



**California Polytechnic State University, San Luis Obispo
College of Architecture and Environmental Design**

2017 Visiting Team Report

Bachelor of Architecture (225 quarter hours)

The National Architectural Accrediting Board
April 5, 2017

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I. Summary of Visit

a. Acknowledgements and Observations

The visiting team warmly thanks the administration, staff, and faculty of the Architecture Department and the College of Architecture and Environmental Design (CAED) for the significant amount of time that they invested in the facilitation of the team's efforts before the visit and while the team was on campus. Their preparation, scheduling, and execution of the visit, including a thoroughly planned and efficient team room and comprehensive exhibits, were very much appreciated. The team found much to admire in the program.

A highly qualified faculty dedicated to the art of teaching: The department is served by an accomplished faculty who are tuned to the needs of the profession and dedicated to excellence in teaching. All of the department faculty regularly assess and revise their instructional methods. Several have won university-wide best-teacher awards. The collegiality and experience of the faculty have enabled them to undertake complex curricular revisions in recent years to align the curriculum with NAAB standards and tailor it to the needs of aspiring architects. Given the highly competitive caliber of the program, as well as the size of the student body, the dedication shown by both faculty and staff to attending to the needs of each student on an individual basis is noteworthy.

A capable and dedicated student body: The pace of a concentrated curriculum delivered in a quarter-format is daunting. It is a tribute to the perseverance and skill of Cal Poly students that they can succeed in such a program. The commitment of students to the program and each other is evident in their participation in student organizations, their engagement with activities such as the furniture competition and Design Village, and their enthusiastic management of the student mentoring program.

"Learn by Doing": The program has a deep commitment to hands-on learning. The wood, metal, digital, and photography labs are used extensively by students. Hands-on work is integrated into the studio curriculum from the first year, where students take on extensive model building and the full-scale Parasite and Design Village exercises. This maker spirit embodies the university's commitment to a Learn by Doing curriculum and positions students to participate in a global culture of making.

Career readiness: Cal Poly students are well prepared for employment in the profession. The department supports career success in several ways. The annual CAED career fair is attended by a large number of potential employers and a majority of the architecture students. A variety of workshops on career skills are available to students. Student organizations are active in bringing professionals to campus to discuss career paths. Internships are available during the fourth year. An excellent course in professional practice introduces fifth-year students to the culture and practices of the profession. The result of these initiatives is an 87% student engagement in the profession soon after graduation through full-time employment or graduate study.

An intense and highly focused program: Operating within a quarter-based system, courses cover a great deal of material in relatively short time frames. The commitment by faculty and students to meeting content milestones and schedule deadlines is exemplary. The predictable content of course offerings in the program, founded on technology, allows students to focus intensely on the goal of successful completion of the comprehensive and demanding coursework.

b. Conditions Not Achieved

B.10 Financial Considerations

II. Progress Since the Previous Site Visit

2009 Criterion 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*

Previous Team Report (2011): 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 accessible 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.

2017 Team Assessment: *This criterion is now Met. Students demonstrated the ability to integrate the elements of accessible and universal design into coursework from the first-year studio onward.*

2009 Criterion B.5, Life-Safety: *Ability to apply the basic principles of life-safety systems with an emphasis on egress.*

Previous Team Report (2011): 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.

2017 Team Assessment: *This criterion is now Met. Students demonstrated the ability to integrate the principles and requirements of the International Building Code that are applicable to egress and exiting in general.*

2009 Criterion 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 Thinking Skills | B.2. Accessibility |
| A.4. Technical Documentation | B.3. Sustainability |
| A.5. Investigative Skills | B.4. Site Design |
| A.8. Ordering Systems | B.5. Life Safety |
| A.9. Historical Traditions and Global Culture | B.8. Environmental Systems |
| | B.9. Structural Systems |

Previous Team Report (2011): 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.

2017 Team Assessment: This criterion is now **Met**. The architecture program has undertaken major initiatives to improve its teaching of comprehensive design. Students are required to conduct research regarding site, material, urban, or social issues as appropriate for a given studio. Technical studies in the second and third years are related to studio design work through “activity components” that apply technical learning to projects developed in the studio. The result of these efforts is unmistakable. Third-year studios provide clear evidence of student skill in generating design projects that integrate the full range of conceptual, technical, and design elements.

III. Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2017 Analysis/Review:

History: The program's foundation was laid in 1942 with the creation of an Architectural Drafting Department at a time when only 2- and 3-year certificates (no Bachelor's degrees) were offered by the technology-focused school. The first architecturally related degree, the Bachelor of Science in Architectural Engineering (BSARCE), was offered in 1947-1948. It prepared graduates to "enter the engineering fields of Architecture, Building and Construction." Until the 1960s, only the University of California could offer professional degrees; however, when Cal Poly's name was changed to California Polytechnic State University, San Luis Obispo, its mission was refocused to include both liberal and professional education. The B. Arch was first offered in 1964.

The Department of Architecture and Architectural Engineering evolved into the School of Architecture and Environmental Design, which incorporated the ongoing program in Architectural Engineering and added the program in City and Regional Planning. Programs in Construction Engineering and Landscape Architecture were added in the 1970s. The school had become interdisciplinary on a programmatic basis. A lower-division curriculum—a foundation-level introduction to drawing and design—was being shared by all the undergraduate programs in the school.

Between 1972 and 1988, a Master of Science in Architecture was added to augment the B. Arch. Then, a B.S. in Architecture and a Master of Architecture replaced those precedents. Following that, the B. Arch was reintroduced, and, finally, the M. Arch program was changed back to an M.S. Arch program. In 1988, the architecture program was reorganized in combination with the Departments of Architectural Engineering, Landscape Architecture, City and Regional Planning, and Construction Management to form the CAED. Today, the B. Arch program is thriving with 800 students, which is the largest B. Arch program in the country.

Mission: The university's mission is to foster 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. The department's mission embraces the university's and refines it: "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."

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments,

both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2017 Analysis/Review:

Studio culture policy: The program has had a studio use policy in place since 2009. Since that time, students have been required to agree to the policy before receiving their studio keys. Recently, the department felt that the policy was more pro forma than real and should be upgraded. An extensive process was set in motion to do this. A faculty task force was convened, which reviewed published material on studio culture. A questionnaire with 154 responses was sent out to students, and a more aspirational policy was developed that addresses the values of time management, general health and well-being, work-school-life balance, and professional conduct. This policy was reviewed by student members of the American Institute of Architecture Students (AIAS) and faculty in fall 2016. It is still under review as of spring 2017.

Students are involved in a number of organizations that support their academic development, including Alpha Rho Chi, the AIAS, the National Organization of Minority Architecture Students (NOMAS), the CAED Ambassadors Leadership Program, the Construction Specifications Institute Student Club, the student chapter of the Design-Build Institute of America, the Design Village Club, Emerging Green Professionals, and Tau Sigma Delta. Architecture students are also involved in college- and university-level organizations, such as Associated Students Inc., which is the official voice of Cal Poly students; the Empower Poly Coalition, which fosters a sustainable campus environment; and Future of Real Estate, which is a venue for students to engage real-estate professionals.

Learning inside and outside the classroom: Cal Poly is located in a beautiful rural setting some distance from the nearest urban centers of San Francisco and Los Angeles. The program compensates for its relative isolation with a rich array of field trips and studios that explore a wide variety of urban locations. Off-campus programs, both domestic and international, are concentrated in the fourth year of the program. These programs provide work experience and some academic credit for up to three quarters of the fourth year. Orientation sessions for each of these programs are provided every year.

Support for faculty learning outside the classroom is discussed in Section I.2.1 Human Resources and Human Resource Development below.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2017 Analysis/Review: The department accepts strong university-wide diversity policies as its own, including the 2015 Cal Poly Statement on Diversity and Inclusivity, the 2010 Cal Poly Mission Statement, and the 2008 Diversity Learning Objectives. The department is somewhat ahead of the university in achieving diversity goals for women and underrepresented minorities. Over the last 6 years, the percentage of women in the program has increased from 45% to 53%, while the number of underrepresented minority students has increased from 18.8% to 20.6%.

Cal Poly is in the midst of a strategic planning effort that focuses on both diversity and inclusion. This effort began in 2014 with the adoption of the university president's Vision 2022 plan as a compass for institutional development. Noting that a relatively high proportion of its transfer students are from underrepresented minorities, the department is hoping to increase its diversity by admitting more transfer students in the future.

Faculty diversity, while improving, has not kept pace with student diversity. While 18% of the architecture students are Hispanic, only 5% of the faculty are; while 19% of the students are Asian, only 7% of the faculty are; and while 53% of the students are female, only 34% of the faculty are.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.
- B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multidimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.
- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.
- D. Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.
- E. Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment

2017 Analysis/Review:

Collaboration and Leadership. Collaboration and leadership opportunities are found in team-based projects and group efforts in the pre-design stages of coursework projects, in clubs and student

committees, and in professional honor societies.

Design. Design skills are developed through an aggressive curriculum beginning with foundation courses in two- and three-dimensional design; a very structured and integrated polytechnic core in the second and third years of the program; off-campus exposure to urban and/or historic issues in the fourth year; and a year-long senior project that explores a unique custom design problem in the fifth year.

Professional Opportunity. Options for professional opportunities and career paths are addressed through pro-practice coursework, exposure to the AXP/IDP program requirements, one- or two-quarter internships in the fourth year, participation in professional societies, and interaction with practicing guest lecturers.

Stewardship of the Environment. Sustainability has been integrated throughout the coursework, and the most popular minor is in the area of sustainability. Sustainability Learning Objectives are incorporated into course outcomes, while participation in the U.S. Department of Energy's Solar Decathlon competition reinforces the Architecture Department's commitment to stewardship of the environment.

Community and Social Responsibility. Program efforts related to community and social responsibility include exposure to the American Institute of Architects (AIA) Ethical Code of Conduct, studio projects oriented toward affordable housing or housing for people with special needs, and fourth-year internship participation in service organizations such as Engineering Ministries International.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2017 Analysis/Review: The Architecture Department utilizes the NAAB accreditation process as part of a three-pronged approach to program planning. As described in the APR, this approach consists of an internal self-study, a review by a visiting team outside the department, and an Action Plan responding to both the internal evaluation and the external team's evaluation. The development of the department's Action Plan includes the participation of the faculty, the department leadership and the CAED leadership, and the Office of Academic Programs and Planning. The process is further informed by statistical profile information provided by the Office of Institutional Research.

The process for developing the department's next Action Plan aims to expand the scope of the plan beyond a response to the current accreditation results in order to develop strategic goals corresponding to the institution's Vision 2022 plan, the 2017 CAED Strategic Plan, the Diversity Framework, and the five NAAB Defining Perspectives. The APR provides links to Cal Poly's Vision 2022 plan, and its corresponding long-range 2016 Academic Plan and campus Master Plan, each of which cover comprehensive long-range planning that has occurred at the program, college, and institutional levels. Specific input from the CAED into the institution's 2016 Academic Plan was confirmed through links in the APR to the department's most recent Action Plan in response to the 2011 accreditation process, information gained in team interviews, and evidence provided to the team on site. It is noteworthy that, within the Architecture Department's portion of the Academic Plan, there are strategic plans for greater interdisciplinary efforts across the institution, including potential new minors and/or programs in areas such as digital fabrication, sustainability, and environmental product design.

I.1.6 Assessment:

A. Program Self-Assessment Procedures: The program must demonstrate that it regularly

assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

- B. Curricular Assessment and Development:** The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

2017 Analysis/Review: The department uses the NAAB accreditation process creatively as a tool of self-assessment. The architecture faculty meet quarterly to address major topics of the self-assessment: the learning culture, long-range planning, and the five NAAB Defining Perspectives. The faculty address larger programmatic issues in an annual retreat prior to the start of classes each fall. The department also solicits feedback from graduates in the form of a survey and from employers of graduates through the Dean's Leadership Council.

As the largest B. Arch program in the country, the department requires a strong process of assessment and coordination to maintain quality within all sections of a particular course. The main instrument for providing this assessment and coordination is a curricular area structure through which nine area coordinators gather faculty members within their areas to review curricular and operational issues.

The university requires each program to develop a set of Program Learning Objectives (PLOs). The department's PLOs were originally written to reflect the University Learning Objectives (ULOs), which are expectations for all Cal Poly graduates. In 2015-2016, these PLOs were rewritten to reflect the language of the four realms that frame the NAAB Student Performance Criteria and, in particular, the process of teaching to the NAAB "comprehensive design" standard. Because the architecture curriculum is defined by sets of yearly design courses, the Architecture Department has favored structuring its assessment plans by year level, rather than by PLO. This has the advantage of providing a more holistic point of view since every year of design will tend to address multiple PLOs at an appropriate level.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2017 Team Assessment:

Faculty workload: A collective bargaining agreement covers faculty workloads within the institution's quarter system. A tenured faculty member might teach three quarter-system studios per year, plus one large lecture course. A full-time lecturer in the second year might teach three studios per year, plus five activity sections. Responsibilities are adjusted according to the size of a class, amount of academic service required, and availability of student instructional assistants.

Architect Licensing Advisor: The department has had an assigned Architect Licensing Advisor in place for 3 years. The ALA attended the 2015 and 2016 NCARB Licensing Advisors Summits. Annual career fairs organized by Career Services have been very successful and have regularly showcased more than 80 employers and drawn the participation of more than half of the architecture students.

Support for faculty and staff development: Faculty participation in qualifying conferences is funded to the amount of \$2,000 per faculty member per year (\$3,500 per year for tenure-track candidates). The university provides support to faculty members in seeking and carrying out grants through its Office of Research, Grants Development Office, and Office of Sponsored Programs. The university also sponsors a Center for Teaching and Learning Technology (CTLT). Over 20 Architecture Department faculty have participated in CTLT learning communities and teaching effectiveness workshops, and other opportunities provided through the CTLT. Faculty sabbaticals are available every seventh year, and difference-in-pay leaves are available every fourth year. Staff development is supported through their participation in workshops that address principles and practice across all university domains, from finance to procurement to international travel.

Student support services: The university has ramped up student support in recent years through the Mustang Success Center for first-year students and Connections for Academic Success for disadvantaged students. Academic advising is available at the college level, and drop-in advising is offered at the department level. A recent initiative seeks to enlist studio faculty in the early identification of student success issues. A large-scale student mentoring program is run entirely by students. The program is voluntary, but participation is high. Through this program, third-year students are assigned a first-year student to mentor. Students told the team that they lean on mentors for advice concerning a variety of issues, from course and faculty selection to technical and career advice.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited, to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Described

2017 Team Assessment: The APR includes a detailed description of, and specifications for, all spaces used by the Architecture Department in the various buildings surrounding the Dexter Lawn. Supplemental materials provide complete floorplans. The facilities include a multitude of labs and studios supporting 24/7 studio-based learning via conventional and networked digital means, which are primarily in the CAED (Building 05), but also in adjacent buildings: Building 34 (Dexter), Building 21 (Engineering West), Building 186 (Construction Innovations Center), and Building 187 (Simpson Strong-Tie Materials Demonstration Lab). Classroom and lecture spaces are distributed among these adjacent buildings and include the use of a 230-seat lecture hall in the nearby Orfalea College of Business (Building 03). The program benefits from its close association with other departments of the CAED through convenient access to extensive materials labs, shops, construction/demonstration facilities, and advanced hands-on equipment, all of which are detailed in the APR and were confirmed on site. The administration also described the 2017 CAED Strategic Plan priority, which is to further upgrade shop facilities as a key element of the college's Learn by Doing ethos.

All faculty members have either private office space or two-person shared office space (the latter for non-tenured instructors), which are distributed throughout the buildings that house the architecture studios. The visiting team found the office arrangement to be a reasonable response to the relatively large number of students and faculty in the program, and faculty did not indicate any diminishing of the collegial environment due to the dispersion of offices.

The program benefits from its close proximity to the main university library, the Robert E. Kennedy Library, in the adjacent Robert E. Kennedy Building, which includes an expansive design collection. In addition to this state-of-the-art facility, the CAED (Building 05) houses the specialized Neel Resource Center, which has collections, a materials library, and other resources specifically serving CAED majors. The APR provides details regarding the extensive up-to-date software, digital equipment, and network connectivity available to students and faculty in various areas throughout the facilities, including the studios, faculty offices, computer labs, and other resource/lab locations.

The APR documents a handful of issues regarding some of the CAED spaces (primarily concerned with less-than-ideal HVAC conditions). On-site team interviews confirmed the intent to address these issues positively through current and anticipated remedial modifications that will be completed during the upcoming year. Faculty also noted a dearth of large group pin-up/collaboration spaces and the crowded conditions of the workshops. The administration confirmed the faculty assessment while noting plans to repurpose one potential space for large-scale reviews. The CAED has included the potential reconfiguration and expansion of Building 05 in its component of the institution's strategic plan. Given the

fact that the student population has risen to a size that is close to capacity for the near future, space constraints have become more in line with other divisions of the institution. The administration has accordingly anticipated that space use will likely remain relatively stable.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2017 Team Assessment: Evidence was found in the APR—and confirmed in interviews with the associate dean for finance and facilities and the assistant dean for finance—indicating that the Architecture Department has sufficient financial resources to maintain the current level of all program activities. The department draws from four main categories of funding sources: (1) State Funds, (2) Foundation Funds, (3) Special Project Accounts, and (4) Corporation Funds. State Funds consist of California State University Operating Funds, Lottery Education Funds, and campus-based fees (tuition), which make up 81% of total funding. Foundation Funds provide 13% of total funding. Funding totals from categories (1) and (3) in the aggregate have trended slightly upward over the last year and have shown relative stability for the last 5 years. Categories (2) and (4) show annual variation, which is accommodated by adjustments in the number of scholarships and research grants awarded. On balance, the program has appropriate and sufficient financial resources.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architectural librarians and visual-resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

[X] Demonstrated

2017 Team Assessment: The APR provides a list of physical, information, and assistance resources available to the students, faculty, and staff on a daily basis. Further, the program elaborates on how each resource is being used and what learning benefits it offers the user. The presence of two architectural collections on campus provides print and digital resources to aid with personal research. The digital collections can be accessed on and off campus through the department's VPN system. The general collection in the Robert E. Kennedy Library is augmented by the resources in the specialized Neel Resource Center in the CAED, which include a materials library.

The information in the APR and a tour of the facilities confirmed the presence of a full-time CAED librarian who is available to the architecture community in the Robert E. Kennedy Library. The Neel Resource Center recently changed its staffing from full-time staff to part-time faculty director. Since the previous team visit, the program has incorporated more one-on-one peer assistance with regard to information resources and seeks to expand this assistance to meet future demand. The APR describes the long-range planning underway to provide the necessary information resources to support the expansion of the architecture program.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2017 Team Assessment: The administrative structures of the state university system, Cal Poly, the CAED, and the Architecture Department are described in detail in the APR. This information is augmented by diagrammatic charts illustrating the organizational structures of the CAED and the Architecture Department. Governance discussions in the APR are detailed and cover faculty involvement in the curriculum processes; the appointment, retention, promotion, and tenure processes; and the searches for department heads or new faculty. The operational and governance structures of the department were confirmed during team interviews with the CAED dean, associate deans, assistant deans, the CAED staff, mid-management staff, other college department heads, and student leaders. Further anecdotal evidence and confirmation of this information occurred during informal discussions with staff, students, and management. The university administrative structure was confirmed during meetings with the provost and vice provosts, and during meetings with the CAED dean.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1 Professional Communication Skills: *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 101, Survey of Architectural Education and Practice; Arch 131, Design and Visual Communication 1.1; Arch 253, Architectural Design 2.3; Arch 352, Architectural Design 3.2; Arch 353, Architectural Design 3.3; and Arch 420, Seminar on Topics in Architectural History.

A.2 Design Thinking Skills: *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.

[X] Met

2017 Team Assessment: This criterion is **Met with Distinction**. Evidence of this was found in student work prepared for Arch 253, Architectural Design 2.3.

Students engage in rigorous design thinking throughout the studio curriculum. By the end of the first year, design projects exhibit an understanding of the succession of design tasks from concept formation to technical elaboration. Thoughtfulness in this process is encouraged by the requirement that students develop a written portfolio reflecting on their design learning each quarter.

A.3 Investigative Skills: *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 453, Architectural Design 4.3; Arch 481, Senior Architectural Design Project; and Arch 492, Senior Design Thesis.

A.4 Architectural Design Skills: *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 131, Design and Visual Communication 1.1; Arch 132, Design and Visual Communication 1.2; Arch 133, Design and Visual Communication 1.3; Arch 251, Architectural Design 2.1; Arch 252, Architectural Design 2.2; and Arch 253, Architectural Design 2.3.

A.5 Ordering Systems: *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 131, Design and Visual Communication 1.1; Arch 132, Design and Visual Communication 1.2; Arch 133, Design and Visual Communication 1.3; Arch 251, Architectural Design 2.1; Arch 252, Architectural Design 2.2; and Arch 253, Architectural Design 2.3.

A.6 Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 453, Architectural Design 4.3; Arch 481, Senior Architectural Design Project; Arch 341, Architectural Practice 3.1 (activity component); and Arch 492, Senior Design Thesis.

A.7 History and Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 217, History of World Architecture: Prehistory - Middle Ages; Arch 218, History of Architecture: Middle Ages - 18th Century; and Arch 219, History of Architecture: 18th Century - Present.

A.8 Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 217, History of World Architecture: Prehistory - Middle Ages; Arch 218, History of Architecture: Middle Ages - 18th Century; and Arch 219, History of Architecture: 18th Century - Present.

Realm A. General Team Commentary: The student work shows strong consideration for climate, history, and culture, and demonstrates thinking and assessment skills from year one through year five. There is also solid evidence of investigative and analytic skills in the student project work. A high level of understanding of design thinking skills and an ability to thoroughly develop projects from the schematic design to the technical details are seen in the work.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 341, Architectural Practice 3.1; Arch 351, Architectural Design 3.1; Arch 353, Architectural Design 3.3; Arch 443, Issues in Contemporary Professional Practice; and Arch 492, Senior Design Thesis.

B.2 Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 242, Architectural Practice 2.2 (activity component); Arch 307, Environmental Control Systems 2 (activity component); and Arch 352, Architectural Design 3.2.

B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems consistent with the

principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 242, Architectural Practice 2.2 (activity component); and Arch 341, Architectural Practice 3.1 (lecture and activity components).

B.4 Technical Documentation: *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 242, Architectural Practice 2.2 (activity component); Arch 252, Architectural Design 2.2; Arch 253, Architectural Design 2.3; Arch 307, Environmental Control Systems 2 (activity component); Arch 342, Architectural Practice 3.2 (activity component); and Arch 352, Architectural Design 3.2.

B.5 Structural Systems: *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ArcE 315, Introduction to Structural Design; and ArcE 316, Structural Integration in Architecture.

B.6 Environmental Systems: *Understanding* of the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 207, Environmental Control Systems 1 (activity component); and Arch 307, Environmental Control Systems 2 (activity component).

B.7 Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 342, Architectural Practice 3.2.

B.8 Building Materials and Assemblies: *Understanding* of the basic principles utilized in the

appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2017 Team Assessment: This criterion is **Met with Distinction**. Evidence of this was found in student work prepared for Arch 341, Architectural Practice 3.1; and Arch 342, Architectural Practice 3.2. Course content in the Arch 341/342 sequence showed an extraordinary degree of breadth and depth. The coursework supporting this SPC is robust and exposes students to a comprehensive compendium of materials and assemblies that are rich in both technical detail and historical context. Accompanying activity components allow students to apply the imparted knowledge seamlessly to studio projects, thereby displaying a noteworthy method of linkage between areas of understanding and ability.

B.9 Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 307, Environmental Control Systems 2; Arch 341, Architectural Practice 3.1; and Arch 342, Architectural Practice 3.2.

B.10 Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Not Met

2017 Team Assessment: Evidence documenting student work in the areas of project financing methods and feasibility, operational costs, and life-cycle cost analysis was not found in ARCH 443, Issues in Contemporary Professional Practice, or in other sources provided by the department.

Realm B. General Team Commentary: Student work in Realm B highlighted the robust technical support courses that incorporate activity components in addition to conventional lectures. Studio projects clearly benefit from an integration of technical and environmental elements, which are developed simultaneously in the activity components of the accompanying Architectural Practice and Environmental Control Systems sequences. Evidence of the continued integration of these principles in later thesis projects bears out the effectiveness of this curricular approach.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

C.1 **Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 341, Architectural Practice 3.1 (lecture component).

C.2 **Evaluation and Decision Making:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 351, Architectural Design 3.1; Arch 352, Architectural Design 3.2; Arch 353, Architectural Design 3.3; and Arch 492, Senior Design Thesis.

C.3 **Integrative Design:** *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Met

2017 Team Assessment: This criterion is **Met with Distinction**. Evidence of this was found in student work prepared for Arch 353, Architectural Design 3.3.

Realm C. General Team Commentary: In the teaching of comprehensive design, students undertake research concerning site, material, urban, or social issues. In the second and third years, activity components apply technical learning to studio design projects. This kind of integration is not easily accomplished. It requires sustained faculty commitment and flexibility on the part of all disciplines involved in the refinement and scheduling of assignments. Student research is then brought to bear on design decision making in an iterative process.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 **Stakeholder Roles in Architecture:** *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for EDes 123, Principles of Environmental Design.

D.2 Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 443, Issues in Contemporary Professional Practice.

D.3 Business Practices: *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 443, Issues in Contemporary Professional Practice.

D.4 Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 443, Issues in Contemporary Professional Practice.

D.5 Professional Ethics: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 443, Issues in Contemporary Professional Practice.

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| <p>Realm D. General Team Commentary: Evidence of compliance with the elements in Realm D was highly concentrated in ARCH 443, and was augmented by EDes 123. Within these courses, the five Student Performance Criteria were well covered. Based on examination evidence, the team found that students exhibited the required level of understanding in each category.</p> |
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PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the Higher Learning Commission (formerly the North Central Association of Colleges and Schools); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2017 Team Assessment: [As indicated on its website and in evidence provided in the team room, Cal Poly is fully accredited by the Western Association of Schools and Colleges.](#)

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch), the Master of Architecture (M. Arch), and the Doctor of Architecture (D. Arch). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

The B. Arch, M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

Any institution that uses the degree title B. Arch, M. Arch, or D. Arch for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *NAAB Conditions for Accreditation*. Every accredited program must conform to the minimum credit hour requirements.

[X] Met

2017 Team Assessment: [In the APR, the program provides a table with the Minimum Credit Distribution for Cal Poly Credit Units in comparison to the NAAB requirements. The B. Arch program at Cal Poly totals 225 quarter units, which are equivalent to the 150 semester units required by the NAAB.](#)

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2017 Team Assessment: [The Architecture Department has an active program for recruiting transfer students, who, according to university policy, must be admitted at the junior-year level. The team viewed transfer documents for several individual students. Standards for course transfer credit have been established and are communicated to prospective students on the department's website. Course-to-course articulation agreements ease the transfer evaluation process in some instances. A faculty committee representing program leaders in the first, second, and third years reviews all incoming student portfolios to ensure that the standards to which freshmen are held are met. Transfer requests not covered by formal articulation agreements are individually reviewed by the appropriate faculty.](#)

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Met

2017 Team Assessment: [The statement on NAAB-accredited degrees is provided on the "Prospective Students" page of the CAED's website and in the Architecture Department 2015-2017 Catalog.](#)

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2017 Team Assessment: [The 2009 Conditions for Accreditation](#), [the 2014 NAAB Conditions for Accreditation](#), and [the 2014 NAAB Procedures for Accreditation](#) are provided on the “Administration” page of the Architecture Department’s website.

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2017 Team Assessment: [Career development information](#) is provided on the publicly available Cal Poly “Career Services” web page for students who are currently enrolled and for prospective students. The program reinforces access to career development information through an online job listing service called MustangJOBS; seasonal and discipline-specific career fairs; and an online platform called Portfolium, where student work is posted and potential employers are contacted. The Architecture Department has a web platform for employment and co-op/internship opportunities.

II.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.¹
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2017 Team Assessment: [Public access to the Interim Progress Report, Annual Reports, most recent decision letter from the NAAB, most recent APR, and most recent VTR](#) is provided on the Architecture Department’s website.

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Met

2017 Team Assessment: [The evidence was found on the Architecture Department’s “Prospective Students” web page in the form of a link to the NAAB “ARE” web page, which contains the ARE pass rate information.](#)

¹ This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2017 Team Assessment: The program supplies admissions and advising information on the Cal Poly “Prospective Students” web page. This information is presented under three categories: First Time Freshmen (FTF), New Transfer (NTR), and Change of Major (COM). The APR provides links to financial resource information and lists a variety of financial aid options both in the CAED and Cal Poly-wide for students looking to enroll in the program. Student diversity initiatives are described by the Cal Poly Scholars program. They are aimed at recruiting and retaining students from underrepresented backgrounds attending California Partner High Schools.

II.4.7 Student Financial Information:

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

[X] Met

2017 Team Assessment: The APR contains information about financial aid resources that are available to students in order to assist them in making informed financial aid decisions. The “Financial Aid” web page contains contact information for students who wish to receive financial aid application forms, more information on financial aid options, or individual assistance from a department representative to help them make a decision.

An initial estimate for the cost of books and supplies and other expenses was found in the APR and on the Cal Poly web link to the “Financial Aid” page under “2016/2017 Cal Poly Student Costs of Attendance.” Additionally, incoming first-time freshmen are provided with estimates for the cost of books and supplies in a welcome letter and on the Architecture Department’s “Current Students” web page.

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

[X] Met

2017 Team Assessment: [The NAAB provided the Annual Statistical Reports. A letter dated September 2, 2016 from Cal Poly's Executive Director for Institutional Research to the NAAB stated: "The Office for Institutional Research \(IR\) at California Polytechnic State University \(Cal Poly\) in San Luis Obispo, is responsible for preparing and submitting statistical data for the campus. As Executive Director of IR, I certify that all data submitted to the NAAB through the Annual Report Submission system since the last site visit to the College of Architecture & Environmental Design at Cal Poly is, to the best of my knowledge, accurate and consistent with reports sent to other national and regional agencies."](#)

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation*, 2015 Edition).

[X] Met

2017 Team Assessment: [Interim Progress Reports were found on Cal Poly's website on the "Administration" web page.](#)

IV. Appendices:

Appendix 1. Conditions Met with Distinction

A.2 Design Thinking Skills

B.8 Building Materials and Assemblies

C.3 Integrated Design

Appendix 2. Team SPC Matrix

| 2014 Realms | 2014 Number | Criterion | Skill Level | EDes 123 | Arch 101 | Arch 131 | Arch 133 | Arch 207 lec | Arch 207 act | Arch 217 | Arch 218 | Arch 219 | Arch 241 lec | Arch 241 act | Arch 242 lec | Arch 242 act | Arch 251 | Arch 252 | Arch 253 | Arch 307 lec | Arch 307 act | Arch 341 lec | Arch 342 lec | Arch 342 act | Arch 351 | Arch 352 | Arch 353 | Arch 420 | Arch 443 lec/act | Arch 451 | Arch 452 | Arch 453 | Arch 481 | Arch 492 | ArcE 211 | ArcE 212 | ArcE 226 | ArcE 315 | ArcE 316 | | | | | | | | | | | |
|---|-------------|---|-------------|----------|----------|----------|----------|--------------|--------------|----------|----------|----------|--------------|--------------|--------------|--------------|----------|----------|----------|--------------|--------------|--------------|--------------|--------------|----------|----------|----------|----------|------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|---|---|---|---|---|---|--|--|--|--|--|
| | | | | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | | | | | |
| Critical Thinking and Representation | A | 1 Professional Communication Skills | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A | 2 Design Thinking Skills | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A | 3 Investigative Skills | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A | 4 Architectural Design Skills | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A | 5 Ordering Systems | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A | 6 Use of Precedents | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A | 7 History and Global Culture | U | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A | 8 Cultural Diversity and Social Equity | U | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Building Practices, Technical Skills, and Knowledge | B | 1 Pre-Design | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | B | 2 Site Design | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | B | 3 Codes and Regulations | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | B | 4 Technical Documentation | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | B | 5 Structural Systems | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | B | 6 Environmental Systems | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | B | 7 Building Envelope Systems and Assemblies | U | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | B | 8 Building Materials and Assemblies | U | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | B | 9 Building Service Systems | U | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | B | 10 Financial Considerations | U | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Integrated Architectural Solutions | C | 1 Research | U | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | C | 2 Integrated Evaluations and Decision-Making Design Process | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | C | 3 Integrative Design | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Professional Practice | D | 1 Stakeholder Roles in Architecture | U | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | D | 2 Project Management | U | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | D | 3 Business Practices | U | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | D | 4 Legal Responsibilities | U | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | D | 5 Professional Conduct Ethics | U | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

LEGEND:

- A: Ability-level skill
- U: Understanding-level skill

Appendix 3. The Visiting Team

Team Chair, Representing the NCARB
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V. Report Signatures

Respectfully Submitted,



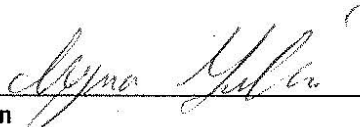
David L. Hoffman, FAIA
Team Chair

Representing the NCARB



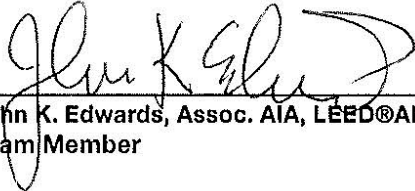
Curt Lamb
Team Member

Representing the ACSA



Iryna Gulln
Team Member

Representing the AIAS



John K. Edwards, Assoc. AIA, LEED®AP-BD+C
Team Member

Representing the AIA