 10 students. WATG joined for the 2006-2007 academic year and 16 students participated. The 2007-2008 academic year found five firms and 20 students participating in the program. This growth is a testament to the quality of the experiences provided by the firms and the enthusiastically positive response of the participating students. What was an exciting experiment has become an innovative educational reality. During the 2009-10 academic year, 15 students participated and for the 2010-11 academic year, 18 students are signed up. The following offices have participated in this program: LPA, ZGF, Gensler, RNT, and WATG. Plans are in place to expand the program.

- The one year Washington Alexandria Architectural Center (WAAC) is our third permanent offering for students to blend the academic with a professional experience. Run by Virginia Polytechnic Institute, the department sends a faculty member and a cohort of students to join an international group of faculty and students from Europe, Asia, South America and other institutions from the North America. Located in Historic Old-Town Alexandria, the Center is committed to individual professional growth through the design process. The many architectural firms in the area provide opportunities for paid office experience to the students of the Center, and with an "afternoon or evening only" policy for classes, schedules are easily arranged to facilitate up to twenty hours of professional work weekly.

- As part of the CAED Vision 2020 plan, the College moved to expand the current San Francisco Urban Design Internship program and to offer similar programs in different metropolitan areas (Metro Program). Started in 2009 with the Oakland Summer Program (faculty member Michael Pyatok) and followed with the LA Program (2010-11 –faculty member Stephen Phillips) both of these programs give the students the opportunity to learn professional practices in the offices of highly qualified professional, live in an environment that is rich in architectural and civic experiences and work in a studio that tackles the complexities of real urban problems and often invites the students to be part of the problem solving process. The Oakland program is an interdisciplinary program that brought students from across disciplines.

- Prof. Karen Lange has over the past years organized a one-week internship opportunity for students to work in an office during Spring break. Called Blind Date Internship, students have interned at the following offices but not limited to: Eric Owen Moss Architects, Morphosis, Antoine Predock Architect PC, RNT Architects, Marmol + Razdiner, Kanner Architects, Ball Nogues Studio, New West Land Company, ROTO, Shubin + Donaldson Contemporary Architects, Belzberg Architects, Taalman Koch Architecture, George Ranalli Architect, Resolution: 4

Architecture, Bernard Tschumi Architects, Coates Design, Inc., LMN, Anne Fougeron Architecture, and Brian Healy Architects.

In addition to the off-campus opportunities, design and practice studios plan extensive office visit/field trips to locations in California such as San Francisco, Los Angeles, San Diego, Sacramento, Santa Barbara and the Napa Valley. Some of the notable and frequently published offices visited include, but are not limited to: Morphosis, Eric Owen Moss, Roto Architects, Shimoda Design Group, Rebecca Binder FAIA, Rob Wellington Quigley, Public, Estudio Teddy Cruz, Smith + Others, HOK, South Park Fabricators, Mark Horton, Jim Jennings, Sands Studio, Pfau Architects, SOM, and Anne Fougeron, RNT Architects. Fifth year thesis design studios travel to offices even further afield, visiting offices in cities such as Tokyo, Mexico City, Seattle, Phoenix, New York, Paris, Barcelona and Boston. The Nick Watry Foundation provides travel grants to professors to develop field trip/office visits, and the Universal Traveler Fund will support practicing alumni who wish to come and offer their valuable office experiences with interested students.

Hosted by Cal Poly's College of Architecture and Environmental Design, in the Berg Gallery and/or Business Rotunda, the Hearst Lecture Series - made possible through a grant from the Hearst Foundation, is a place to bring internationally respected designers, practitioners and educators to San Luis Obispo to speak with the students and faculty. Over the past five years the following topics were addressed: 2005-06: "40 Below"; Young Design Professionals; 2006-07: "Pan Pacifica"; 2007-08: "Media and Technology"; 2008-09: "Research and practice"; and, in 2009-10: "Integrated Design Practices." A symposium was held in Spring 2009 dedicated to the study of architecture research and its relationship to design practice. Internationally acclaimed architects, urban designers, historians and theorists met on the Cal Poly campus to discuss history and theory alongside the methodological approaches of architecture design research relevant to innovation in contemporary building design, urban theory, and technology practices. Proceedings of this event were published under *AeDPress*. In addition, guest speakers are invited to host a workshop the day following their lecture, extending the sharing of knowledge to a more targeted audience.

At the end of the academic year fifth year put on a fifth year show of the entire thesis projects in the Chumash Auditorium on campus. This event attracts future employers, returning alumni and the local community to view the range of projects and speak to the students about their work. The Cal Poly 5th Year Architecture Show remains the department's strongest venue for a public audience to see what students produce. Each year, a committee of thesis students along with an advisor, present their yearlong thesis in the University Chumash Auditorium. Students, parents, faculty, alumni, and the public at large gather over three days to view the work. This event complements the quarterly University Job Fairs, and it is not uncommon to see "interviews" conducted with students or business cards left on students' models. Since 2007 a thesis pamphlet has accompanied the show (2007: Small Servings; 2008 Unleashed; 2009 Rise and Run; and in 2010 Abridged). Through the financial support of the CBF, in 2010 students were asked to submit their required end of the year thesis book to the MRC (both in hard copy and digitally), thus building up a permanent collection of thesis books showcasing the student's learning outcome.

Overall, the department lacks sufficient exhibition and review spaces. The Berg Gallery constitutes the central gallery of the CAED and remains heavily used by all five departments. In 2007, a combined studio (Fishbowl) was funded by an Irvine architectural firm, to provide a dedicated place for reviews, exhibition gallery space, and social functions for the CAED. Given the amount of student work produced over a quarter (roughly 800 students) the display and critique of the work is important for the internal student culture. Regular combined final reviews now take place in this large open space and given the central position of the gallery, students from other disciplines can drop by and view the projects of the CAED students, thus becoming a place for faculty and student exchanges.

Launched in 2004, the yearly Fall Vellum Design Build Competition/Exhibition (sponsored by Vellum Design Build and the CAED) hosts an all school competition to design and construct furniture, lightings, and accessories. By participating in a juried design competition, students' projects consider functionality, innovation, materials, manufacturing, beauty, ergonomics and environmental impacts. Over the past two

years, the top entries are featured in the Santa Barbara *Design Within Reach* Showroom. Past jurors have included: Ron Radziner, Larissa Sand, Hilary Nagler, Joanna Grawunder, Eric Pfeiffer, Joey Shimoda, Len Wujcik, Jeff Sand, Hugo Martinez, Tricia Hamachai, and faculty and local practitioners. A retrospective pamphlet of the first five years was published under AeDPress.

Two other major reviews/exhibitions were initiated during the past five years. With typically 8-10 sections (1st -4th year) running concurrently each quarter, the intention of hosting a third year Winter super review "Best of Show" was for faculty and guest critics a way to assess a particular design year by comparing and contrasting program topics and the learning outcomes of the students' projects. This review system is partial because it is not comprehensive, and for faculty to select student projects is an opportunity to highlight the students' accomplishments within a specific section and teaching philosophy. For students, it is a way to obtain a holistic view about the work across the entire third year and come to appreciate the diversity of design approaches and philosophical research agendas of the third year faculty. The outcome has been beyond our expectations, as student's projects have demonstrated increased completeness and comprehensiveness, as well as a more sophisticated ways to orally and visually present their ideas, and develop leadership qualities when teamwork is part of the design exercises. Guest critics include: Alfred Jacoby (Director of the Dessau Bauhaus), Wendy Ornelas (President of NAAB), Robert Condia, Raveevarn Choksombatchai Thom Faulders, Kim Groves (Morphosis), Judy Krasnick, John Trautmann, Andrew Saunders, George Tolosa, Susan Ubbelohde, Tsz Yan Ng, and Paul Adamson. Particularly noteworthy are the discussions at the end of the day, where faculty, students, and guests have an opportunity to highlight the coherence/inconsistencies of third year learning objectives and student outcomes, thus enabling third year faculty to make the necessary adjustments for the next quarter.

Second year has interpreted the *Best of Show* by providing, since 2008, a comprehensive show of all second year student projects. Because of the scale of the event, in takes place in spring in the Berg Gallery bleeding into the two adjacent outside spaces. Typically a BBQ accompanies this event and draws students from other design years.

Cal Poly alumni have created a Web Site called sloArch.com (started May of 2009), which has the purpose of providing news and entertainment site dedicated to strengthening the Cal Poly San Luis Obispo Architecture community. The goal is to bring assistance, education, and entertainment to the Cal Poly Architecture community though news coverage, podcasts, scholarships, and community outreach. And finally student's understand the responsibility for professional conduct is engendered and reinforced through the delivery of every key course in the program, including student clubs, and field trips. The Department continues to recruit both tenure-track and lecturers that are registered architects.

E. Architectural Education and the Public Good

The polytechnic education is a balance between art and science and the department is committed to nurturing this dual identity. Courses throughout the program encourage students to gain an informed understanding of architecture as a cultural and social endeavor, hence the need for a solid foundation in the areas of principles of design, technology, humanities, representation, Professional Practice, ecology, and history/theory/criticism. Faculty's teaching and research enable students to understand how a range of topics, within and outside our discipline, informs each other. The tradition of the department emphasizes the case-study method that seeks to understand precedence based on community issues, social and environmental problems, and urban issues (neighborhoods, villages, regional landscapes and cities). Furthermore, over the course of their studies, students are exposed to the strength, opportunities, and value of teamwork that are critical to architecture as a social art. Underlying all of the students' activities is to understand design within an intellectual, historic, cultural, and environmental context. The thesis year represents a transition to their professional career and many projects engage in topics that set a path of future research in community activism and social engagement. The richness of the senior project is intended to showcase the students ability to incorporate values espouses during their studies, and understand design and the quality of space as socially relevant with real people, real issues, and real stakeholders.

As mentioned in the section D. Architectural Education and the Profession (Engagement in the Professional Community), many design studio topics promote a climate of civic engagement, including a commitment to professional and public service that include meetings and public presentations with community groups and other stakeholders. In addition, the AIAS will be in 2010 the first among California Architecture Programs to participate in the AIAS Freedom By Design (FBD) program.

The Department has implemented a recycling practice that emphasizes an awareness of selecting what is trash and what can and deserves to be recycled. Permanent bins are provided appropriately near design studios for students to use during the quarter. Discussions among faculty are in the early stages of implementing a Green Culture in Architectural Education that emphasizes the need to practice a sustainable culture in all matters related to the student's design projects.

1.1.3c A cross-reference to the five perspectives and the role they play in long-term planning (see Part One, Section 1.1.4 Long-Range Planning) and self-assessment (see Part One, Section 1.1.5).

The long-range plan provides the framework for setting the priorities for the many activities, and the *role they play in long-term planning, as* listed in the five perspectives. The self-assessment plan provides the feedback loop for determining the success of these activities.

    c. Long Range Planning
    [The NAAB will provide this section, quoted directly, from the most recent APR]
    The report must include the following:
- *Programs must describe how this section changed since the most recent APR was written and submitted*

    There are two items at the College level that have been initiated:
    (1) Updating the College's Annual Retention Promotion and Tenure (ARPT) Guidelines per the University's requirements for all Colleges to define the "teacher-scholar model" per all departmental disciplines. This revision process for college document started fall 2012. Departments expected to update their guidelines in the near future.

    (2) At the College level, a strategic planning has been started fall 2013 and this document is expected to be completed by the end of the academic year of 2013-14.

1.1.4 Long Range Planning
1.1.4a A description of the process by which the program identifies its objectives for continuous improvement.

The Department's long-range plan has eight total goals that are divided into three broad categories: Integrated Academic Community, Practice-Oriented Community, and Knowledge-Based Learning Community.

This plan is comprised of strategic components which are meant to complement the College's vision, and seek to further develop the Architecture Department's identity, curricular goals, faculty and staff development, students' community life and learning objectives, new programs, and alumni relations, as well as to secure longer term financial health.

This plan reflects the evolution of this long-range plan since the last accreditation visit and has been shared with the Dean and the Faculty to guide the actions of the Department.

1.1.4b A description of the data and information sources used to inform the development of these objectives.

The department has a number of mechanisms for informing the development of these objectives. A selected sampling of these items includes: surveys, town hall meetings, feedback on publications, and Department's Facebook page.

1.1.4c A description of the role of long-range planning in other programmatic and institutional planning initiatives.

Long range planning is critical to the constant evolution of the Department. Long range planning is not a proscribed timeline but the constant coordination, assessment and revision of the programmatic and institutional goals. The plan is impacted by outside forces (institutional change, budget), but relies most on the discussions amongst department leadership, faculty and students.

The Department's academic planning is focused inward on its role in educating professional architects, by gradually revising the program and fine-tuning where necessary, while initiating focused pilot programs that respond to a variety of needs; expanding the theoretical component through research agendas among students and faculty; and offering work experiences through the expansion of the Professional Studios, Coop, Internships, and new Metro Programs. Emphasis has been placed on the importance of pursuing these goals within the interdisciplinary context of the CAED. Other important points in long range planning include enhancing recruitment efforts, calibrating enrollment, and increasing the visibility of the program through a robust advancement strategy. Altogether these efforts will strengthen the Department's position both on campus and nationally, as it partakes in CAED and University efforts to define the "Polytechnic identity in the 21st Century." (see http://www.wasc.calpoly.edu/pdfs/cpr/cpr_essays_web.pdf, co-authored by Prof. Bruno Giberti)

Parallel to these activities, the Department will actively seek to transform the existing M.S in Architecture to an M.Arch and develop a new role for the graduate program that embraces the CAED's strength as the only College having these five interrelated disciplines. A new M.Arch program poses wonderful opportunities for the Architecture Department to contribute to design education, sustainability, and intense collaboration.

1.1.4d A description of the role the five perspectives play in long range planning.

The long range plan is framed by the following general principles for the department (which references the five perspectives in parentheses): Curriculum Innovation (Architectural Education and the Academic Community + Architectural Education and Students); Integration of Professional Perspective within the Academic Environment (Architectural Education and the Regulatory Environment + Architectural Education and the Profession); and a Comprehensive Scholarship agenda (Architectural Education and the Public Good).

The Long Range Plan
The long-range plan below shows the objectives for each goal with the following information:

- Priority (*high, medium or low*)
- Time Line
- Date – Completed or Proposed for Completion
- Outcome Assessment Levels – *"Well Met", "Met", "Not Met", or "In Progress"*
- Measures – For carrying out objectives of goals

CATEGORY # 1 INTEGRATED ACADEMIC COMMUNITY:

GOALS and Objectives	Priority:	Time Line:	Measures:
	[H.M,L]	[Date Accomplished + Outcomes: Well Met, Met, Not Met, In Progress]	[Activities, Plans, Policies]

To provide educational and professional opportunities for students and faculty to engage in interdisciplinary collaborations			
Objective A.1	Develop and support opportunities for interdisciplinary design studio and other course collaborations	H	2008 Met	A.1 Studio Collaborations
Objective A.2	Support cross-disciplinary field trips and activities	H	2009 Met	A.2—Field Trips/Activities
Objective A.3	Develop post professional degree graduate program to strengthen undergraduate program (improve teaching integration, interdisciplinary research projects, etc.)	M	2011 Not Met In progress	A.3 —Plan for graduate program needs to be developed

To provide educational and professional opportunities for students and faculty to engage in off-campus domestic and international educational programs			
Objective B.1	Evaluate and coordinate program requirements, approval process and performance expectations for off-campus programs	H	2008 Well Met	B.1—Studio Collaborations
Objective B.2	Increase and expand the number of fourth year opportunities for students who are not able to participate in out-of-the country programs and increase the number of exchanges	H	2007 Met	B.2—Additional Opportunities

To participate as a major partner in evaluating, contributing to and directing the future physical planning and development of the University, and the surrounding region and community			
Objective C.1	Increase community involvement activities that support instructional goals	H	2008 Well Met	C.1—Community Activities

The Architecture Department will strengthen its commitment to be an academic community dedicated to the success of all its members and to the achievement of its collective purposes			
Objective D.1	Enrich the overall scholastic and social experience for all students and promote a learning climate that remains dynamic.	H	2009 Well Met	B.1—Events (Department's and Student Organization's Quarterly and Annual Activities)
Objective D.2	Recognize that the Department is moving towards a community of scholar-teachers, each with unique needs for teaching, scholarship and professional development.	H	2009 Met	B.2—Additional Opportunities
Objective D.3	Improve the Interaction with Department, College, University and members of the Community	M	2008 Met	B.1—Activities at the levels of College, University and the Community
Objective D.4	Improve the mutual respect and openness of the department with the faculty and students	H	2008 Well Met	B.1—Increased communication, activities (reviews, student surveys, etc.)
Objective D.5	Advance the department's stature by continuing to recruit distinguished faculty	M	2007 Met	B.2—Additional Opportunities
Objective D.6	Develop self- governance procedures for the department with the assistance of the faculty	M	2010 In progress	B.2—Develop and Approve Procedures

The Architecture Department will strengthen its commitment to be an academic community dedicated to the success of all its members and to the achievement of its collective purposes.			
Objective E.1	*Enrich the overall scholastic and social experience for all students and promote a learning climate that remains dynamic.*	M	2010 In progress	B.2—Develop and Approve Procedures

	The Architecture Department is committed to the continuous assessment and improvement of the program through a range of activities.			
Objective F.1	Improve the continuous assessment process of program	M	2010 In progress	B.2—Develop and Approve Procedures

CATEGORY # 2 PRACTICE ORIENTED COMMUNITY:

	To encourage strong professionally-based curricula that include interdisciplinary opportunities			
Objective G.1	Increase the opportunities for practitioners to participate in educational programs	M	2009 Met	G.1—Professional Studios/ Bay Area Summer Program
Objective G.2	Establish and support inter-college, inter-departmental degree programs, minors, concentrations and courses	M	2009 Met	G.2—Inter-college/ inter-department degree programs, minors, etc.
Objective G.3	Expand and enhance lecture series	M	2008 Well	D.4 Hearst Lecture series
Objective G.4	Expand the number of advanced technology workshops for students	M	2008 Well	D.5 Workshops
Objective G.5	Increase the number of outside professional reviewers that interact with faculty and students in the program	M	2009 Met	D.6 List of selected critics

	To provide a framework that provides integration opportunities for integrating content across a range of courses			
Objective E.1	Develop and implement a plan to integrate course content	M	2009 Met	E.1—Faculty meetings regarding course objectives confirmation
Objective E.2	Improve the integration of building technology systems across the curriculum	M	2010 Met	E.1—Integration of Activity Courses to Design Studios in 2nd and 3rd years
Objective E.3	Develop and implement a plan to integrate course history, theory across the curriculum	M	2011 In progress	E.1 Hybrid History Course

CATEGORY # 3 KNOWLEDGE-BASED LEARNING COMMUNITY:

	To create an academic environment which promotes faculty, staff and student development by encouraging and supporting the pursuit of teaching excellence, scholarly work, and challenging professional development and responsible service			
Objective F.1&2	Define criteria and support faculty in developing their scholarship of teaching, discovery, integration, and application.	M	2009 Met	Selected Activities: F.1—Planning Design and Construction Institute (PDCI) F.2—University's Center for Teaching and Learning F.3—College of Architecture and Environmental Design Foundation
Objective F.3	Define criteria and support faculty in developing departmental, college, university, community and professional service	H	2010 In Progress	F.4a—Plan needs to be developed F.4c—University's Diversity Plan
Objective F.4	Formulate a plan that will develop and maintain diversity (e.g., pluralism of cultures, values, philosophies) among students, faculty, and staff in order to build a strong and effective learning environment	H	2013 Not Met	E.1 Hybrid History Course

	To acquire and develop facilities and equipment for educational needs, technological change and future program growth			
Objective G.1	Develop a long range plan for maintaining and enhancing physical facilities and furnishings	H	2012 Not Met	G.1a—A plan needs to be developed G.1b—Physical Facilities, enhancements and furniture additions

Objective G.2	Articulate comprehensive technology applications and implementation plan	M	2013 Not Met	G.2a—A plan needs to be developed G.2b—A list of technology application enhancements

To plan, coordinate and implement fundraising and outreach programs to secure supplemental public support and increased private support to meet priority needs of the College				
Objective H.1	Develop a plan for improving communication strategies for highlighting the successes of the department	H	2009 Well Met	H.1—Department Communication Activities
Objective H.2	Identify short-term and long-term needs, prioritize needs and update program for support of important initiatives	L	2009 Met	H.2—Plan needs to be developed
Objective H.3	Establish and financially healthy department, so students can graduate on time	H	2010 Met	H.3—Activities for improving the financial health of the department

Long Range Plan's List of Key Indicator Measures:

Category #1: INTEGRATED ACADEMIC COMMUNITY

The Architecture Department will strengthen its responsibilities toward a comprehensive academic excellence and maintain and enhance its stated vision and values in educating students to become leaders in contemporary architecture practice.

Goal A. Advance Opportunities for interdisciplinary activity. To provide educational and professional opportunities for students and faculty to engage in interdisciplinary collaborations

A.1 Develop and support opportunities for interdisciplinary design studio and other course collaborations —2008 [Met]

EDES 101 Course - Overview of CAED disciplines for freshmen students. Range of activities that expose student to the disciplines of architecture, city and regional planning, construction management, landscape architecture and architectural engineering (e.g., structural engineering). There are a range of collaborative projects assigned in this course that require the different disciplines to work together as a way of building collaborative skills for students' future courses and their professional careers.

The ARCH 106 Course is tailored for non-architecture CAED majors, specifically construction management and architectural engineering students working alongside architecture students.

Until 2008, architectural engineering students took the entire ARCH 121, 122, 123 "Beginning Design and Drawing" sequence, as well as ARCH 221 "Architectural Design Fundamentals." As of 2009, a new first year curriculum was implemented that continues to include the architectural engineering students taking the entire ARCH 131, 132, 133 "Design and Visual Communication" sequence. The new ARCH 101 Theory Course, starting Fall 2009, is in response to the more integrative first year design model. This course includes a cohesive exploration of design issues that respond to local and global environmental issues.

Since 2007, an Integrative Building Envelopes elective (ARCH X410 + ARCE X410 + CM X410) for 3rd and 4th year students was co-taught between faculty members of the Architecture and Architectural Engineering Departments to explore an integrated project team approach to the design and construction of sophisticated external building envelopes. Students from Architecture, Architectural Engineering, and Construction Management enroll in this course. Many of these students decide to enroll in an interdisciplinary design studio during their fourth year, because of the great learning experience that they have in this initial Building Envelopes Course.

As of 2008, an experimental interdisciplinary Building Design Course was developed into a permanent design course offering as part of the fourth year curriculum. The following disciplines participate in this course: Construction Management (ARCH 431), Architecture (ARCH 451, 452, 453), Architectural Engineering (ARCE 415), and Landscape Architecture (LA 405).

During the winter quarter of 2009 Prof. Troy Peters (ARCH) and Prof. Christy O'Hara (Landscape ARCH) co-taught an interdisciplinary studio (ARCH 452, LA 405).

In 2009, as part of an effort to provide additional funding support for studios ("Named Studios"), the department reached out to the CAED Foundation to sponsor the renovation of the "Bridge Gallery" between the existing Engineering West building and the new Construction Management building. Profs. Thomas Fowler (ARCH), Nick Watry (CM), and Elbert Speidel (CM) are in charge of this interdisciplinary studio with work on the Gallery to be completed Winter 2011.

During Winter and Spring 2010 an interdisciplinary design studio composed of Architecture, Architectural Engineering, Construction Management, and Landscape Architecture students was invited by Michael Miller, Dean of Cal Poly's Kennedy Library, to renovate the 1982 central courtyard of the library, by providing electrical upgrades, code compliance, and improved landscape features. Prof. Nicholas Watry (CM) was the instructor of record.

Profs. Thomas Fowler (ARCH) and Elbert Speidel (CM) have run (since 2007) an independent study course called Interdisciplinary Projects Group (IPG), which focuses on the design and construction of community design + build projects.

During the summers of 2009 and 2010, students and faculty of the Architecture, Landscape Architecture and City Regional Planning Departments participated in an interdisciplinary design studio in San Francisco as part of the pilot CAED off-campus Metro Program.

The Environmental Design Minor provides students from all major programs with the knowledge and ability to integrate such broad concerns as design, construction, history, urbanization, sustainable development and historic preservation with their major field of study. This minor involves six architecture prefix courses.

A.2 Support cross-disciplinary field trips and activities — Year 2009 [Met]

Field trips:
- The Construction Management and Architecture Departments organized College field trips for faculty
- The *"Design Collaboratory"* (4th Year Interdisciplinary Studio with 4th year Architecture and Architectural Engineering Students taught since 2008) field trips to Seattle, Washington (2008), Phoenix Arizona (2009, and Chicago, Illinois (2010)
- Prof Dan Panetta's Bank of America (BofA) interdisciplinary design studio has visited the client (usually a non-profit developer), to survey the site, meet with volunteer consultants (financial and architectural consultants), and on occasion attend political functions related to the projects in a range of different California Cities
- Construction Minor Students participate on annual Construction Management Teams to annual national construction management student competitions in Reno, Nevada

Activities:
- Faculty invite colleagues from different departments for lectures and reviews
- As part of the Hearst Lecture series professionals from a range of disciplines are invited to speak (see http://www.arch.calpoly.edu/news-events/hearst-lectures.html, accessed 8/22/10)

A.3 Develop post professional degree graduate program to strengthen undergraduate program (improve integration, interdisciplinary research projects, etc.) year 2011 [Not Met, In Progress]

> A.3 Associate Department Head will develop a plan for post professional degree graduate program that includes an initiative to establish a consortium for Master Students in Los Angeles.

GOAL B: Support off-campus education opportunities: To provide educational and professional opportunities for students and faculty to engage in off-campus domestic and international educational programs

B.1 Evaluate and coordinate program requirements, approval process and performance expectations for off campus programs. Year 2008 [Well Met]

> Over half of the Architecture Department students, before they graduate, participate in one or more off-campus programs. Permanent programs include: Florence and Copenhagen (CSU), Washington Alexandria Architectural Consortium (WAAC), Paris exchange program and the San Francisco Urban Studies Internship Program. Other programs that are organized and lead by faculty members are offered and are dependent on faculty and student interest. These programs have included, for example, Thailand, Mexico, Japan and Switzerland.
>
> Based on discussion emerging from a Faculty Retreat in Fall 2008 the department has developed the following items to improve the fourth year off-campus programs (see http://arch.calpoly.edu/current/fourth-year-off.html, accessed 8/10/10):
> 1.   Developed evaluation rubric to assess student's work from all off-campus programs
> 2.   Inaugurated 4th year portfolio requirements to be submitted by all students prior to acceptance to off campus programs (Approved 5-18-09)
> 3.   Established an Independent Study for 4th Year Design Policy (Approved 6-12-08)
> 4.   4th Year Off-Campus Application Process Updated
> 5.   Developed a robust 4th year Off-Campus Web Site to assist students in making informed choices on the variety of options available for off-campus opportunities. This information includes an overview of the program, itinerary, course work, program costs and miscellaneous information pertaining to the individual programs (Web page developed Winter 2009).
>
> During the fall quarter, each program displays a representative sample of the previous year's student work as a part of the annual off-campus program cycle. The committee's intention (lead by the 4th year design studio coordinator) is to educate prospective off-campus students prior to the orientation meetings/presentations in the winter. The exhibits help students see the range of the programs and what they could expect.

B.2 Increase and expand the number of fourth year opportunities for students who are not able to participate in out-of-the country programs. Year 2007 [Met]

> Since 2007 a shift in expertise of Faculty Early Retirement Plan (FERP) participants to other areas of the curriculum has enabled other permanent faculty members and guest lecturers to teach in 4th year, thus bringing new ideas and design opportunities to 4th year students.
>
> For students remaining on campus, exchange programs are an invaluable opportunity to experience different cultures and expand their knowledge of the world while remaining in San Luis Obispo. Ongoing efforts are underway to expand these exchange opportunities with other institutions, and to increase the number of students enrolled in these experiences.
>
> For example, the Paris exchange program increased the number of French students enrolled on campus in San Luis Obispo. Per the Dean's request all future exchange program (2010 and beyond) are to be conducted under the umbrella of the CAED. The Canberra, Australia program

established in 2001 became a CAED program in 2009, and, as mentioned previously, in 2010 two new exchange programs were established: the Bauhaus in Dessau, Germany, and the Centre for Environmental Planning and Technology (CEPT) in Ahmadabad, India. Additional exchange programs are under consideration with the following institutions: Accademia di Architettura in Mendrisio (Switzerland); HfT, University of Applied Sciences in Stuttgart (Germany); Nanjing University of Technology (China), Universidad de Buenos Aires (Argentina); and Universität für angewandte Kunst in Vienna (Austria).

As previously noted, additional exchange programs have been established through Cal Poly's IEP (for example, in 2010 two students from Stuttgart will join our campus for two quarters), and the National Student Exchange (NSE) which will bring two students from Iowa State University for one quarter.

As part of the larger effort to create robust opportunities for students who elect to not leave the region or state, in 2005 the department launched the Professional Studios program (fourth year design studio, taught by practitioner firm, plus a paid co-op experience). This has expanded to include six regional offices per year. In addition, the San Francisco Urban Program continues to offer students an opportunity to live, study and work in a major urban environment. The department continues to promote a range of internship opportunities that often lead to an extended offer, and has even led to the firm bringing the student to their overseas office.

GOAL C: Encourage University, Community and Professional Service: To participate as a major partner in evaluation, contributing to and directing the future physical planning and development of the University, and the surrounding region and community.

C.1 Increase community involvement activities that support instructional goals. Year 2008 [Well Met]

In 2008, the CAED under the leadership of Prof. Margot McDonald hosted the 7th Annual UC/CSU/CCC Sustainability Conference that promoted "a green workforce and work place for the state of California and the nation."

As of 2008, faculty members of the Architecture Department have participated as jurors in the AIA Central Coast Chapter annual awards selection.

Practicing faculty members who hold partnerships in local firms contribute to improving the local community through their work. Many of them garnish awards at the yearly AIACCCC Awards gala.

From 2007 to present, Prof Dan Panetta has conducted the Bank of America competition in an interdisciplinary design studio context with emphasis on community activism, including four of the five CAED departments along with MBA and undergraduate business students. Occasionally students from liberal arts, industrial technology, and civil engineering joined the group (for more information see Part One, Section 1.2.1 Human Resources and Human Resource Development).

Third year Prof. Margarida Yin conducts projects based on community activism through local and regional engagement in order to improve the quality of life in the region (for more information see Part One, Section 1.2.1 Human Resources and Human Resource Development).

Many of our students develop thesis topics that focus on community issues and civic engagement.
These topics present students with real people, real issues, and real stakeholders. Projects are interdisciplinary by nature. A selected example of these projects includes: Matthew Ridenour and David Aine's 2007 thesis: Hope Clinic for the Maasai culture in Kenya (construction completed), and a project that is currently proposed to be built is Carisa Nakano's 2010 thesis: a Cocoa Education and Research Center in Ebekawopa, Ghana, Africa. Professor Robert Arens and

Professor Tom Neuhaus (Cal Poly Food Science and Nutrition Department) are conducting parallel research on a feasibility study for this project.

Prof. Robert Arens and Prof. Ed Saliklis (Architectural Engineering Department) are working on a Rapidly Assembled Emergency Shelter as part of a global engagement effort (awarded a PDCI Cal Poly grant in 2010).

Prof. Thomas Fowler, Director of the award winning Collaborative Integrative-Interactive Digital-Design Studio (CIDS) has been involved with a number of interdisciplinary community projects, which include working with Professor David Gillette, Director of the Liberal Arts of Engineering Studies (LAES) Department along with Construction Management Lecturers Elbert Speidel and Nick Watry. A selected example project includes: Housing Authority of San Luis Obispo's project called "Housing Opportunities through Modular Construction (HO:ME)", which also was recognized with a University Service Award May 2010.

A Material Library, established through a Center for Teaching and Learning (CTL) grant has the goal of enhancing the active hands on learning that will also serve the university community and engage practitioners to use this resource.

GOAL D: Improve faculty collegiality: The Architecture Department will strengthen its commitment to be an academic community dedicated to the success of all its members and to the achievement of its collective purposes.

D.1 Enrich the overall scholastic and social experience for all students and promote a learning climate that remains dynamic of the individual and collective endeavors of our students. Year 2009 [Well Met]

Faculty prospecti are posted on the Web, enabling students to choose faculty according to teaching philosophy, building program descriptions, and research interests of each of the faculty. In addition, the hiring of a number of tenure-track faculty holding Ph.D.'s has increased to 7, with 3 All But Dissertation (ABD) (4 in 2004, and 1 ABD). As a result, the number of students interested in conducting research and participating in faculty research has increased over the years, thus we expect student work to reflect a new level of excellence over the coming years. Faculty have embraced the integration of teaching, scholarship, and research; and, by implementing their findings directly within their courses, have offered students a richer and more meaningful experience.

Curricular improvements have enabled students to experience a number of pilot programs: interdisciplinary studios; two-quarter long studios which integrate the practice course; design build projects (one example is "F-Stop" – Offices of the AIAS); and enhanced final reviews (3rd and 2nd year, in addition to the Chumash 5th year thesis show). All of these programs are designed to elevate student expectations and have enabled the department to implement stronger public assessment through the inclusion of national and international guest reviewers. In addition, the Hearst Lecture Series remains a place for the presentation of contemporary ideas within the public realm (See appendix: Hearst Lecture Series).

The department continues to promote opportunities that include individual work, group projects, team learning, community related projects, formal review sessions, internships, professional studios, membership on departmental committees and student associations (AIAS, Alpha Rho Chi, CBF), IDP, exhibitions, workshops and lecture series, and Instructional Student Assistant positions.
With increased discretionary funds available for students, the department has supported a wealth of opportunities that enable individual students, groups, and the entire student body to benefit from the generosity of the alumni and friends of the department. Direct improvements to the computer labs (almost 40 workstations and software have been upgraded twice in six years) and to all the design studios with plasma screens and mini Macs, reflects the commitment to promote

the integration of computing into all areas of the architecture program. The creation of the d[fab]lab in conjunction with the purchase of new technology has increased in a meaningful way the overall digital learning experience of our students. The integration of the lab into the curriculum can be seen through the numerous installations, the effect on the quality of the work for the annual vellum furniture show, throughout the studio work as well as in the F-Stop renovation. The F-Stop (owned and run by the AIAS) renovation was developed by a third-year design-build studio as a demonstration project of these newly acquired tools into the culture of the school. Student assistants have been hired in almost every area. Improvements to the MRC have contributed as well to the scholastic experience of our students.

Select booklets published under the Architecture Department's AeD Press celebrate the students' learning outcomes. In addition the department posts student accomplishments to bring attention to the diverse successes, all as a means of encouraging excellence (See complete list of publications in the team room). Also, the AIAS, CBF, CSI, and Alpha Rho Chi have been key leaders in promoting opportunities for a dynamic learning environment.

In concert with the CAED, the Architecture Department continues to create unified facilities that include state of the art spaces for teaching, research, assembly, temporary and permanent exhibition spaces, and archive rooms for student and faculty work. With a robust influx of JC2 ("Joint Cooperative-Agreement 2" with the College of Engineering) Group II funds, provided by the University in 2008-09 (almost $600,000), major improvements have been completed. New desks and chairs, as well as equipment and technology upgrades for all of the design studios have enhanced both a contemporary didactic and interactive learning environment.

With the implementation of the improved first year curriculum during the 2009-10 year, the department, over the next few years, will take a closer look at promoting recruitment policies for transfer and change of major students.

D.2 Recognize that the Department is moving towards a community of scholar-teachers, each with unique needs for teaching, scholarship and professional development. Year 2009 [Met]

With the adopted criteria developed as part of the Annual Review for Promotion and Tenure (ARPT) Document (Approved 09/24/04–revised 6/4/09), faculty have increased in quality and quantity the scholarship activities of teaching; discovery; integration; and/or application. While there were concerns voiced by the department in the last accreditation report about "dwindling department budgets for professional development and field trip expenditures," robust advancement efforts since 2006 have secured funds to enable faculty to conduct diverse scholarship activities (see I.2.1 Human Resources and Human Resource Development). Concerns remain that the chronic budget crisis in California might reverse past fundraising successes and impact the future of faculty scholarship and community service.

With yearly formal evaluations of the Faculty Development Plans (per University schedule), and through informal mentoring meetings to assist faculty in their scholarship activities, the department continues to align faculty research with teaching responsibilities. Since 2008, the department has enabled faculty teaching large lecture courses in addition to design studios, to concentrate their required teaching loads over two quarters, thus liberating the third quarter for scholarly activities. Currently Prof. Robert Arens and Assistant Professors Marc Neveu and Troy Peters have benefited from this opportunity to advance their scholarship. Release time and assigned time is granted when appropriate funds are available.

The following polices to assist faculty in achieving the highest level of scholarship have been developed:
•   Faculty Development Funds Policy (Adopted 12/7/05, revised 2/10/10)
•   Annual Review for Promotion and Tenure (ARPT) Document (Approved 09/24/04–revised 6/4/09)

- •   Peer Review Committee Membership and Procedures (PRC) Document (Adopted 2/26/09)
- •   Periodic Evaluation Assistance (Adopted 01/12/06)

During the last tenure-track recruitment (2007-08), the department hired two new faculty with PhD's, thus adding new research agendas to the department and CAED. Currently the number of faculty members holding doctoral level degrees is seven with two ABD; almost a quarter of the department's full-time faculty now hold PhDs, a testimony of the department's interest in bringing robust research agendas into the environment while maintaining its commitment to excellence in teaching.

D.3 Improve the Interaction with Department, College, University and members of the Community. Year 2009 [Met]

Increased integration between departments of the CAED has offered faculty the opportunity to present interdisciplinary scholarship, and receive a number of grants from the University's teaching and Learning Center, as well as through the newly established Planning, Design and Construction Institute (PDCI), http://www.caed.calpoly.edu/pdci/ (accessed 8/10/10). (2 architecture faculty recipients in 2010).

Weekly Faculty and Student Digests were established in 2007 to assist in communicating to a large faculty and student body important information about our collective achievements and activities. An archive of these digests have been set in place on the web (Faculty - http://arch.calpoly.edu/administration/digests/digests-0910/archive-0910.html, accessed 8/10/10) Students - http://arch.calpoly.edu/current/digests/digests-0910/archive-0910.html, accessed 8/10/10).

Committee structure enables faculty to interact with each other within the Department and the CAED.

Faculty continue to be involved in projects and activism within their communities (see Faculty Resumes).

D.4 Improve the mutual respect and openness of the department with the faculty and students. Year 2008 [Well Met]

As mentioned previously, the transparency of communication is assisted with the weekly student and faculty email digests, in addition to the Department's Facebook page. The Department works closely with the respective faculty committees and student organizations to seek input and provides four staff members to assist faculty's requests. The Department has an open door policy for students and promotes awareness of faculty and students academic and other professional achievements.

D.5 Advance the Department's national standing by maintaining and recruiting distinguished and diverse faculty. Year 2007 [Met]

The Department continues to evaluate and update as necessary the Peer Review Committee Membership and Procedures (PRC) and Annual Review for Promotion and Tenure (ARPT) policies to ensure faculty can achieve the highest level of excellence in teaching, scholarship, and service. The 2007-08 tenure track recruitment efforts enabled the department to appoint four new faculty to the department in the areas of design and digital media; design and history/theory/criticism; design and sustainability; and design and technology. Between 2005-2010, six faculty were promoted to full-professor, and three faculty to the rank of associate professor. During this same time period, two faculty members resigned to move to other institutions and/or to practice architecture, one full professor retired, three faculty withdrew from

the Faculty Early Retirement Plan (FERP); six faculty completed the FERP; two entitled lecturers retired; five faculty joined the FERP program; and six lecturers had their part-time/full-time appointment converted to a three-year 12.12 entitlement (per University policy).

Continued efforts to secure national and international faculty as successful promotions are granted and senior members within the department retire is part of the department's strategic plan (Refer to appendix: Faculty hiring strategy). A scheduled tenure-track search was initiated for the AY 2009- 10 but due to the budgetary concerns and state furloughs, the search was cancelled. A new tenure track recruitment effort is under way and it is anticipated that a minimum of two new faculty members –possibly three, will join the department fall 2011. In addition, the department is seeking during its next tenure-track search (2010-11), candidates who have interest and expertise in teaching in a cross-disciplinary manner.

In a constant effort to resolve the imbalance in faculty diversity (due to the retirement of several diverse faculty), and to improve the opportunity for equity in the workplace, every effort is made to retain, attract, and nurture diversity and gender balance within the faculty body. During the last tenure-track recruitment, three offers where extended to faculty with diverse backgrounds. Unfortunately those offers were declined.

Objective D.6 Develop self- governance procedures for the department with the assistance of the faculty —Year 2010 [In Progress]

A self-governance policy draft was presented by the Department Head to faculty for their input and consideration (see team room policies). Further development and approval is pending. A central point of this policy is greater inclusiveness across the various faculty ranks and the inclusion of student input.

GOAL E: IMPROVE STUDENT COLLEGIALITY
The Architecture Department will strengthen its commitment to be an academic community dedicated to the success of all its members and to the achievement of its collective purposes.

Objective E.1 Enrich the overall scholastic and social experience for all students and promote a learning climate that remains dynamic —Year 2010 [In Progress]

The department promotes leadership opportunities that include individual work, group projects, team learning, community related projects, formal review sessions, internships, professional studios, membership on departmental committees and student associations (AIAS, Alpha Rho Chi, CBF), IDP, exhibitions, workshops, socials including film series, and the Hearst Lecture Series, and multiple Instructional Student Assistant positions.

With Student Digest (since 2008) and *Facebook* communication, the Department is reaching out to all students to highlight weekly events and opportunities (see under Resources/Student Digests http://www.arch.calpoly.edu/current/index.html, accessed 6/1/10.)

The 2008 establishment of the d[fab]lab (digital fabrication lab) created the opportunity to increase student awareness of design with contemporary media.

Adjustments to the recruitment policies for freshmen and transfer students continue to create a more diverse and mature group of students.

A number of learning culture policies (see Part One, Section 1.1.2 Learning Culture and Social Equity) have been set in place, such as the 4th Year Independent Study Policy, 4th Year Off-Campus Policy, 4th Year Portfolio Policy, Studio Enrollment Policy, and Studio Culture/Use Policy.

GOAL F: CONTINUOUS ASSESSMENT / IMPROVEMENT. The Architecture Department is committed to the continuous assessment and improvement of program through a range of activities.

Objective F.1 Improve the continuous assessment process of program — Year 2010 [In Progress]

A number of pilot programs were set in place in response to faculty initiatives and curricular adjustments (i.e., two quarter long design studios, improved integration of studio with practice and Environmental Control Systems (ECS) activities, 3rd year super reviews, 4th year and 5th year portfolio requirements, interdisciplinary design-build studios). Further qualitative student learning assessment efforts need to take place prior to their implementation on a larger scale. This is critical, as the department has opted to promote within its curriculum a number of interpretations. However these are often isolated successes that need to be shared with all students and faculty members in detail.

A number of policies have resulted from discussions on the following topics: incorporation of writing skills across the board, with a strong emphasis in the History/Theory/Criticism sequence;, critical thinking; oral and final presentations; portfolio requirements; and 4th year rubric (on campus and off-campus programs).

Faculty coordinators set in place annual assessment strategies and integrate faculty input through internal adjustments.

Improvements in advising and counseling are not yet achieved, and various models are under discussion to improve how to assist over 800 students in a consistent and informed manner.

CATEGORY # 2 PRACTICE ORIENTED COMMUNITY:

GOAL G: ENRICH PROFESSIONALLY BASED CURRICULA. To encourage strong professionally based curricula that include interdisciplinary opportunities

Objective G.1 Increase the opportunities for practitioners to participate in educational programs. —Year 2009 [Met]

A number of practitioners have been invited to teach design studios (Bruce Tomb of San Francisco, Ralph Roesling of San Diego, Marcus des Plantes and Michio Vallian of San Luis Obispo), offer workshops (Darden Architects, Hearst Lecture Series speakers), serve as guest critics (in particular for the super review), advise on student competitions (Ralph Roesling, Buro Happold, of Los Angeles). In addition, student clubs bring professionals to campus.

Objective G.2 Establish and support inter-college, inter-departmental degree programs, minors, concentrations and courses. — Year 2009 [Met]

In the most recent student survey, students enrolled in one or more minors are distributed as follows: Architectural Engineering (15.6%), Construction Management (18.3%), Integrated Project Delivery (0.0%), Real Estate Property Development (4.0%) and Sustainable Environment (64.2%).

Objective G.3 Expand and enhance lecture series — Year 2008 [Well Met]

The Hearst Lecture Series has become the jewel of the CAED's public face and remains a venue par excellence to bring internationally respected designers, practitioners and educators to San Luis Obispo to speak with the students and faculty (see http://www.arch.calpoly.edu/newsevents/ hearst-lectures.html, accessed 6/1/10). Additional guest speakers are brought to campus to present their work and assist specific project assignments and lecture/activity classes.

Objective G.4 Expand the number of advanced technology workshops for students — Year 2008 [Well Met]

Over the past years the following technology workshops were offered (taught by current students, recent graduates or in some cases directly from software company): Grasshopper (Rhino Plugin), Rhino Scripting, Rhinocam Training, Introduction to Revit and BIM, 3DS Max Rendering, Bentley Microstation, Mastercam Faro Scanning software, and Maya.

Objective G.5 Increase the number of outside professional reviewers that interact with faculty and students in the program — Year 2009 [Not Met]

While increased efforts have enabled additional reviewers pooled from academia and/or firms to participate in final reviews, the Department recognizes the need to continue to expand these opportunities to all areas despite the size of the program. The department seeks to evenly distribute the limited resources for various types of support (professional Development fund, travel opportunities, student leadership fund, basic operational needs, etc.). We have relied on the generosity of many professional to attend reviews, but feel the responsibility to provide a stipend for their services. Also, the AIAS and the CSI have been active in drawing additional professionals to speak in the evenings. A selected list of guest critics includes: Benn Holland (Sydney), Donald Bates (Melbourne), Gregor Kalas (UT), Bruce Danziger, David Lambert, and Amie Nulman (ARUP Consulting Engineers), Walter Meyer, Keving Daly (Daly Genik Architects), Amy Campos, Kim Groves (Morphosis), Andrea Cuellar, Catherine Venard (Dalhousie), David Herd and Matthew Melnyk (Buro Happold), Ian Chin and Paul Kovach (WJE Engineers), Megan Dorian, Juliam Parsley, Chris Talbot, Scott Gaudineer, Nancy Clark Brown (Autodesk), Alfred Jacoby (Director of the Dessau Bauhaus), Wendy Ornelas (President of NAAB), Robert Condia, Raveevarn Choksombatchai Thom Faulders, Kim Groves (Morphosis), Judy Krasnick, John Trautmann, Andrew Saunders, George Tolosa, Susan Ubbelohde, Tsz Yan Ng, and Paul Adamson.

GOAL E: ENHANCE CONTENT INTEGRATION. To provide a framework that provides integration opportunities for integrating content across a range of courses

Objective E.1 Develop and implement a plan to integrate course content — Year 2010 [Met]

Faculty coordinators and members of the Curriculum Committee provide a leadership role through appropriate assessment strategies.

Objective E.2 Improve the integration of building technology systems across the curriculum — Year 2010 [Met]

The hiring of Profs. Robert Arens and Jim Doerfler to recalibrate the entire ARCH 241/242 and ARCH 341/342 lecture and activity sections of the practice course has brought a much desired integration within those areas. Fourth year and 5th year build on these foundations and are conducting a pilot program to assess a comprehensive approach to technology systems. There are two models of interdisciplinary studios, which constitute tangible examples of the Department's efforts that are reflected positively in the students' comments. The first is conducted with ARCH, ARCE, CM, and LARCH students and taught by Profs. Margot McDonald, Dan Panetta, and William Benedict (ARCH), Jill Nelson and Brent Nuttall (ARCE), Barbara Jackson and Nick Watry (CM), and Gary Clay (LARCH). The second is conducted with ARCH and ARCE students and is taught by Profs. Mark Cabrinha, Jim Doerfler, Tom Fowler (ARCH), and Kevin Dong (ARCE).

Objective E.3 Develop and implement a plan to integrate course history, theory across the curriculum — Year 2011 [In Progress]

The History/Theory/Criticism faculty regularly teach in the design studio sequence, in particular in 3rd and 4th year, and a renewed integration of historical and contemporary issues is having significant impact on the students' appreciation of these courses.

In Summer 2009 Professors Don Choi and Marc Neveu received a Cal Poly teaching grant for their hybrid course development titled "Active Learning through a Hybrid Architectural History Course." This endeavor has the following goals: improve learning outcomes, increase the foundational knowledge, and promote student curiosity and exploration. It continues to be refined with appropriate assessment strategies.

CATEGORY # 3 KNOWLEDGE-BASED LEARNING COMMUNITY:

GOAL F: DEVELOP SUPPORTIVE ENVIRONMENT FOR SCHOLARLY WORK. To create an academic environment which promotes faculty, staff and student development by encouraging and supporting the pursuit of teaching excellence, scholarly work, and challenging professional development and responsible service.

Objective F.1 & 2 Define criteria and support faculty in developing their scholarship of teaching, discovery, integration, and application — Year 2009 [Met]

The Department does not prioritize one type of scholarship (as defined by the Boyer Report) over another. Therefore criteria and support are not differentiated between these types.

A faculty Development Funds Policy defines the department's responsibilities in providing appropriate funds for all faculty conducting scholarship. Informal mentoring and required yearly reviews enable the Department Head and faculty to review their Professional Development Plan, their teaching and research goals, and how the department can assist them to advance their teaching, research, and service. Adjustment to the Annual Retention, Promotion, and Tenure (ARPT) Committee review process has added an additional level of assessment by discussing with the faculty under review the committee's draft prior to forwarding it to the Department Head.

Advancement efforts have enabled the Department to maintain yearly guaranteed funds for Faculty Professional Development, and despite the current budget crisis has increased this amount in 2010 from $2,000 to $3,500 per tenure track member per academic year. Because of the support offered to tenure track faculty the Department is now expanding this to include the 1st two years after their promotion ($2,000 per annum). Beyond that point the stipends are granted on a competitive basis ($1,000). Lecturers at Cal Poly are not required to include research and service in their Professional Development Plan. However, the department extends to them the opportunity to apply for funding from the departmental pool. Faculty support in terms of compression of teaching duties from three quarters to two quarters has been initiated. Faculty continue to be awarded sabbaticals / difference in pay leave (i.e., In 2010 Prof Jonathan Reich received a sabbatical, and Profs. Dan Panetta and Sandy Stannard received a difference in pay leave). The Department is committed to continuing to secure additional funds for its faculty.

With the establishment of the CAED Planning, Design and Construction Institute (PDCI) faculty have gained additional opportunities to secure research funding. Additionally, the infrastructure of the University Center for Teaching and Learning is very supportive of our faculty. Over the past years they have received several mini grants.

To encourage a culture of scholarship the department creates an annual Faculty Scholarship Book, this compilation of peer reviewed faculty articles allows students easy access to the faculty work and celebrates their achievements amongst the on campus community. (see http://www.arch.calpoly.edu/research/index.html, accessed 8/12.10).

Objective F.3 Define criteria and support faculty in developing departmental, college, university, community and professional service Year 2010 [In Progress]

> See Appointment, Retention, Promotion, and Tenure (ARPT) Guidelines that will be in the team room and also are online on the program web site.

Objective F.4 Formulate a plan that will develop and maintain diversity (e.g., pluralism of cultures, values, philosophies) among students, faculty, and staff in order to build a strong and effective learning environment— Year 2013 [Not Met]

> See Part One, Section 1.1.2 Learning Culture and Social Equity to review the University Guidelines for diversity. The Department has not yet formulated a discipline specific framework or plan that ties into the University's plans for improving the demographics of students and faculty. However the Department continues to maintain Student Academic and Support Services advising that improves access, retention and graduation of students who have been historically, economically and / or educationally disadvantaged. The department will develop a plan to improve the diversity of the department by 2013. The Department also regularly offers elective courses such as ARCH 320 "History of Asian Architecture and Built Environment", and ARCH 326 "Native American Architecture and Place" to encourage a deeper understanding of cultural diversity. Design studios have included lectures on Barrier-Free Environment and we have scheduled in Fall 2010/Winter 2011 Universal Design –Theory and Practice Workshops by Faculty Emeritus Paul Wolf.

GOAL G: IMPROVE FACILITIES AND EQUIPMENT. To acquire and develop facilities and equipment for educational needs, technological change and future program growth.

Objective G.1 Develop a long range plan for maintaining and enhancing physical facilities and furnishings —·— Year 2012 [Not Met]

> The College of Architecture and Environmental Design is the only College on campus that is required to fund its own furnishings. Approximately fifty thousand dollars in allocated annual funds are insufficient to tackle the needs of one of the largest architecture programs nationwide with 40+ design studios and seminars rooms. However, the one-time JCAIIb/Group II funds were helpful in providing new workstations and chairs for the studios (see Part One, Section 1.2.4 Financial Resources for more information).

> Under the leadership of the College Based Fee Committee, in academic year 2009-10 over $70,000 was provided to support facility improvements: CAED shop, d[fab]lab upgrades, new Laser cutter, Mac lab equipment and software, Media Resource Center (MRC) scanner, CAED Photo Lab, Plotters, Studio upgrades, F-Stop renovation. In addition these funds supported the student assistants needed to assemble over 1000 tables purchased under the Group II fund.

Objective G.2 Articulate comprehensive technology applications and implementation plan. — Year 2012 [Not Met]

> See team room policies for Computer Policy (07/23/04). This document is revised annually or as appropriate given changes in the curriculum.

GOAL H: ENHANCE DEPARTMENT ADVANCEMENT. To plan, coordinate and implement fundraising and outreach programs to secure supplemental public support and increased private support to meet priority needs of the College

Objective H.1 Develop a plan for improving communication strategies for highlighting the successes of the department. —Year 2009 [Well Met]

While the Dean's responsibilities focus on external relations with the University and the professional communities relevant to the faculty and the community in general, one of the new roles of the Department Head is an emphasis on developing resources for faculty and student growth and development. This significant administrative demand has increased the collaborative efforts with the CAED's Advancement office in pursuit of developing strategic outreach efforts and networking activities with a strong emphasis on alumni based relationships. A formal communication and advancement strategy was set in place in 2006. This strategy was based on the need to communicate the successes of the department, build a network of friends among alumni and professional partners and, finally, build a base of donors.

Communication of the successes of the department is a multi-pronged endeavor as the message must resonate with potential students, current students, parents, alumni, and professionals who are not yet familiar with our program.

A robust means of communicating multiple messages was initiated in the newly designed web page (2006). The design was then adopted by the CAED and other departments. The web is the first access point for potential students, alumni who have lost touch, and potential supporters who have not visited our campus or, perhaps, heard of our program. The site encompasses the widest possible range of activities from course information to alumni news, from scholarships to faculty research, from off campus opportunities to student portfolios. (see http://arch.calpoly.edu)

Secondary to the Architecture Department web site is the use of social media. The Department hosts a Facebook site (intended for current students) that shares news of current events; an Architecture Alumni Facebook site; and, most recently, Architecture Parents at Cal Poly Facebook site. At Cal Poly 30% of the parents are donors to the university while their child is here; we want to keep them informed and provide a means of strengthening their connection and positive experience.

In 2009 the Department published the first Architecture Department alumni newsletter in some years. The publication reflects the high quality work in the department and gives alumni and friends a tangible means of communicating support for Cal Poly among their colleagues and friends. (see http://arch.calpoly.edu/publications/arch-newsletters.html)

Part of the overall strategy with outreach communications was the development of a solid range of internal publications. These booklets include reflections on individual studios, special projects, off campus studios, cross-department collections, etc. Between 2007-2010 there have been 23 publications. (see http://arch.calpoly.edu/publications/index.html, accessed 8/12/10) These publications serve to mark moments on campus and create a momentum and sense of pride in accomplishment. As importantly, they provide tangible tokens of the multiple achievements of our students and faculty and are essential to Advancement efforts. We send these booklets to donors as encouragement and as a thank you.

The Department works closely with University public affairs to place our achievements in appropriate media (resulting in television, radio, and newspaper coverage of the senior thesis show, Hearst Lecture Series, special events, etc.) and to assure that our student, faculty and alumni achievements are showcased to internal and external audiences.

Other communications strategies relate more closely to Advancement. Since 2006 the Department Head has sent a personal non-solicitation letter to alumni each fall, updating them on the program and sharing successes. Contrary to previous efforts these letters go to a broadly defined alumni base – meaning inclusion of former students who did not graduate (this letter and strategy was the basis of the $60 million pledged bequest commitment).

The Department has taken a very active role in the 'bread and butter' of fundraising: the Cal Poly Annual Fund. The Department Head participates in crafting the message and supports this by working with telephone callers during the phone-a-thon.

While Alumni giving to Cal Poly remains below 10% of all graduates, a greater percentage of parents contribute while their child is on campus. In addition to web based messaging we are reaching out to parents in targeted ways. This is very new to Cal Poly. One example, initiated in 2009, is an invitation to the parents of soon-to-be graduates to show their support by sponsoring a book for the MRC in their student's honor (with *ex libris*).

As friend-raising comes before fundraising, the Department sends various messages including a special letter to each alumni on the multiples of 10 anniversary of graduation (10th, 20th, etc.).

Cal Poly is preparing for a major capital campaign (starting in a few years) and we are focused on strengthening our donor pyramid. The various efforts described above are designed to build the base of new donors and to increase the giving of those who already contribute.

A wide variety of other letters and emails are sent to parents, alumni, donors, and potential supporters throughout the year (see Team Room documentation).

Objective H.2 Identify short-term and long-term needs, prioritize needs and update program for support of important initiatives — Year 2009 [Met]

The sharp economic decline in the past two years has affected the country as a whole and members of the California building and design community in particular. Because of this we have adjusted our objectives to sustain giving levels, broaden our base and maintain friends through these tough times. At the same time we have been receptive to the postponement of pledged commitments; knowing that our support for our friends and alumni will only increase the long term mutual benefits. Despite the sharp economic decline financial support for the department has remained strong and the department has increased its discretionary fund raising activities by 60% since the last accreditation visit in 2005.

Although the University has not placed a high emphasis on revenue generation by faculty members, internal and external grant funding has increased over the past five years. Innovative strategies such as the partnerships across disciplines with the use of shared resources have benefited many of the architecture faculty. These positive results have enabled the department to expand from a traditional "isolated" research environment to a more integrative and interdisciplinary approach, establishing new and broad connections to other endeavors that have a real impact on other disciplines on the architecture program.

Short Term needs are met through multiple means including Phone-a-thon for Annual Fund and general outreach to parents, alumni and friends. The department has been fortunate in it efforts to obtain discretionary monies. This funding supports a broad base of needs including Student Leadership Development. This provides discretionary support for a wide array of student activities: travel, equipment, competitions, etc. (see http://arch.calpoly.edu/alumni/giving-opportunities.html, accessed 8/11/10)
Mid to Long-Term needs have been identified as follows:
• Student Leadership Development Fund
• Faculty Leadership Development Fund
• Sustainability Fund
• Interdisciplinary Fund
• Metro/Co-op programs
• Workshops (including Technology Workshops)
• MRC Book Challenge
• Publication of Student Work

- Need based support for Student Projects
- Need based support for Student Laptops
- 2nd/3rd/4th year Travel Fellowships
- Digital Media
- Final Quarter Design Review
- Endowed Guest Professorship
- Facility enhancement (new/renovated review and exhibit space)

Strategies to meet this list of mid to long-term needs are more targeted than those for short-term needs. These strategies include long-term cultivation of prospects and the creation of programs such as five year naming for Studios (established 2008).

Objective H.3 Establish a financially healthy department, so students can graduate on time — Year 2010 [Met]

Despite budget cuts to the Department, all students continue to have access to all required classes in order to graduate on time. To achieve this goal, the Dean mandated increased class efficiency, faculty agreed to teach occasional overloads, and discretionary funds covered deficit where necessary.

d. Program Self Assessment
[The NAAB will provide this section, quoted directly, from the most recent APR]
The report must include the following:
- *Programs must describe how this section changed since the most recent APR was written and submitted*

A change to program self assessment has been the focus on making revisions to the third level of the program to improve the integration of comprehensive design in student work at this level.

1.1.5a A description of the school's self-assessment process, specifically with regard to ongoing evaluation of the program's mission statement, its multi-year objectives and how it relates to the five perspectives.
Introduction

The Architecture program has two broad categories for the self-assessment process. The first includes ongoing components of self-assessment activities: committees, faculty retreats, advisory bodies of alumni/ae, support facility and area coordinators, quarter end critiques, annual department events, student evaluations of faculty teaching, and the faculty review process. The second is a set of periodic surveys that have been carried out by the department to assess the quality of the program, including: Early Graduating Student survey; Senior Project Survey; 3rd Year Practice Survey: BIM and Revit; Rubric for 4th Year Design; 3rd Year Priority; Co-op: 3rd Year; Co-op: 4th Year; and AIAS Student Survey. (See team room documentation for survey data.)

In addition, the NAAB accreditation process itself, of which the APR is a significant component, involves the following stages:
- Regular meetings with faculty and lecturers outlining the NAAB criteria for gathering material
- Asking appropriate committees to discuss, assemble and evaluate the APR matrix on several occasions in meetings and informal discussions
- Seeking comments (especially focused on the program in light of the NAAB perspectives) from students and alumni, in particular through a questionnaire that was circulated and as of 2010 conducted electronically through SurveyMonkey
- Working with several faculty and staff members in specialized parts of the APR (i.e. Library, Finances, Statistics, Co-Op, etc.)
- Reviewing the prepared draft submission in part and with individual colleagues and staff.

Ongoing Components of Self-Assessment

The College has ten standing committees on which the Department has one or two representatives. These committees are for the purpose of monitoring College-wide program development activities. The Dean, Associate Dean, and Department Heads, meet weekly to discuss and set College policy. The CAED Department Heads Committee, comprised of the Department Heads, also meets regularly to further discuss the implementation of College policy. Over the past six years, both committees have been instrumental in revamping the College Strategic Plan and in developing a facility plan, a plan for common course integration, and a revised budget projection and allocation model.

Each September, the department faculty holds a one or two-day on-campus retreat to discuss program direction, curriculum agenda setting, management of the Department, teaching strategies, and other items of current importance to the Department. The Department has 5 standing committees: Post-Tenure Review; Peer Review; Professional Development and Leaves; Student Advising; and Scholarships. Department faculty serve as liaisons and task force representatives on numerous College and University Committees. The five-person faculty Department Curriculum Committee meets on as-needed basis, reports back to the faculty of the whole, and has 13 subcommittees comprised of instructional area faculty and their coordinators, who deliberate on intra-department and intra-college curriculum matters. The tenured faculty meet regularly to review personnel matters and to further advise the Department Head on Department policy.

An end-of-quarter "crit" process has been established where the location and time of each review is posted throughout the architecture building and on the Web for all to see. This allows faculty and students to participate in design reviews during the ninth week of the quarter. In addition to the Best of Show (new Third Year Review described in our response to 1.1.3.D), an Open House celebration in early May, and a Fifth Year Reception in early June are held each year, to which faculty, parents, students, administration from the College and University, and alumni are invited to review exhibits of student work.

The faculty peer review process is mandated and controlled by the California Faculty Association (CFA), the collective bargaining unit for the faculty within the CSU system. This requires the selection of a Peer Review Committee from the tenured faculty of the Department, which serves as the first level of review. The Department Head is the second level, the Dean is the third, and Vice President for Academic Affairs and Provost are the fourth level of review. In addition, there is a mandatory post-tenure review required of all tenured faculty every fifth year. Within the last five years, the Department ARPT criteria have been amended to include an additional level of assessment of faculty performance for all Part-Time Entitled three-year Lecturers**.** Additionally, to cultivate a participatory role for all tenure-track faculty during the yearly review process, in 2008 the PRC established an informal discussion between the Committee and the faculty under review prior to review by the Department Head. The intention was to create the sense of assessment as part of a larger picture and to indicate mutual commitment and respect between the department and the candidate.

Student evaluations of faculty teaching part-time and full-time are required by the CFA/CSU MOU (Article 15.15) to be conducted on a minimum of two classes annually, and evaluations of part-time faculty are required at least once per year. The results of these evaluations are placed in the faculty member's Personnel Action File and distributed to the respective faculty members themselves. The student evaluations constitute one of many components used by the Periodic Review Committee (PRC) and the Department Head's evaluation process.

The faculty may qualify for a Wes Ward Faculty Teaching Award, which is administered by an alumni endowment group called the College of Architecture and Environmental Design Foundation (CAEDF) and for the Paul and Verla Scholarship.

Formed in 1988, the College's Dean's Leadership Council is comprised of 24 professionals in fields related to the college. Council membership represents a diverse range of firm size and geographical location (although all are headquartered in California). In the past, almost half were graduates of the

Architecture Department. However, the board is now transitioning to reflect a greater balance and diversity of professionals and to introduce more non-Cal Poly Alumni. This Council meets on campus annually with the Dean and Department Heads to provide advice, advocacy, access and resources for the college and its Dean. Regional meetings are also held in various locations across the State. The Dean's Leadership Council has recently provided direction to the College on the formulation of its Strategic Plan (see www.caed.calpoly.edu/alumni/leadership-council.html).

Cal Poly Career Services conducts an annual survey of the prior year's graduates to determine the number of graduates hired in their respective professions. In addition to the description in our response to 1.1.3.c, they provide the department with the names and locations of hiring firms, average starting salaries, and rank or title. They also provide information on the number of students who continue to seek employment and the number who are in graduate school. Consistently most alumni are employed in California, reinforcing our need to provide a well-trained workforce for the state. These statistics are published in a book (available in the Team Room). Alumni have an opportunity to provide feedback on this survey. Their comments and suggestions are forwarded to the Department for review and consideration. No other formal survey of alumni is conducted at this time. This information is regularly used by the Department for purposes of establishing co-op and internship opportunities for the students, and to inform its five-year enrollment plan.

Department faculty and staff serve as ADA, learning disability, sexual harassment, affirmative action and student club advisors and facilitators.

Additional Programs

There are five special lab or support facilities available to students and faculty: the award winning Collaborative Interactive-Integrative Digital-Design Studio (CIDS); the Digital Fabrication Laboratory (d[Fab]Lab); Hay Media Resource Center and Materials Library (MRC); the Photo Presentation Facility; and the Support Shop.

The CAED has seven minor coordinators: Sustainable Environments, City and Regional Planning, Integrated Project Delivery, Construction Management, Real Property Development, Environmental Design and Architectural Engineering).

In addition, the Department has thirteen special program coordinators: Architectural Management Track; Professional Studios/Co-ops/Internships (coordinated by Associate Department Head Jim Doerfler); Florence IP; WAAC; Fontainebleau; Denmark International Studies; Japan/Thailand IP; Bauhaus (Dessau) in Germany; CEPT in Ahmadabad, India/Cal Poly Exchange Program (newly established in 2010); Puebla University Visiting Student Program; University of Canberra/Cal Poly; Ecole d'Architecture de Paris-Val-de- Seine/Cal Poly Exchange Program; and S.F. Urban Design Internship Program.

1.1.5b A description of the results of faculty, students', and graduates' assessments of the accredited degree program's curriculum and learning context as outlined in the five perspectives

The Department conducts surveys of students, faculty and alumni to obtain input. A selected list of surveys includes (for complete surveys see the Team Room documents):

1. [Students] NAAB Student's Survey (Summer 2010), June 24, 2010, 338 responses
2. [Faculty] NAAB Alumni Survey (Summer 2010), June 24, 308, 330 responses
3. [Students] 3rd year Practice Survey: BIM and Revit, June 2, 2010, 37 responses
4. [Faculty] Rubric for Fourth Year Design, October 27, 2009, 25 responses
5. [Students] 3rd Year Priority, January 11, 2010, 80 responses
6. [Faculty] Self-Assessment Using the WASC Rubric, October 15, 2009, 46 responses
7. [Students] Co-op: Fourth Year, October 29, 2009, 33 responses
8. [Students] Co-op: Third Year, October 29, 2009, 75 responses
9. [Students] AIAS Student Survey, June 11, 2009, 65 responses

Surveys #1 and 2 (conducted Summer 2010) of alumni and students are summarized below:

Student Survey Summary

Introduction

The Department and faculty conduct surveys regularly and take action on curricular adjustments when appropriate. Past survey audiences and topics have included: Graduating Students, Seminar Evaluation, AIAS, Co-Op Fourth Year and Third Year, Third Year Priority Registration, Rubric for Fourth Year Design, Third Year Practice Survey: BIM and Revit, Senior Survey and Alumni Survey.

The selected comments located below are from the 2005 APR and are included as a basis of tracking those comments and current improvements. (C = Comment; I = Improvement)

C: "The curriculum should be more rigorous in design studios and incorporate ECS and practice courses into design more coherently." I: A 3rd year two quarter pilot program focused on the integration of the design studio, and the practice and ECS activity courses. C: "There is a definite lack or disdain for practical knowledge." I: With the hiring of two faculty members to revamp the entire practice sequence of 2nd and 3rd year, a culture of practical knowledge has substantially improved the students' interest and appreciation for how buildings are put together. An increase in case study exercises has emphasized this integration. C: "Also, I've never been introduced to detailing." I: Second through 4th year student projects have incorporated appropriate levels of comprehensive design issues with an emphasis on detailing (i.e. Prof. Robert Arens' 2nd year Winter quarter; Prof. Mark Cabrinha's 3rd year design build AIAS F-Stop renovation; and Prof. Jonathan Reich's 4th year on-campus interventions). C: "Reformat Arch 106 curriculum, i.e., in the first quarter, freshmen should take an introductory course while the current in-depth Arch 106 material should be converted into a year-long series of courses in 2nd year." I: As of Fall 2009, a new 1st year has integrated several past courses within a single sequence ARCH 131 and ARCH 101. The current ARCH 106 course is offered to Architecture Engineering and Construction Management students and cannot be extended into 2nd year.

During summer 2010, the Architecture Department conducted a department-wide Student Survey through *SurveyMonkey* (see Team Room for full survey) asking students enrolled in 2nd through 5th year to respond to 18 assessment questions with three additional open-ended questions. Out of 793 students, a total of 317 surveys were completed (40%). The following data reflect the rating average for each topic based on a scoring scale where 1 is Weakest and 5 is Strongest: Sketching Skills (3.14); Practical business and practice knowledge (3.26); Knowledge of architectural detailing (3.68); Oral and written communication skills (3.52); Building /structural knowledge (4.02); Project management (3.06); Relationship between design and technology (4.01); Work ethic, self-motivation (4.14); Analytical thinking/problem solving (4.14); Teamwork skills and collaboration discipline (3.78); Design skills (4.33); Interdisciplinary skills (3.49); Computer skills, including AutoCAD (3.27); Knowledge of interior design/space planning (3.42); Design theory, history and criticism (3.74); and Research skills (3.53).

Student Comments from the three open ended questions:

1. <u>Please list specific skills, knowledge, experience and personal qualities you have gained during your tenure at Cal Poly</u>. "I learned many methods of design…" "An abundance of technical construction knowledge, knowledge on traditional materials such as wood, concrete, and metal, final drawing skills, analytical thinking as well as synthesis for projects." "I've learned a lot about design, design theory, and displaying and transitioning an idea into a final product." "Time management (that's a really big one), expression of creativity, the ability to work with people whether you like them or not." "I have gained greater knowledge of design and drawing, specifically related to architecture. I have also learned the basics of architectural and construction practices. Additionally, I have learned a great deal about architectural history and feel I have improved in my presentation and communication skills." "I have learned to dive into the library

and mrc [Media Research Center] for research. I also learned that the architecture department takes the learn by doing philosophy very seriously, which I like very much." "Practical/realistic construction techniques, drawing/sketching techniques, formatting, printing, hand drawing, water coloring, model building techniques." "I have learned to work with Auto cad, indesign, Photoshop, Autodesk, Revit, Sketchup, Rhino, digitizer, and drawing/painting skills." "Leadership skills from club participation. Work experience from Co-Op experience (offer more opportunities please)." "I have gained the continuous curiosity about how things are put together and been opened to a new way of thinking." "Teamwork, real-world knowledge of working with outside contractors and businesses, time-management, communication how to represent ideas so that others can understand them, history of architecture, structural considerations, essentials of design, handdrafting, computer aided design, building components and tectonics, perseverance, the benefits of collaboration, how to take critique, and inspiration to continue in design." "Designing as part of a team has been a very valuable self-improvement tool I appreciated how it mimics professional practice." "After completing three years at Cal Poly Architecture, I have nothing but amazing things to reflect on. Not only do I feel that I have gained valuable knowledge form close relationships with my design professors, I also feel that I am ahead in the practical sense of architecture as well. This summer, I was fortunate enough to get hired for an internship at a small firm. During my first few weeks there, I have felt very prepared in the work setting by being able to answer various question and being able to complete many office tasks that have to deal with Revit, AutoCAD, and the Adobe Creative Suite."

2. <u>Do you have any suggestions on how Cal Poly and/or the Architecture Department might improve your education and/or program?</u> "Teach us how to use computer aided design programs better." "More specifics on deliverables." "More feedback! It would be very helpful to receive some feedback pertaining to any project." "More interdisciplinary working environments and projects. There have been several speakers at the college now that have spoken about interdisciplinary designing, but I feel there hasn't been much of an attempt at integrating any interdisciplinary projects from a good amount of professors. We're missing that perspective on design, while there seems to be a majority of the general contractor perspective." "Add more business aspect to program, more collaboration with other departments within CAED." "It would be nice to learn more about project management, and practical business knowledge for our field of study." "The administration and communication from the architecture department could be much improved. I often received more pertinent and personalized advising about my education from Al Hauck (the Construction Management Department Head) than I did from the architecture advising faculty… However, I also believe that the architecture requires a stronger organizational framework and cohesive vision if there is to be any Improvement." "Encourage more interaction between the students across the years." "More criticism in every studio, force it…" "Integrate summer internships into the curriculum." "Keep working on an improved registration system…" "There is a disconnect from second year to third year, there is not an emphasis on computer based design in the second year, and there is not an emphasis on hand skills in the third year, a balance of both in both years would be nice." "I think that teachers should give better reviews after a project not just sending us immediately to a new one without letting us know how were doing until the very end of the quarter when we receive our grades and don't know why we got what they thought was fair." "Use the first hour of studio hours for actual lectures for Space Planning, Interior design, technology, collaboration, project management, written communication, sketching detailing, etc."

3. <u>Please provide any additional comments about the program here</u>. "This is such an incredible program filled with an extremely enthusiastic faculty/administration." "I believe that Cal Poly pushes students to the limit so that they may hold themselves accountable whether it may be a group project or independently. I believe the integration of technology as well manual projects is what makes this curriculum successful." "The "Best of Third Year" organized by Tom Fowler was by far the most meaningful evaluation event for me. The guest critics, and presentation format was excellent." "I am very grateful for Cal Poly, the hard working professors and staff, and our facilities, but as a student here, I am not seeing proof that this school is one of the top in the nation." "I really enjoyed my two quarter studio but again I know it's not fair because there are a

limited amount of "good" professors. I think we need more good professors hired so that everyone can have a good education at Cal Poly, not just a select amount who have lucky registration ranks." "Some really good studios. Some not so good studios. The latter should be reevaluated." "I personally have not taken a two-quarter long studio, but I can see the results of the past third-year students. My feedback is positive." "When touring other programs it shocked me to see how little integration there is between the physical and digital media. At Cal Poly we are trained equally well in both." " Pleased with the overall program and its pretty well rounded approach. Most of the professors are very good, a few could use review. The idea of encouraging a portion of 4th year to be off-campus is brilliant. Keep it."

Overall Department Comments

Overall the students seem well satisfied with the quality of their education. The department is poised to evolve rather rapidly over the next years with the upcoming wave of faculty retirements and the need to hire new tenure-track faculty.

Contemporary modes of thinking will bring a new balance as the department seeks to reinforce the strength of its teaching with new research aspirations. Ongoing curricular revisions are addressing many of the students' concerns. The hiring of nine tenure-track faculty since 2004 has already increased the overall sensitivity towards a more integrative learning approach that emphasizes team work, research skills, construction techniques, digital technology, and work experience.

The responses under question 1 that reflect what students feel they have learned are in strong relationship to what alumni (in their separate survey) look for in hiring (teamwork, etc.). Responses to question 2 (suggestions for improvement) also bear a strong relationship to what alumni emphasize as aspirations for the program – particularly, greater incorporation of business and construction administration courses.

Students appear to appreciate the breadth of courses offered, with favorable comments ranging from design studio to construction methods to history and theory. The integration of internships (and other professional off campus programs) is important to the students and has been the impetus for change already underway.

The department has formalized very strong interdisciplinary courses with Construction Management and Architectural Engineering and is currently working with the Department Heads in Landscape Architecture and City and Regional Planning to increase offerings in those realms. One limiting factor is the discrepancy in the size between architecture and other departments.

The Department takes very seriously the desire of students to become proficient in a variety of digital media and appreciate that they are still eager to learn analog techniques. Overall students appear satisfied with the course offerings in this realm. The Department has added optional workshops for the spectrum of representation (from free hand drawing to water color to Revit and portfolio creation) to bolster specific individual needs.

A significant theme of the responses was more criticism in design studio. In the past three years the Department has added "cross section" reviews to 3rd year to both elevate the level of discourse and provide both faculty and students the opportunity to critique the breadth of work in the department. We continue to refine the methods of self-evaluation and peer evaluation.

Other comments serve as reminder that while substantial improvements have been made since the last accreditation, efforts need to be better coordinated within design years and have a "buy in" by faculty teaching specific years, and across the entire program and not limited to pilot programs. These efforts will need to overcome the size of the department and reconcile that opportunities might not be available for all students at the same time. There is clearly a need to continue to improve the Cal Poly registration process and give greater personal student attention when advising. Constructive review feedback,

increased and targeted discussions on topics pertinent to the students' projects are areas that can easily be adjusted.

Alumni Survey Summary

Introduction

The survey was distributed in July 2010 to all alumni of the department for whom we have email addresses. The survey was generated as a pairing of two surveys: a draft survey developed by the Dean's office to solicit attitudes about graduates from employers and a survey distributed to the current students in the classes of 2005-2010. These occasionally overlapped in areas queried, but it was felt the questions were nuanced enough to continue both sets of questions. Additionally, short answer questions provided a means to elaborate on several areas. The survey was completed by 308 alumni and placed in an anonymous matrix (for complete survey see Team Room documents).

Reflection

The recent alumni were almost exclusively engaged in architecture, and were almost universal in their pride in having attended Cal Poly. Many included written comments that their firms particularly solicited from Cal Poly, sometimes exclusively, for employees.

The survey indicates several strengths, including the overall quality of the degree experience, especially the ability of graduates to be immediately successful in an architectural office relative to peers from other institutions. Responders found Cal Poly graduates to be extremely strong in computer skills and industry readiness.

When asked the skills most valued when hiring new employees, respondents most frequently mentioned 1) communication skills, 2) technical ability/construction knowledge, 3) computer skills, and 4) team collaboration. Selected survey responses include:

> 1) Communication Skills: Respondents rated recent alumni strongly in this area with 55.9% Agreeing recent alumni are able to speak and write effectively and 28.3% Strongly Agreeing.

> 2) Technical Ability and Construction Knowledge: These topics were covered in several areas. The overall industry readiness rating was very high with 49.2% Strongly Agreeing and 39% Agreeing. Knowledge of Detailing was not as strong with 47.2% agreeing and 17.5% Strongly Agreeing. Implementation and coordination of MEP systems and integration of documents ratings were weaker with 33.2% Neutral, 41.7% Agree and 15.2% Strongly Agreeing. The department is engaged in strengthening these skills in three ways: first - the creation of an Integrated Interdisciplinary Studio, which brings design, construction documents, estimating and scheduling together; second - the strengthening of the Practice classes led by faculty members Robert Arens and Jim Doerfler, and third - the Fall 2010 completion of the Simpson Strong-Tie Materials Demonstration Lab. This facility will allow faculty to adjust their course curricula to include more hands-on access to materials.

> 3) Computer Skills: Respondents ranked these as among the strengths of the recent alumni with 37.3% Agreeing and 49.3% Strongly Agreeing that recent alumni were able to employ appropriate representational media. In the open comments area of the survey some alumni indicated the need to accompany this with the continued reinforcement of freehand sketching techniques. The Department concurs and in academic year 2009, the 1st year curriculum was revamped to join what were two tracks of studio: digital and analog (ARCH 121/ARCH 131). In conjunction, the department is focused on hiring faculty with expertise in these skills (i.e. Jim Bagnall, traditional sketching; Brian Ridley, digital modeling). Many workshops have been offered in both media.

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4) Collaborative Skills: This area also received high ratings with 47.6% Agreeing and 39.9% Strongly Agreeing that recent graduates are able to identify and assume divergent roles that maximize individual talents while working with other professionals as a member of a team. Collaboration, particularly across disciplines, has received special emphasis in recent years, for example in the curricula associated with the Integrated Interdisciplinary studio.

Several responders hoped that the program would include more interaction with Business (in business practice coursework and with business students for a personal connection). Currently faculty member Dan Panetta offers a course that integrates College of Business students. This course culminates with the Bank of America Low Income Housing Competition. The 2010 team was composed of 13 students from six departments including Business. The team finished 1st in 2009 and 2nd in 2010. In addition, the College is currently considering joining with the Orfalea College of Business to create a major in Real Estate.

The survey indicated continued interest in strengthening internships and any other pre-graduation professional experiences. Some responders expressed conviction that this was important to their education and others expressed the hope that these programs will continue to expand or even become mandatory. The expansion of the pre-graduation professional experience is a high priority with the department. In addition to continuing the San Francisco internship program, the Department now offers six professional studios (this has unfolded since 2005). The existing co-op program is being expanded. In addition to placing more students we hope to offer studio credits along with work experience. Students participating in overseas exchange programs have also extended their stay through an international co-op experience. The department's ambition is to incorporate the academic with the work experience during an internship or co-op and not treat them as two separate paths. This is a continuation of the learn-by-doing philosophy central to
Cal Poly.

1.1.5c A description, if applicable, of institutional requirements for self-assessment.

The University has expressed an expectation that, in every academic program, the entire curriculum be assessed during one cycle of program review. The Architecture Department has begun a process of assessing one design year during each academic year, with the idea that this would provide time to assess the entire ARCH curriculum during the six-year cycle of accreditation and program review. The occasion is the annual faculty retreat, which takes place at the beginning of each academic year. The retreat has been repurposed as an assessment exercise, with groups of faculty representing all years and curriculum areas focusing on random samples of student work. This effort finds support in the department's longstanding syllabus policy, which requires the inclusion of learning outcomes, and in a more recent commitment by the faculty to move toward an e-portfolio by requiring students to summarize their work in the form of a PDF representing the final project in each studio.

This process has had some success, beginning in September 2008 with an assessment of Fourth Year work. This area of the curriculum has long been a concern of the faculty; the variety of experiences available to students, both on- and off-campus, has been a valuable source of programmatic richness, but the overall rigor of these experiences has not been assured. In response, the faculty asked all Fourth Year students to submit a portfolio representing work completed in design studios and in those courses substituting for

ARCH 420 Seminar in Architectural History, Theory, and Criticism. The assessment of the studio work reached the conclusion that, although the overall quality was very good, there was little evidence that the off-campus studios were addressing the Student Performance Criteria associated with systems integration. There was an accompanying recognition that we had not done enough to communicate programmatic expectations to our off-campus partners or to those of our students participating in off-campus programs; this led to a yearlong effort to develop a Fourth Year rubric based on NAAB criteria, which could be given to both our partners and our students. The rubric, which was developed by the Curriculum Committee as part of its assessment responsibilities, is finding a broad application in the

upper division of the on-campus design curriculum. ARCH 420 is a writing-intensive course; a separate assessment of the students' written work led to the conclusion that none of the off-campus courses substituting for ARCH 420 were addressing writing skills at the appropriate level. As a result, the department ended the practice of granting automatic course substitutions and now requires students to present their work for review. In addition, the off-campus advisors were asked to communicate the department's expectations to our off-campus partners, who have responded positively. It remains to be seen whether the student work will improve.

The assessment of Fifth Year, which took place in September 2009, was less successful, owing to some disagreement about the nature of the assessable artifact, but also to the enormous distraction of the continuing financial crisis. The pressures of competing business made what had been an all-day affair into less than a full afternoon, with predictably inconclusive results. The lesson should be clear: if the Department intends to concentrate its assessment efforts on the faculty retreat then it truly needs to be a one-day exercise.

The Department does remain committed to assessment and continuous improvement, as evidenced by the process of revising the ARCH course outlines, which took place during the balance of 2009-2010. The process was a deliberate one, beginning with a preliminary revision based on existing documents like the course catalog and previously approved curriculum map. A guided discussion involving the Associate Department Head, curriculum area, area coordinator, and the entire Curriculum Committee resulted in the revision of both the map and the outlines as well as the alignment of course outcomes, program goals, and University Learning Objectives (ULOs). The result is that the Department now has a common set of course outcomes based on the Student Performance Criteria. In conformance with University expectations, these outcomes are organized under a set of easily communicated program goals, which are keyed to the ULOs. The result should be a greater degree of clarity and transparency in discussing learning with both students and faculty members. Several topics from the most recent student and alumni surveys will be discussed at the Department Fall Retreat 2010. Among these are, at the bachelor level, even more integration with the curriculum between design studios and supporting courses and at the Master's level the future direction of the program.

1.1.5d A description of the manner in which results from self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions (e.g., reduced funding for state support institutions or enrollment mandates).

The results from these self-assessment activities provide the department with an opportunity to reflect on long-range planning, curriculum development, learning culture of the program and make changes as necessary to keep it relevant to the changes of our global society.

1.1.5e Additional pertinent information

No additional information to report.

2. **Plans for/Progress in Addressing Conditions Not Met from the Most Recent Visiting Team Report**
   a. **Conditions I.1-I.5 or II.2-II.3**
      None

   b. **Conditions II.1 (Student Performance Criteria)**
      B.2 Accessibility
      B.5 Life Safety
      B.6 Comprehensive Design

Plans for/Progress in Addressing Conditions Not Met:

B.2. Accessibility

[Excerpted from 16 February 2011 VTR:]
B.2.   Accessibility: *Ability* to design sites, facilities, and systems to provide independent and
        integrated use by individuals with physical (including mobility), sensory, and cognitive
        disabilities)

[X] Not Met

2011 Team Assessment: Students seem to show some limited understanding of barrier free design as it
relates to accessible restroom facilities, however, no evidence was found in the student work that
addresses site design. Accessibility, which needs to be demonstrated at the ability level, requires that
evidence be present in projects for which it is not the primary focus of the course. The capacity to embed
accessibility into fundamental, conceptual design is missing, or not consistently demonstrated in the work.

In Progress: Improving the integration of Accessibility at the foundational Third Year Building Design
Level and application of these skills in the upper division courses.

Status Report: Accessibility is one of the components for Comprehensive Building Design. See
comprehensive design narrative for how the changes for improving the integration of comprehensive
building design into the curriculum are being accomplished.

B.5 Life Safety

[Excerpted from 16 February 2011 VTR:]
B.5.   Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on
        egress.

[X] Not Met

2011 Team Assessment: This criterion is not met. There is inconsistent evidence that the ability to apply
basic principles of life-safety is incorporated into the design process. There is substantial evidence that it
is incorporated into lectures, but not shown in the student work as required by the ability level.

In Progress: Improving the integration of Life Safety at the foundational Third Year Building Design
Level and application of these skills in the upper division courses.

Status Report: Life Safety is one of the components for Comprehensive Building Design. See
comprehensive design narrative for how the changes for improving the integration of comprehensive
building design into the curriculum are being accomplished.

B.6 Comprehensive Design

[Excerpted from 16 February 2011 VTR:]
B.6.   Comprehensive Design: *Ability* to produce a comprehensive architectural project that
        demonstrates each student's capacity to make design decisions across scales while
        integrating the following SPC:
        A.2 Design Thing Skills; A.4 Technical Documentation; A.5 Investigative Skills;
        A.8 Ordering Systems; A.9 Historical Traditions and Global Culture

[X] Not Met

2011 Team Assessment: Evidence of comprehensive design is inconsistent across coursework.
Realm A skills are prevalent, as well as structural systems and site design. Accessibility,
sustainability, life safety, and environmental systems are more inconsistently applied.

Because of the variable scope and scale of individual studio projects, evidence is lacking that every student meets this criterion. The ARCH 481 / ARCH 492, cited as playing a major role in meeting this criterion, allows a student to select a highly theoretical or philosophical problem with no assurance that they will complete a comprehensive architecture design problem.

In Progress: Improving the integration of Comprehensive Building Design at the foundational Third Year Building Design Level and application of these skills in the upper division courses.

Status Report: The changes for improving the integration of comprehensive building design were were started right after the last 2011 NAAB visit and are well underway. After a year of faculty discussion, the department's curriculum committee approved changes, as proposed by the third year faculty for improving comprehensive design in the third year. Changes were officially approved at the University level by the Academic Senate in June 2012 for starting the implementation for improving this level of integration in the third year level of the curriculum. These changes were proposed to improve the building systems integration into the design studio projects for this entire year. Focused homework assignments have be developed for each of the building systems lectures with the idea that students will apply the focused knowledge to design studio projects in the fall, winter and spring quarters. For the 2012-13 year these changes have been implemented. For fall quarter Arch 341 lecture (started in 2012 and continuing), implemented homework assignments, students developed egress, accessibility and structural systems solutions, and are required to show the application of this knowledge in their corresponding design studio course (ARCH 351) project. For winter and spring quarters a similar plan for developing focused homework + integration assignments (Arch 307 & 342) for building systems lectures (started in 2013 and continuing), for applying these lessons to corresponding design studio projects. Students are required to integrate energy modeling, accessibility, and cladding systems development into their corresponding design studio project. These changes are projected to improve each student's ability to develop a comprehensive design project. A series of third year meetings are scheduled annually for spring quarter to assess how these changes are working. Strategies for continuing to improve the comprehensive building design principles after third year are currently under discussion.

3. **Plans for/Progress in Addressing Causes of Concern from the Most Recent Visiting Team Report**

Causes of Concern

A. Budget

[Excerpted from 16 February 2011 VTR:]
Budget cuts are a reality facing the college and the department. The Provost is requiring a balanced budget.

The team found that the department faculty and staff have been trying to address the budget cuts, but their efforts are not productive because the specifics of the new budget have not been available to them, or what has been available, has been subject to constant change.

The cuts have the potential to negatively influence the program. The lack of budget clarity is creating uncertainty, anxiety, and a negative environment for faculty, staff, and students.

The team believes that this critical situation will require leadership from the administrators and faculty in order to make the necessary cuts. It will also require transparency and inclusionary processes. The Dean, Associate Dean, Department Head, faculty, staff, and students have to work together and in a timely manner to develop long and short-term strategies for delivering the program within the new budget realities while protecting its quality to the highest degree possible.

Related to the budget and contributing to anxiety, and the need for the program Department Head, faculty, and staff to plan for change, is the issue of the new enrollment cap imposed by the university. The lack of transparency in decision-making regarding enrollment numbers is creating confusion for staff, faculty, and students.

Because of a very bleak funding trajectory alternative funding methods are more important now than ever. Past funding levels will most likely not reappear from state sources.

Budget (A), College-Based Fees (B), and Fiscal Planning (C):

Starting in 2012, the CAED at the Dean's level has hired a dedicated person that has developed a budget template for the annual budget tracking and fiscal planning for all five departments. This budgeting process will assist the architecture department in developing long and short-term strategies for delivering the program. Enrollment targets for the campus are determined on an annual basis based on CSU funding. College targets are then assigned by the Provost in consultation with the Dean. Individual program targets within this number are based on applicant demand and assessment of program capacity with the respective Department Head. Predictive modeling by Central Admissions, determines the number of applicants accepted for admission. Show rates vary by year and can affect the overall number of students that enroll in programs.

B. College-Based Fees (CBF)

[Excerpted from 16 February 2011 VTR:]
The distribution and management of the college-based fees (CBF) have become confusing to students. They have seen tangible benefits in the equipment that a portion of those funds has purchased in the past. Students expressed distress that the entire fee is being used without their input. They would like a voice in the disposition of some of the funds. This has impacted their trust of administrative decisions and their commitment to supporting future student enterprises.

As stated in the previous NAAB team's VTR (2005), the CBF funding mechanism is considered problematic and non-sustainable. The college should consider putting in place and/or publishing guidelines regarding the allowable allocation of these funds. Greater budget and planning transparency should be made available to those participating in the process.

The College-Base Fees (CBF) Program
Even though the CBF program has been inactive during the past three budget cycles given lack of budget flexibility for expenditure other than to secure student course access as the result of severe budget reductions, the program has enabled the college to fund instruction to sustain high quality programs. The issue to be resolved is input from students regarding priorities for program support.

The Student Success Fee (SSF) Program
The recent passage of the campus "Student Success Fee", the CBF committee's function as an general advisory body to the DH will be to revitalize FY 2013/14 to provide perspective and input to student programmatic support suggestions.

C. Lack of Fiscal Planning

[Excerpted from 16 February 2011 VTR:]
Faculty regularly expressed concern over inconsistent annual budgets. Over the past several years, the amount of available funds assigned to the college has continued to drop at irregular and irrational intervals, making it difficult for the staff to plan both annual budgets, as well as long term spending strategies. At the time of the visit, the team could find no documentation of a strategic budget plan that extended beyond the current academic year. This appears to be

causing concern for faculty and staff, who find it difficult to plan for courses, off-campus opportunities, and maintenance of current equipment.

Fiscal Planning for Budget (A), College-Based Fees (B), and Fiscal Planning (C):
Will assess the success of the College in using the new budget template and program's ability for short and long term budget planning

Will reconstitute the CBF committee to provide advisory input to student priorities for programmatic support expenditures

Other Planning (D) Continuing Education and (E) Student Registration
D. Continuing Education

[Excerpted from 16 February 2011 VTR:]
Before implementing perceived methods for budget savings, such as the moving of courses in both summer and off-campus programs to continuing education, the full impact to the department, college, university, and students must be explored and accounted for. The school may utilize campus services and resources as needed to estimate the costs of all initiatives. What may appear to be beneficial in the short term could ultimately decrease the department and/or college's capacity to justify state financial investment in the department in terms of space, faculty, and other operational support in the short and long terms. In addition, the financial impacts to the students should be fully studied.

Additionally the lack of predictability and planning around these areas is creating undue uncertainty and impacts on those wishing to participate. The team noted that there was a lack of a discernable long-term financial plan or forecast.

Continuing Education (D*) [now called Extended Education]*
As a campus decision, all summer offerings are through the University's Extended Education (EE) Division. The department also uses EE to offer off campus fourth year programs. 80% of our students participate in these off campus programs that range from professional studio opportunities (professional internship & academic credit provided), urban studio programs and aboard opportunities in a number of countries.

Program Planning

Will assess the success of using the Extended Education Division for off campus courses

Will develop and offer summer courses that have high demand

E. Student Registration

[Excerpted from 16 February 2011 VTR:]
Student mistrust regarding the fairness in the registration system is pervasive. The student perception is that the priority system of registration is inconsistently deployed between the university registration protocols and the timing of department level faculty assignments. This misalignment between university registration and architecture department class and/or faculty assignments, leads to students feeling there is no logical strategy available to them to reap the benefits of a 'priority' system established by the university, yet undermined by late department assignments.

Student Registration (E)
The program has made changes in the student registration process for the 2nd and 3rd year students. Through these revisions, when students use a priority (all students are given three priorities for use during time at the university), more units now are provided for students to select university courses outside of major that might be difficult to find space in.

Program Planning

Will assess the success of the changes to the departmental studio registration system annually and make adjustments as needed.

4. Changes or Planned Changes in the Program

- Administration changes (Dean, Department Head, Provost)
- Changes in enrollment (increases, decreases, new external pressures)
- New opportunities for collaboration
- Changes in financial resources (increases, decreases, external pressures)
- Significant changes in educational approach or philosophy (e.g., new provost = new approach)
- Changes in physical resources (e.g., deferred maintenance, new building, cancelled new building)
- Faculty retirement/succession planning

Faculty retirements since the last APR was submitted in September 2010 include:
Art Chapman, Professor
James Doerfler, Professor and Interim Department Head
Laura Joines, Professor
Sandy Miller, Professor and San Francisco Urban Design Program Director
Daniel Panetta, Professor
Jens Pohl, Professor
Don Swearingen, Professor
Howard Weisenthal, Professor

CAED Dean Changes:
R. Thomas Jones was replaced by Christine Theodoropoulos in August 2012.

ARCH Department Changes:
Henri T. de Hahn, Department Head, was replaced by Interim Head James Doerfler (December 2012 - July 2013), who was replaced by Margot McDonald, Interim Head (September 16, 2013-present).

Provost Changes:
Dr. Robert D. Koob, Provost and Vice President, was replaced by Dr. Kathleen Enz Finken in February 2012.

President Changes:
Dr. Robert Glidden, Interim President, was replaced by Dr. Jeffrey Armstrong on February 1, 2011.

- Changes in enrollment (increases, decreases, new external pressures)

  2010-11 total student enrollment = 628
  2011-12 total student enrollment = 557
  2012-13 total student enrollment = 602

- New opportunities for collaboration

  The University is planning a new "Learn By Doing Center" that will support interdisciplinary collaboration opportunities across all disciplines. The Architecture

Department along with other disciplines in the CAED are actively involved in this discussion.

- Changes in financial resources (increases, decreases, external pressures)

  2010-11 total budget allocation = $4,531,392
  2011-12 total budget allocation = $4,705,769
  2012-13 total budget allocation = $4,114,908

- Significant changes in educational approach or philosophy (e.g., new provost = new approach)

  There are two items:
  1. The Provost has asked each of the University's Colleges to reflect in ARPT guidelines how discipline faculty are evaluated using the teacher scholar model.

  2. The University is focusing their next capitol campaign on looking at collaborative opportunities across disciplines in the development of a "Learn By Doing Center" to capture *"Cal Poly is a community of creative people who are eager to learn, teach, and transform the world through hands-on explorations and innovative projects that change lives and launch careers."*

- Changes in physical resources (e.g., deferred maintenance, new building, cancelled new building)

  No changes to date for physical resources.

5. **Summary of Activities in Response to Changes in the NAAB Conditions (NOTE: Only required if *Conditions* have changed since the previous visit)**

Program responses are broken down into the categories of "revised" and "new" conditions.
Revised Conditions:
1. Learning Culture and Social Equity – Expanded studio culture to include all learning environments in the program.
2. Five Perspectives – Updated all perspectives to reflect on current issues of the program and connect to the collateral organizations that we interact with.
3. Self-Assessment Procedures – Connected the program's procedures for self-assessment to mission and long-range plan.
4. Human Resources & Human Resource Development - The reporting of program's staff, faculty and students resources with the program's activities in one section has helped to show the Department's efforts and the range of successful events and achievements over the last six years.
5. Financial Resources – In these difficult economic times, developing financial projections and identifying the financial resource issues enabled the program to reflect on the accomplishments over the last 6 years and to begin to adjust priorities for the future.
6. Student Performance Criteria – The introduced education realms and expanded Student Performance Criteria (SPC) along with the requirement to indicate the 1-2 courses that show "the greatest evidence of student achievement" has helped to streamline this process of connecting required courses to the SPC.
7. Required Text for Catalogs and Promotional Materials - Publishing the required accreditation narrative and terms of accreditation and date of next visit has helped to improve the understanding of the cycle of this process.
8. List of Documents to be Available in the Team Room – Providing a range of supplemental documents for visiting team to review during the visit, has helped to streamline the APR writing process.

New Conditions:

8. Long-Range Planning – Identifying multi-year objectives for continuous improvement that have been met and not met has provided an opportunity for the program to reflect on how well things are going in regards to the mission and goals of the department.

9. Statistical Reports – The development of statistics about students and faculty in ways not required as part of the annual report has helped the department to reflect on areas that need to be improved.

10. Faculty Credentials – The program does connect faculty expertise to the teaching of required and electives courses. Given the required format, it is difficult to reflect how the faculty's research aligns with their teaching responsibilities.

For the last seven areas (#s 11-17), it has been helpful for the program to describe the processes for evaluation (Evaluation of Preparatory Education) and how modifications are identified, developed, approved, and implemented (Curriculum Development). In addition, the Department has used the web page, Facebook, and appropriate public workshops and meetings to communicate with students about changes in the licensure process and the IDP 2.0. This information is regularly updated and communicated to prospective students, current students, faculty, alumni and parents.

11. Curriculum Review and Development
12. Evaluation of Preparatory Education
13. Statement on NAAB-Accredited Degrees
14. Access to NAAB Conditions and Procedures
15. Access to Career Development Information
16. Public Access to APRs and VTRs
17. Publicizing ARE Pass Rates

Not required for 2013:

Supplemental Material

Instruction: Include the following as a list of individual URLs or instructions for accessing a web-based portal for review of the following

Please do not attach files to the interim report, rather identify URLs to websites or servers, or other mainstream technology currently employed by your program to capture and host files.

1. Provide evidence that supports or demonstrates changes to the curriculum in response to not-met SPC (II.1).

   Be sure to identify the changes/outcomes expected.

   a. New/revised syllabi

   b. Student work demonstrating the change

2. Provide evidence or supporting documentation/narrative that demonstrates changes in other aspects of the program made in response to other not-met Conditions (I.1-I.4 or II.2-II.4)

3. Provide information regarding changes in leadership or faculty membership. Identify the desired contribution to the program. (i.e. narrative bio, one-page CV)

4. Provide additional information that may be of interest to the team at the next accreditation visit.

Additional information regarding the types of files that may be submitted in support of the program's responses in Sections 2-5:

1. *Syllabi or course descriptions. These should be presented in Word or Adobe PDF.*

2. *Student work*

   a. *Studio work should be presented in digital form either 2D (PDF) or 3D (BIM) files. Reviewers should be able to review the files using zoom or pan techniques in order to review details. Further, the program is responsible for ensuring that the files can be reviewed in the same software used to create them.*

   b. *Classroom work should be presented in digital form (PDF) after grading. Instructors' comments and grades should be visible. Students' identities may be removed in order to comply with FERPA.*

   c. *Presentations or other oral projects should be presented with both video clips of the presentation and copies of presentation materials (i.e. PowerPoint slides in PDF). Please limit video segments to 1 minute each.*