National Architectural Accrediting Board

2025 Visiting Team Report

California Polytechnic State University, San Luis Obispo (B.Arch.)

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A. Summary of Visit

a. Acknowledgments and Observations

The NAAB Visiting Team wishes to thank the entire Department of Architecture and the College of Architecture and Environmental Design for their hospitality and warm welcome during our campus visit.

- Department Head Dr. Mark Cabrinha has been an exceptional host and has been fully available to the team before and during our visit. His engagement is an expression of his commitment to the Department of Architecture and the Cal Poly community. Mark's leadership and accomplishments were continually complimented and applauded by all those we met with from faculty to administration to staff and students, not just in general, but also through countless specific examples of how his commitment to the program impacts individuals and strengthens the Cal Poly community.
- Interim Dean Kevin Dong, Senior Vice Provost Daniel Grassian, Associate Provost Teshia Young Roby, and Executive Director for Academic Programs & Planning Andrew Morris were very gracious with their time and helped the team understand the place of the Department and the College within the larger university context, and shared their thoughts on the future challenges and opportunities facing the Department.
- The faculty and students we met have been open and responsive to our many questions and willingly shared their perspectives.
- The library, advising and administrative support staff are highly dedicated, competent, and provide valuable support for the students, the faculty, and the Department. In particular, Arlene Gomez embodies an incalculable degree of institutional knowledge that contributes to every facet of the operations of the program, and she disseminates it with compassion and intelligence. And lastly, we wish to thank Department Coordinator Alex Clupper, who prepared us for our visit and responded to our every need during our time here.
- Dr Mark Cabrinha and his team, especially Professor Carmen Trudell, did an excellent job preparing the Architecture Program Report, and with the assistance of Jeff Ponitz, compiled the associated supporting materials and prepared the team room and the digital files of student work products. This facilitated the visiting team's review of materials and documents, streamlining our work and making our task more enjoyable. Collectively, this provided the visiting team with an excellent perspective of the program, its resources, and accomplishments.

The stated mission of Cal Poly is to provide a hands-on technical education with art and technology jointly incorporated in its academic pursuits. The Department of Architecture exemplifies this approach through a curriculum centered on the integration of design and technology. The Department is justifiably proud of the "learning by doing" approach that melds classroom and studio work with hands-on learning and scientific inquiry. Several aspects of the program the team noted as exceptional include:

- The incorporation of Common Hours into the studio curriculum which strengthens the consistency and coordination across the program.
- The shops and labs available to the program are exceptional in capability and operations.
- The consistently high quality of the content and delivery woven through all the courses in the curriculum.

- The rigorous development of an assessment infrastructure that goes beyond the minimum requirements of the 2020 Conditions and strives to capture a full picture of effective learning and areas to improve.
- The early and continual incorporation of environmental education into the program.

It was clear that the faculty are a collegial and supportive community who work well together in support of the students and the program.

- Faculty members are deeply engaged in the program and their commitment is reflected in teaching excellence, the low turnover rate, and the large amount of additional time spent in service to the program and the college.
- They show a true willingness to explore and implement new, innovative ideas to enhance the program and the student experience.
- However, the strain on human resources caused by issues of tenure density as well as the lack of clarity around the issue of service, and research support is an area of noted concern.

The visiting team found the students to be well-spoken and thoughtful in their comments and assessments of the program.

- They are highly diverse, inclusive, and collegial with a positive energy and a "self starter" attitude.
- We found student performance both inside and outside of the classroom is at a consistently high level.
- Led by a strong group of student leaders, the variety of student run clubs and organizations are continually developing programs and activities that enhance the curriculum and support the variety of student needs. An especially impressive dimension of student involvement is the mentorship program, which passes knowledge vertically through the program in ways that overcome some of the barriers to that type of transfer in the program's facilities and curriculum.
- As the program moves ahead in dealing with the series of upcoming challenges, moving the current "ad hoc" student/administration relationship to a more formal relationship may enable the students to provide additional insight into the evolution of the program.

Additionally the program enjoys great support from an involved, loyal alumni group who offer time and expertise to assist the program.

As a program you have much to be proud of. The strong leadership, involved faculty, and energetic, capable student body all provide a strong foundation for the program and will be a great asset as you face the series of challenges - quarter to semester conversion, college and administrative leadership changes, and evolving societal changes - that will present themselves over the next several years.

Our preliminary findings reveal one sub-condition of one Condition of Accreditation to be Not Achieved:

5.4.1 Human Resources and Human Resource Development: Demonstrate that the program balances the workloads of all faculty in a way that promotes student and faculty achievement.

B. Progress Since the Previous Site Visit

Previous Team Report (2017) Conditions Not Met

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.

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.

2025 Team Analysis:
Under the 2020 Conditions, Financial Considerations are now included in SC.2 Professional Practice and SC.4 Technical Knowledge. Per the APR (pp 6; 82-84; 90-95) and our review of the supporting materials, the Program's curriculum provides a progressive sequence of instruction and student work in various project financial aspects in ARCH 133: Design and Visualization; ARCH 443: Issues in Contemporary Professional Practice; ARCH 241: Architectural Technology Fundamentals 2.1; and ARCH 341: Architectural Systems Integration 3.1. Pre- and post-knowledge student surveys in ARCH 341 were used to evaluate the effectiveness of the curriculum and student knowledge in this area and demonstrated student's attainment of understanding at the appropriate level. Therefore, we believe this condition is Met.

C. Program Changes

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

2025 Team Analysis:
The 2020 Conditions for Accreditation were implemented after the program's previous visit in 2017. The program provided a holistic overview of these changes' impact on the program, described the program's approach to addressing the changes, and then went on to highlight the actual changes that were made (APR pp 7-8). The program included a milestone timeline and brief overview (APR pp 8-10) of how each academic year has changed as a result of the 2020 Conditions for Assessment.

D. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission (*Guidelines*, p. 5)
To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in

professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Summary Statement of 1 – Context and Mission
The Cal Poly Architecture Department is housed within the College of Architecture and Environmental Design (CAED) along with Architectural Engineering, Landscape Architecture, Construction Management, and City and Regional Planning. Cal Poly is primarily an undergraduate institution that embraces the teacher-scholar model where scholarship and teaching complement each other to enrich students' education. Cal Poly is built on the principle of Learn-by-Doing that supports a campus-wide culture of active and engaged learning, which is exemplified in the Architecture Department through our culture of making exercised in the design studios and building technology courses. In Architecture, the learning culture is guided by the three themes of cultivating community, respect, and ideas.

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 a sustainable built environment through the profession of architecture. The department achieves its mission through excellence in teaching, scholarship, creative work, and service. We have a strong commitment to providing a learning environment that develops the ability to make design judgments that integrate and synthesize technical, contextual, environmental, and experiential issues in the creation of the built environment.

Team Findings: Met

2025 Team Analysis:
The College of Architecture and Design (CAED) and more specifically, the Department of Architecture's architectural pedagogy has grown out of and is a response to the mission and culture of Cal Poly University. Since its founding 120+ years ago, Cal Poly has fostered a "learning by doing - educate the hand as well as the head" philosophy. As one of the two California State University campuses directed to focus on "the applied fields of agriculture, engineering, business, home economics, and other professional fields", all six of the colleges in the university have a curriculum "whereby students, from day one, acquire knowledge and skills through active engagement and self-reflection inside the classroom and beyond it." (APR, pp 11-12) As one of five departments in CAED, the Department of Architecture employs an integrative and interdisciplinary approach to the learning of architecture. As the team witnessed in visits to design labs and the wood and metal shops, the learning by doing approach is incorporated in the first year and remains an integral part throughout the five years of the curriculum.

The curriculum reflects the university and college belief in the holistic development of young professionals through the integrated study of liberal arts, science, math and architecture. Beginning in the first year, Architecture students are exposed to a range of related ideas and interests through both interdisciplinary courses within CAED (ARCE 131, 132, 133) and through the broad range of courses available throughout the university as electives required to round out their studies. As students move through the successive years of the program, the curriculum continues to intersperse courses and activities that reach beyond the architecture realm to connect to the campus and the community. (APR pp 13-14)

Similarly, faculty benefit from the cross-discipline approach through teaching and assisting in the delivery of courses that reach beyond architecture to the university general education offerings in sustainability, environment, history, and social context to name a few. Beyond the classroom, students and faculty are involved in university operations and governance, leading and advising student special programs, extracurricular activities, and organizations (Meetings

with Faculty, and Student Leaders). These organizations enable students "hands on" experience in university and civic development activities.

Geographically, the program benefits from its midpoint location between California's two largest urban areas (Los Angeles and San Francisco). Students are able to utilize field trips to these areas to study, research, and learn first-hand about the real life application of ideas. Additionally numerous faculty and students are engaged in special academic and research programs being operated in conjunction with Cal Poly's unique neighbor, the Hearst Castle in nearby San Simeon (APR pp 13-15; Meetings with Faculty and Students).

2—Shared Values of the Discipline and Profession (*Guidelines,* p. 6)
The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

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

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

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

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

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

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

Team Findings: Met

2025 Team Analysis:
Design: The APR (pp 17-19) details how design is considered throughout their program, primarily through design studios, progressing through the five years with a focus on culture of making, design and technology integration, and architectural advocacy and activism. The APR ties long-range planning for this value to assessment in PC.2 and 5.2. The visiting team confirmed through meetings with faculty and students, class visits, shop and campus tour, and materials provided in the team room.

Environmental Stewardship and Professional Responsibility: The program describes its integration of environmental issues throughout the program and university. Sustainable practices within academics and operations at a university level are implemented according to

the 2014 CSU Sustainability Policy and supported in long term planning by the Cal Poly Sustainability Learning Objectives for a university wide approach to sustainability. The program describes its context and environmental considerations within California, noting the ability of its graduates to adapt to changing conditions, climate regulations, and environmental aspirations. Sustainability goals and principles are addressed in courses including design studios and support courses, within program partnerships that expose students to ethics and life cycles of local materials, environmental strategies within their integrated studios, and the use of building analysis tools to evaluate achievement of sustainability goals. The program intends for sustainability to be addressed in assignments and assessments to allow this value to be fundamental per the APR (pp 19).

The program addresses professional ethics and responsibility through coursework including **ARCH 443 Architectural Ethics and Issues in Contemporary Practice** and associated courses, utilizing the AIA Code of Ethics and the California Architect's Practice Act. The visiting team observed during the visit a commitment to environmental stewardship through observation of classes, discussions with students,
student knowledge of life cycle

Equity, Diversity, and Inclusion: Building on the 2019 Cal Poly Diversity Learning Objectives (DLOs), the program has actively incorporated a number of programs, courses, and activities in an effort to provide an open and honest education about the built environment, including systems and practices that have perpetuated inequality. These efforts include curriculum alterations to include community issues, ethical questions and cultural expressions; workshops and research projects (such as those funded through the BEACoN program); DEI related faculty development workshops at the Cal Poly CTLT, and support for student organizations (such as NOMA) and activities that bolster exposure and access to diverse communities (APR pp 20-22). Continuing commitment to these goals was expressed by Interim Dean Kevin Dong, Senior Vice Provost Daniel Grassian and Department Head Dr. Mark Cabrinha during the team's meetings with them. In 2021, CAED released a diversity focused strategic plan that was developed by faculty and students from all five departments. The Diversity Mission Statement is organized around three primary goals and includes assessment tools and benchmarks for the program to target (APR pp 70-72).

Knowledge and Innovation:
The program outlines how their teacher-scholar model encompasses knowledge and innovation via faculty scholarship and the student experience throughout their program including student research opportunities, building to a final synthesis in the fifth year (APR pp 21-22). The APR ties long-range planning for this value to assessment in PC.5 and 5.2 (APR pp 22). The visiting team confirmed through meetings with faculty, students, class visits, and campus tour, and materials provided in the team room. Faculty did indicate resource challenges with pursuing scholarship, which is further detailed in this VTR 5.4.1.

Leadership, Collaboration, and Community Engagement: The program explains their approach to the Cal Poly University Learning Objectives to ''use their knowledge and skills to make a positive contribution to society'' and describes their approach to architectural education as a means of advocacy. Collaboration is emphasized from the beginning of the program within the interdisciplinary foundational design studio, and team projects including the Design Village competition. Leadership development is encouraged through student-led organization of the Design Village Competition and a nonprofit foundation for interdisciplinary learning intended to fund and support student projects for the competition. The university offers co-curricular leadership opportunities through Associated Students, Inc programs, and the APR (pp 24-25) notes that 75% of student survey respondents have participated in a club.

Students are introduced to community engagement in second year studio projects including observation and discussions with civic user groups. The program describes its intent to create significant opportunities, through the fifth year capstone thesis, for student agency in advocating for contemporary issues, and for students to continue to develop their own path to leadership and community engagement.
In meetings with students and student leaders onsite. Onsite, students demonstrated significant agency in their leadership contributions both to the program and the greater San Luis Obisbo community.

Lifelong Learning: Lifelong learning is a goal of both the program and the university as described in Cal Poly University Learning Objective #7. This goal is cultivated within the program through general education area categories to provide breadth of learning beyond the architecture department, program curriculum intended to allow students to develop and assert their own values within their work, and co-curricular opportunities intended to instill in students and graduates a personal sense of agency and responsibility for learning (APR pp 25-26).

Students demonstrate commitment to lifelong learning through co-curriculars, work experience, off-campus study opportunities in the fourth year of the program. Assessment of this is conducted with a survey of students indicating that they rate the experience highly in developing 5 factors of personal growth believed to contribute to lifelong learning.

During a virtual session with program alumni from around the country, the team heard numerous accounts of how the alumni felt that their Cal Poly education prepared them for success in their careers through continuous application of the learning by doing mindset. As a result, these alumni continue to support the program through on-site and virtual involvement with teaching, advising, and student support.

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

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

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

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

PC.1 Career Paths

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

Team Findings: Met

2025 Team Analysis:

The materials provided in the APR (pp. 28-32) and team room demonstrate that students in this program understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge. During the visit, the team requested (and received) more information on the survey used to assess this criterion as well as the exam used in the course, and the program indicated it will use the direct method of the test, as opposed to the indirect method of the survey, for future assessment cycles. To further verify the program's compliance with this criterion, the team

surveyed the student body (through a show of hands) regarding their knowledge of the learning outcomes associated with this criterion, and those results, as well as references throughout our visit to students understanding paths to becoming a licensed architect, more than satisfied the team that this criterion is being satisfied, despite the relatively casual nature of the assessment infrastructure compared to those used by the program for most other NAAB criteria.

This criterion is achieved through specific coursework (**ARCH 443)** and course-based field trips to firms (**ARCH 252, 253, 351, 352, & 353)**. Additionally, the APR identifies a range of co-curricular efforts to further support this criterion: school-wide lecture series; career counseling resources; an NCARB mentor (Greg Wynn, AIA, NCARB, currently also the instructor of ARCH 443) who serves as a liaison to a chapter of the American Institute of Architecture Students (AIAS); and other student organizations engaging with the discipline, including Freedom by Design (FBD) and National Organization of Minority Architects Students (NOMAS). As such, students directly engage the profession at multiple touchpoints throughout their education.

The APR and team room include sufficient details of the assessment infrastructure. In response to not finding a rubric for the learning outcome or a benchmark, and having other questions about the assessment of this criterion, the team interviewed the faculty members responsible for the assessment of this criterion, requested additional supporting materials to be submitted into the team room, and were satisfied with the responses and the supplemental materials. The lack of a rubric was explained as a function of the different nature of the assessed assignment, which has a built-in rubric, and the lack of benchmarks was explained as something that was taken for granted to align with the program standard benchmark for its learning outcomes (its 80% target for students to meet or exceed expectations, which in this case means to determine that they are ''very knowledgeable'' of a given subject). Another assessment item for this criterion missing from the APR but found during our visit is a detailed quantifiable analysis of the results of the assessment, though the APR includes a narrative analysis, ''Our assessment of PC.1 showed that student attainment is consistent with our expectations (that 80% or more have an understanding of Career Paths).'' (p. 31) The team then calculated the average score of the 7 survey questions used to assess this criterion to be 82% of students exceeding expectations, above the program's standard 80% target.

The team finds the APR's ''Plans for Continued Improvement'' to be marginal but sufficient given the other evidence we saw on site, as it is lacking a detailed analysis of the complete survey and resists addressing specific steps forward on the basis that it is excelling in this area.

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

Team Findings: Met

2025 Team Analysis:
The materials provided in the APR (pp. 33-42) and team room demonstrate that the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. During the visit, the team confirmed the strong design culture of the school and recognized an especially strong emphasis on the integration of technology and design throughout the entire curriculum (meaning, an understanding of technology as a driver of design, as opposed to an end in itself or a secondary consideration). The team also observed that, in different parts of the curriculum, studios obey different degrees

of coordination, which expose them to different types of design regulation and freedom in a beneficial way.

This criterion is presented through a comprehensive overview and analysis of how the objectives of this criterion are manifested throughout a student's education, including year-by-year descriptions of how the criterion is addressed in specific coursework and year-by-year assessment data. The planning, execution, and analysis of the objectives of this criterion are extremely thorough and central to the everyday fabric of the program.

The program breaks down its assessment of this criterion into 6 subcategories:

- PC.2.1 Process: Develop an architectural project through an iterative process
- PC.2.2 Context: Synthesize external outputs (e.g. site, program, community) through design
- PC.2.3 Concept Development: Clearly articulate design goals or ideas
- PC.2.4 Drawing: Effectively use 2D and 3D drawing conventions in the architectural design process
- PC.2.5 Modeling: Effectively explore and represent space through 3D models
- PC.2.6 Architectural Development: Successfully integrate architectural elements to achieve the design goals/ideas

The APR includes sufficient details of the assessment infrastructure, including rubrics for each subcategory (and information on how they were developed), benchmarks, results, and summary analysis. The assessment point for this criterion is **ARCH 353**, and the team room includes syllabi, assignment briefs, and handouts for both **ARCH 352+353** that closely parallel these subcategories, reflecting a strong correlation between the assessment criteria and the actual instruction. For this criterion, studio coordinators assessed 33 randomly sampled final project manuals, which reveal that the program exceeds its 80% target for students to meet or exceed expectations in all six subcategories.

The team interviewed faculty and administration and learned that portfolio or booklet reviews involved mapping specific assignments onto specific portfolio/booklet pages for a clear understanding of what the pages reviewed were supposed to demonstrate.

Furthermore, although the program specifies that its targeted assessment of this criterion occurs in ARCH 353, it assesses all 6 subcategories in every design studio, demonstrating an exceptional commitment to the instruction of fundamental skills and methods essential to design. The thoroughness and consistency of the assessment indicates the depth to which the specific design principles identified in the subcategories infiltrate every sector of the curriculum despite varying foci objectives from quarter-to-quarter. A "common hour" is included in many studio levels (including the assessment point of ARCH 353) to facilitate coordination and assure that multiple sections adhere to primary objectives and methods. The team room includes syllabi, assignment briefs, and handouts that reflect the six subcategories.

The team finds the APR's "Plans for Continued Improvement" to be sufficient. As in other criteria, the APR states that these plans are more general to the program (as opposed to specific to the criterion) because "student learning meets our expectations." (p. 40) In this criterion, 5 areas are identified as general initiatives related to future growth and improvement: Faculty Hiring; Design Methodology; Consistency; Flexibility; and Assessment Culture. The plans associated with Design Methodology, Consistency, and Assessment Culture demonstrate a strong commitment to analysis and improvement in this area.

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

Team Findings: Met

2025 Team Analysis:
The materials provided in the APR (pp. 43-48) and team room demonstrate that the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. During the visit, the team confirmed a strong commitment to the objectives of this criterion, both through its discussions with faculty and students (and their extracurricular activities), and through its observance of specific classes addressing those objectives.

The program's efforts derive from the Cal Poly Academic Senate Resolution, adopted by the University, that mandates ecological awareness and knowledge-building in ways that parallel NAAB's criteria. A sequence of 8 required courses (**EDES 123, ARCH 133, 241, 242, 207, 253, 341,** and **307)** achieves these goals through a scaffolded approach that first seeds basic concepts in foundational classes, and then integrates advanced principles into later technology courses.

The program breaks down its assessment of this criterion into 4 subcategories:

- PC.3.1: Site Analysis: Analyze multiple site variables related to ecology
- PC.3.2: Greenhouse Gases: Describe and quantify building related sources of GHG emissions and identify reduction strategies
- PC.3.3: Resilience: Design buildings and sites with strategies for water, waste, land, and energy that incorporate resiliency principles that are responsive to human as well as natural systems
- PC.3.4: Environmental Equity: Describe the relationship between building related environmental impact and social inequity

The APR includes sufficient details of the assessment infrastructure, including rubrics for each subcategory (and information on how they were developed), benchmarks, results, and summary analysis. PC.3.1 and PC.3.3 are assessed in **ARCH 341** through a review of 33 randomly sampled Final Portfolios conducted by the course coordinator, which reveal that the program exceeds its 80% target for students to meet or exceed expectations. PC.3.2 is assessed in **ARCH 207** through a review of 84 randomly sampled Energy Module Portfolios, and PC.3.4 is assessed in **ARCH 253** through a review of 68 randomly sampled Final Portfolios, which reveal that the program exceeds its 80% target for students to meet, exceed, or approach expectations for PC.3.2 and is not meeting its target for SC.3.4 (for these subcategories, which occur in lower level courses adapting their curricula, the program adjusted its conventional benchmark).

The team interviewed faculty and administration and learned that portfolio or booklet reviews involved mapping specific assignments onto specific portfolio/booklet pages for a clear understanding of what the pages reviewed were supposed to demonstrate.

The team finds the APR's "Plans for Continued Improvement" for this criterion to be well-detailed and proactive. For the two subcategories using the adjusted benchmark, which in one of the two cases was not met, the program identifies specific strategies, including the introduction of new

topics (Embodied Carbon and Titration) and adjustments to course coordination in **ARCH 253.** Additionally, the program is evaluating and evolving dimensions of its programs which are already functioning at a high level (such as Design Village and Materials Hub), as well as fundamental dimensions of its program (such as the environmental impact of design tools), in order to develop how it meets this criterion.

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

Team Findings: Met

2025 Team Analysis:

The materials provided in the APR (pp. 49-53) and team room demonstrate that the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. During the visit, the team confirmed a strong commitment to the objectives of this criterion, primarily through its discussions with faculty and students (and their extracurricular activities).

This criterion is presented through a required curriculum: a 3-course sequence in second year, **ARCH 217: History of World Architecture: Prehistory – Middle Ages, ARCH 218: History of World Architecture: Middle Ages – 18th Century, ARCH 219: History of World Architecture: 18th Century – Present;** followed by a one-course requirement, either **ARCH 320: Topics in Architectural History,** or **ARCH 420: Seminar in Architectural History, Theory and Criticism**; and culminating in **ARCH 492: Senior Design Thesis**, a one-quarter architectural theory seminar course, taught concurrently with the first quarter in a three-quarter architectural thesis design studio.

The program breaks down its assessment of this criterion into 5 subcategories:

- PC.4.1: Major Histories: Describe the development of major historical works of architecture and urbanism
- PC.4.2: Major Theories: Summarize influential works of theory in architecture and Urbanism.
- PC.4.3: HTC Analysis: Analyze buildings and cities in relation to their historical political, religious, social, environmental, and technological contexts.
- PC.4.4: Communication: Communicate strategically and effectively through text and images.
- PC.4.5: Information Literacy: Evaluate resources relevant to the project.

The APR and team room include sufficient details of the assessment infrastructure, including rubrics for each subcategory (and information on how they were developed), benchmarks, results, and summary analysis. PC.4.1, PC.4.2, and PC.4.3 are assessed in **ARCH 219** through a review of final essays by the course instructor, which reveal that the program exceeds its 80% target for students to meet or exceed expectations in all 3 subcategories. PC.4.4 and PC.4.5 are assessed in **ARCH 492** through a review of final essays by the course instructor, which reveal that the program is not meeting its 80% target for students to meet or exceed expectations in both subcategories; respectively, 72% and 70% of students do so.

The team finds the APR's "Plans for Continued Improvement" for this criterion to be sufficient. These plans focus on improving the performance of students with regard to PC.4.4 and PC.4.5 (where benchmarks were not met). The APR identifies possible reasons for the lower-than-

desired performance in the assessed academic year, including the length (and therefore depth) of the assignment and its placement within the trajectory of the timeline of the related thesis project. The APR also notes an effort to normalize the expectations of this criterion across multiple sections. The program is changing its policy with regard to ARCH 420, no longer allowing students to earn credit for this course off-campus, therefore ensuring that all students receive the full sequence of required history and theory coursework.

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

Team Findings: Met

2025 Team Analysis:
The materials provided in the APR (pp. 54-58) and team room demonstrate that the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field. During the visit, the team confirmed a strong commitment to the objectives of this criterion, primarily through its observation of the Teacher-Scholar model in action and the depth to which the learn-by-doing culture of the University infiltrates nearly every aspect of the program's everyday life.

The program identifies its fulfillment of this criterion as rooted in Cal-Poly's Teacher-Scholar Model, adopted by the Academic Senate in 2011 and based on Ernest Boyer's classification of scholarly activity as:

- Discovery: the pursuit of inquiry and investigation in search of new knowledge; original research, scholarship and creative activities that advance knowledge or the state of the art.
- Scholarship of Integration: synthesizing knowledge and making connections across disciplines.
- Application: leveraging disciplinary and professional expertise to address the industry/societal issues of the times in a dynamic process.
- Teaching/Learning: transmitting, transforming and extending knowledge; systematic study of teaching and learning processes.

The program breaks down its assessment of this criterion into 4 subcategories:

- PC.5.1 Inquiry: Formulate a clear and specific research question
- PC.5.2 Thesis: Write an architectural thesis argument in relation to a specific research question or problem
- PC.5.3 Discourse: Evaluate and critique existing architectural discourse
- PC.5.4 Innovation: Advance an idea in the discourse

The APR and team room include sufficient details of the assessment infrastructure, including rubrics for each subcategory (and information on how they were developed), benchmarks, results, and summary analysis. All 4 subcategories of PC.5 are assessed in **ARCH 492: Senior Design Thesis** through a review by section instructors of Thesis Statements that represented approximately mid-year development of students' theoretical work, which reveal that the program is not meeting its 75% target for students to meet or exceed expectations in all 4 subcategories; respectively 63%, 63%, 62%, and 63% of students do so

The team finds the APR's "Plans for Continued Improvement" for this criterion to be well-detailed and proactive. The use of the term "non-obvious," as opposed to "innovation" and "new knowledge," as the guiding goal of student research activities is being questioned. Whereas its use is intended to be more compatible with argumentation and the broad scope of undergraduate architectural education, its meaning is debatable and perhaps obfuscates the intent of the thesis. The program wishes to emphasize architectural innovation specifically, as opposed to innovation and new knowledge in general, though it is unclear in the APR and team room materials how that difference is significant to the pedagogy, and how (or if) it informs the use of the term "non-obvious" in the assessed assignment. More clear is the identification of the timing of the assessed assignment, at the midpoint of the process, as something to review in future assessments of this criterion. Overall, the program is clearly wrestling with important questions about how to interpret and manifest this criterion, and the team is satisfied by the evidence of thoughtful curricular development and questioning in this regard. The APR also identifies broader developments within the program and the university in general to promote faculty research and the integration of that research into the curriculum, including investments in research grants and teaching load reductions and the introduction of vertical research studios to integrate faculty deeper into the curriculum.

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

Team Findings: Met

2025 Team Analysis:
The materials provided in the APR (pp 59-63) and team room demonstrate that the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems. During the visit, the team verified the impact of the extensive list of co-curricular activities in this criterion, through observance, interviews, and requests for further documentation, all of which reveals a program invested in the objectives of this criterion. These include a mentorship program for fifth-year students, multiple design-build courses and other curricular areas in which collaboration and teamwork are baked-in, and student clubs and organizations.

The program identifies its first-year interdisciplinary curriculum, and specifically its group-intensive Design Village project, as the foundation of a culture of teamwork and collaboration that continues throughout the program, specifically reappearing in **ARCH 341 Architectural Systems Integration 3.1** and **ARCH 443 Issues in Contemporary Professional Practice**. It also identifies high-level learning objectives about teamwork and leadership, such as University Learning Objective 4: "work productively as individuals and in groups" and Program Learning Objective 7: "work productively with diverse groups including design professionals, clients, and users." However, the program acknowledges that it is lacking in course learning objectives "that explicitly articulate development of collaboration and leadership skills as outcomes of a course."

The program breaks down its assessment of this criterion into 2 subcategories:

- PC.6.1 Collaboration: Contribute toward a group project in a supportive, respectful, and additive manner
- PC.6.2: Leadership: Provide leadership in a group activity (assessed through 2024 Architecture Department Student Survey)

The APR and team room include an acceptable level of detail regarding the assessment infrastructure, which diverges from some of the program's standard processes followed for other criteria. The materials include a rubric, benchmarks, results, and summary analysis for a direct observation of students working in groups in **ARCH 443** for PC.6.1, and a narrative description of the assessment of a single question on an indirect all-student survey for PC.6.2. The former reveals that the program exceeds its 80% target for students to meet or exceed expectations in this subcategory. The latter reveals that the program is not meeting its normative 80% target for students to meet or exceed expectations in this subcategory; 68% of students have held a leadership position in the school.

The team finds the APR's "Plans for Continued Improvement" for this criterion to be well-detailed and proactive, which is central to its evaluation that the program is meeting the objectives of this criterion. Although the infrastructure behind the currently assessed materials is weak in comparison to the assessment infrastructure of other criteria, it fulfills the conditions of the accreditation process to an adequate degree, and the plans for improvement are transparent and robust. The assessment process reveals to the program that it needs a better method of assessment. For PC.6.1, it plans the create more explicitly course objectives and assessed assignments in **ARCH 133** and **ARCH 443**, where the existing curriculum is amenable to the assessment of this subcategory; ARCH 133 includes the Design Village project, and ARCH 443 includes a fictitious firm project; additionally, the program is considering an assessment point in between these course, which come at the beginning and end of the program, to provide a mid-program assessment of this subcategory within a course that identifies a new course learning outcome based on it. For PC.6.2, to complement significant co-curricular opportunities related to the objectives of this subcategory, the program plans to develop a new course learning outcome in either the fifth-year thesis project (building on the existing course learning outcome of advocacy as a natural starting point) or ARCH 443 (in which students produce common deliverables through group work).

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

Team Findings: Met

2025 Team Analysis:

The materials provided in the APR (pp 64-69) and team room demonstrate that the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its students, faculty, administration, and staff. Because the assessment infrastructure provided for this criterion "took a different approach" (p. 66) compared to other criteria, the team looked deeper into how the program assessed its compliance with this criterion on site. It interviewed students to confirm the findings of the survey, and it found extensive evidence confirming the claims of the APR. The team also interviewed faculty and administration to inquire about the specific process through which the objectives of this criterion are manifested and evaluated in the program as they pertain to faculty, staff, and administration, which is an objective of this criterion unaddressed in the APR. In response, the team learned of a well-executed and rigorous evaluation process that provides opportunities for feedback and exchange. Additionally, throughout the visit, the team observed an unusually strong culture of mutual respect and engagement within and between all cohorts of the program.

In 2016, the program adopted three guiding principles to produce and maintain a collaborative working environment: Cultivation of Respect; Cultivation of Community; and Cultivation of Ideas. On the level of curriculum, the program identifies its institutionalized use of Common Hours in

coordinated studios and Common Shows throughout its program, coordinated reviews, and field trips as places where those guiding principles are manifested for all students. Many of the co-curricular activities cited in the APR further address the student experience, and two of the activities (Studio Coordination and Shared Governance) address the faculty perspective onto this criterion, but no evidence of assessment for faculty, staff, and administration was provided in the APR or team room.

The program assesses this criterion as it pertains to students through four questions within an Architecture Department Student Survey that assess how students interpret the cultivation of respect, community, and ideas. Although, "innovation" is not explicitly mentioned, the team considers "ideas" to be representative of that dimension of the criterion, and it observed a strong culture of innovation on site. The assessment in the APR is qualitative as opposed to quantitative, and the team accepts this method based on its observations and the program's plans for continued improvement.

The team room includes evidence of the implementation of the Common Hour and Common Show curricular initiatives, as well as the relevant section of the Student Survey and its results. Additional materials related to this criterion were added to the "Additional Information During Site Visit" folder after discussions with the program leaders during the visit.

The team finds the APR's "Plans for Continued Improvement" for this criterion to be well-detailed and proactive as it pertains to faculty (further confirming what we observed on site). The three initiatives mentioned address the inclusion of Lecturers, who risk being disenfranchised because of specific structural realities of the program, and two areas of improvement related to retreats, both formal and informal, where faculty and administration can share and develop ideas and address areas of concern. The plans for improvement do not include anything related to the narrative analysis of the assessed student survey, though the need to address life-work imbalances, especially for a student population with a diverse socio-economic profile, is mentioned in that narrative. No mention of plans for improvement related to the staff perspective are mentioned, but the staff culture observed by the team indicates a commitment to evolving their roles. Staff specifically mentioned their appreciation for being given agency (and not being micromanaged), but at the same time being supported when needed.

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

Team Findings: Met

2025 Team Analysis:
The materials provided in the APR (pp 70-76) and team room demonstrate that the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. During the visit, the team observed an unusually high commitment to the objectives of this criterion, especially compared to programs team members have observed in other states, where forward thinking toward these goals is less encouraged (and in many cases discouraged or forbidden). The team witnessed the objectives being addressed at all levels of its interactions, from upper-level University leadership to students groups.

The program identifies support from the State of California and its university system, and policies and strategic planning initiatives of its University and College. Cal Poly adopted University

Diversity Learning Objectives (DLOs) in 2019 as an addendum to the University Learning Objectives (ULOs), per Academic Senate Resolution AS-882-19, and these DLOs cover (and exceed) the objectives of this criterion. In 2021, the College of Architecture and Environmental Design released a diversity focused strategic plan that was collectively worked on by faculty and students from all five departments in the college. The CAED Diversity Mission Statement is organized around three primary goals: developing an inclusive culture; recruiting and retaining a diverse community of faculty, staff, and students; and engaging diversity, equity, and inclusion across each department and curricula. More specific to its curriculum, the program identifies nine required courses that engage the objectives of this criterion, two of which (**ARCH 219** and **ARCH 492**) are used as the assessment points for this criterion. One co-curricular initiative (CAED Diversity Equity & Inclusion Club) is mentioned as well.

The program breaks down its assessment of this criterion into five subcategories:

- PC.8.1 Knowledge: Recognize contributions to architectural knowledge made by diverse and historically marginalized people
- PC.8.2 History: Understand historical issues related to diversity, inequity, and power in the built environment
- PC.8.3 Systemic Inequality: Describe the structures and conditions that create and
- maintain inequality in the built environment
- PC.8.4 Form & Space: Engage race, gender, culture, or diverse abilities through design or analysis of architectural form and space
- PC 8.5: Self Development: Examine their own personal biases about historically marginalized people and cultures

The APR and team room include sufficient details of the assessment infrastructure, including rubrics for each subcategory (and information on how they were developed), benchmarks, results, and summary analysis. PC.8.1 is assessed in ARCH 219 through 40 randomly sampled Reading Response essays, which reveal that the program exceeds its 75% target for students to meet or exceed expectations. PC.8.2 & 8.3 are assessed in **ARCH 219** through 40 randomly sampled Final Essays Response essays, which reveal that the program is not meeting its 75% target for students to meet or exceed expectations; in both cases, 66% of students do so. PC.8.4 is assessed in **ARCH 492** through 107 Thesis Statements, which reveal that the program is not meeting its 80% target for students to meet or exceed expectations; 70% of students do so. PC.8.5 is assessed in **ARCH 219** through 40 randomly sampled Activity Assignments essays, which reveal that the program exceeds its 75% target for students to meet or exceed expectations. The lower benchmark in some of these subcategories recognizes that second year students are earlier in their development than those being assessed in other criteria with a benchmark of 80%.

The team finds the APR's "Plans for Continued Improvement" for this criterion to be sufficient. For PC.8.2 AND PC.8.3, the program believes its students are performing better than the assessment of final essays communicates, so it is exploring how to better align assignments with assessment. For PC.8.4, the program is considering two options to improve student learning: encouraging students in a stronger manner to address DEI in their thesis projects, or moving the assessment of this criteria to another location in the curriculum. The program also identifies a faculty hiring initiative and a proposed new course in Equity, Social Justice and Architecture as initiatives to improve how they satisfy this criterion. The APR does not include any specific analysis of PC.8.1 and PC.8.5, both of which were assessed as meeting benchmarks.

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

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

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

Team Findings: Met

2025 Team Analysis:
The materials provided in the APR (pp. 77-81) and team room demonstrate that the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. During the visit, the team verified the achievement of the objectives through interviews with faculty and students, and through the observation of a high degree of literacy in heath, safety, and welfare in student work reviewed for other criteria.

This criterion is presented in a sequence of required technology courses: **ARCH 241, 242, 207, 307, 341**, & **342**. The assessment point of **ARCH 342** includes learning associated with how multiples interact with larger scales of the environment.

The program breaks down its assessment of this criterion into two subcategories:

- SC.1.1 Health & Welfare: Design architectural solutions that support the biological needs of humans through the integration of appropriate daylight, thermal comfort and ventilation systems
- SC.1.2 Safety: Design architectural work that addresses fire life safety across architectural systems

The APR (pp. 77-81) and team room include the syllabus, assessed assignments, and supporting materials for **ARCH 341** as well as sufficient details of the assessment infrastructure, including rubrics for each subcategory (and information on how they were developed), benchmarks, results, and summary analysis. Both subcategories of SC.1 are assessed in **ARCH 341: Architectural Systems Integration 3.1** through a review of Final Portfolios which reveal that the program exceeds its 80% target for students to meet or exceed expectations in both subcategories.

The team interviewed faculty and administration and learned that portfolio or booklet reviews involved mapping specific assignments onto specific portfolio/booklet pages for a clear understanding of what the pages reviewed were supposed to demonstrate.

The team finds the APR's "Plans for Continued Improvement" for this criterion to be sufficient. Although the assessment reveals that the program is meeting the objectives of this criterion to a high degree, two pending changes are inspiring the program to consider how to sustain this success: a grant that brought lighting consultants to the program is expiring, and the free software that informs their passive heating and cooling curriculum is no longer available on certain platforms. Regarding the lighting curriculum, although some consultants are willing to continue their involvement in the program without honoraria, these lectures exposed scheduling challenges to bringing second and third year students, and the program plans to use the transition from quarters to semesters to resolve those issues and continue the success of this learning opportunity. Regarding the software, faculty are working to make a plan to address this need to rethink how to adjust. The program is also striving to include more practitioners in the

courses associated with this criterion, in order to expose students to real-world learning opportunities.

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

Team Findings: Met

2025 Team Analysis:
The materials provided in the APR (pp. 82-84) and team room demonstrate that the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. During the visit, the team verified the achievement of the objectives of this criterion through interviews with faculty and students, and through the observation of a high degree of literacy in professional practice in student work reviewed for other criteria.

This criterion is presented through the course learning objectives of **ARCH 443: Issues in Contemporary Practice**:

- Discuss the ethics of architecture, codes of conduct, professional responsibilities to the client and community, stakeholders' engagement, and the standard of professional care.
- Explain firm organizations and legal structures, basic accounting principles, business startup costs, insurance and taxes, labor cost factors, and firm risk mitigation alternatives.
- Develop a business marketing plan utilizing social media, repeat and referral clients, community service, and pro bono activities.
- Develop a scope of architectural services and estimate appropriate architectural service fees for a building project based on outline-level construction documents and project specifications.
- Evaluate contracts for service between Owner, Architect, Contractor, and Consultants utilizing multiple project delivery alternatives including public bidding requirements.
- Estimate the cost of construction considering life-cycle costs, operational costs, carbon accounting, public and private bidding, and evaluate cost alternatives.

The program breaks down its assessment of this criterion into four subcategories:

- SC.2.1: Ethics: Apply professional and ethical standards to a variety of examples to determine an appropriate action
- SC.2.1: Contracts: Evaluate contracts for service between Owner, Architect, Contractor, and Consultants
- SC.2.3: Business: Explain firm organizational and legal structures
- SC.2.4: Costs: Estimate the cost of construction and architectural service fees

The APR and team room include sufficient details of the assessment infrastructure, including rubrics for each subcategory (and information on how they were developed), benchmarks, results, and summary analysis. All four subcategories of SC.2 are assessed in **ARCH 443** through a review of all Final Booklets, which reveal that the program exceeds its 80% target for students to meet or exceed expectations in both subcategories.

The team interviewed faculty and administration and learned that portfolio or booklet reviews involved mapping specific assignments onto specific portfolio/booklet pages for a clear understanding of what the pages reviewed were supposed to demonstrate.

The team finds the APR's "Plans for Continued Improvement" for this criterion to be sufficient. Although the assessment reveals that the program is meeting the objectives of this criterion to a high degree, it regrets that many of the learning objectives are addressed only at the end of the program, and it plans to use its transition from quarters to semesters as an opportunity to cover some of the learning objectives earlier in the curriculum. Similarly, the program is exploring how to offer its off-campus learning activities in Los Angeles and San Francisco earlier in the program. Additionally, the program is starting to prepare for the next generation of teaching the learning objectives of this criterion. Greg Wynn is essential to these objectives, and he will begin to mentor junior faculty to evolve this instruction for a new generation of instructors and students.

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

Team Findings: Met

2025 Team Analysis:
The materials provided in the APR (pp. 84-89) and team room demonstrate that the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. During the visit, the team verified the achievement of the objectives of this criterion through interviews with faculty and students, and through the observation of a high degree of literacy in the regulatory context of practice in student work reviewed for other criteria.

This criterion is presented through a sequence of required technology courses: **ARCH 241, 242, 207, 307, 341**, and **342**.

The program breaks down its assessment of this criterion into 4 subcategories:

- SC.3.1: Land Use: Access, interpret, and apply Zoning codes
- SC.3.2: Accessibility: Access, interpret, and apply Accessibility standards
- SC.3.3: Energy: Evaluate building envelope(s) against energy targets
- SC.3.4: Plumbing: Synthesize Plumbing Codes, user requirements, and inclusivity in design of a public restroom

The APR and team room include sufficient details of the assessment infrastructure, including rubrics for each subcategory (and information on how they were developed), benchmarks, results, and summary analysis. SC.3.1 is assessed in **ARCH 241 Architectural Technology Fundamentals 2.1** through a review of 58 randomly sampled Final Exams, which reveal that the program exceeds its 75% target for students to meet or exceed expectations (the lower benchmark recognizes that second year students are earlier in their development than those being assessed in other criteria with a benchmark of 80%). SC.3.2, SC.3.3, and SC.3.4 are assessed in **ARCH 341 Architectural Systems Integration 3.1** through a review of 30 randomly sampled Final Portfolios, which reveal that the program exceeds its 80% target for students to meet or exceed expectations for SC.3.3, and is not meeting that target for SC.3.2 and SC.3.4. For SC.3.2 and SC.3.4, respectively 19% and 75% of students do so.

The team interviewed faculty and administration and learned that portfolio or booklet reviews involved mapping specific assignments onto specific portfolio/booklet pages for a clear understanding of what the pages reviewed were supposed to demonstrate.

The team finds the APR's "Plans for Continued Improvement" for this criterion to be well-detailed and proactive. For SC.3.1, the program recognizes the challenges of assessing younger students in the first course of the technology sequence, and it plans to review assignments and exam questions to improve their understanding of how students at this level are learning the required material. For SC.3.2, the program identifies the need to integrate the instruction of accessible circulation and accessible restroom design into a single course, so as to better assess students' understanding of this subcategory and adjust the curriculum as needed (these related areas are currently addressed in separate courses). For SC.3.3, the program identifies flaws in the assessed assignment that can be addressed to help students to demonstrate their understanding of the subcategory.

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

Team Findings: Met

2025 Team Analysis:
The materials provided in the APR (pp. 84-89) and team room demonstrate that the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. During the visit, the team verified the achievement of the objectives of this criterion through interviews with faculty and students, and through the observation of a high degree of literacy in the regulatory context of practice in student work reviewed for other criteria.

This criterion is presented through a sequence of required technology courses: **ARCH 241, 242, 207, 307, 341,** and **342**. The program also notes that, in parallel with sequence, students take a required five-course sequence in Structures: **ARCE 211, 212, 226, 315,** and **316.**

The program breaks down its assessment of this criterion into 4 subcategories:

- SC.4.1: Building-to-Ground Relationship: Analyze and design sites for successful building-to-ground relationships
- SC.4.2: Structure: Draw and annotate accurate structural systems appropriate for the application
- SC.4.3: Envelopes: Draw and annotate accurate wall, roof, and floor envelopes that address multiple functions
- SC.4.4: Operational Energy: Evaluate the projected operational energy of a project to inform design decisions
- SC.4.5 Comparison: Analyze multiple design options and select that which best synthesizes multiple technical variables with design and performance intentions.

The APR and team room include sufficient details of the assessment infrastructure, including rubrics for each subcategory (and information on how they were developed), benchmarks, results, and summary analysis. SC.4.1 is assessed in **ARCH 242 Architectural Technology Fundamentals 2.2** through a review of 124 midterm exams, which reveal that the program

exceeds its 80% target for students to meet or exceed expectations. SC.4.2 is assessed in **ARCH 207 Architectural Technology Fundamentals 2.3** through 97 randomly sampled module portfolios, which reveal that the program is not meeting its 80% target for students to meet or exceed expectations. SC.4.3 is assessed in **ARCH 207 Architectural Technology Fundamentals 2.3** through 65 randomly selected midterm exams, which reveal that the program exceeds its 80% target for students to approach expectations (at this introductory level, ''approaches expectations'' was deemed sufficient as an indicator of meeting expectations later in the program; the program justifies this method of assessment by stating that envelop design is assessed later in the curriculum in SC.5 and SC.6, implying that this method of assessment is an indicator of meeting expectations at the later and related assessment point). SC.4.4 and SC.4.5 are assessed in **ARCH 341 Architectural Systems Integration 3.1** through a review of 32 randomly selected final portfolios, which reveal that the program exceeds its 80% target for students to meet or exceed expectations in both subcategories.

The team interviewed faculty and administration and learned that portfolio or booklet reviews involved mapping specific assignments onto specific portfolio/booklet pages for a clear understanding of what the pages reviewed were supposed to demonstrate.

The team finds the APR's ''Plans for Continued Improvement'' for this criterion to be well-detailed and proactive. For SC.4.2, the program has analyzed its data carefully to reveal how differences in how load-bearing and frame systems are taught result in different degrees of student learning, and is using its transition from quarters to semesters to apply what it has learned. This is an especially strong example of how the program is using its assessments to change and improve. Similarly, for SC.4.3, the program notes how this material is more successfully learned in SC.6.1 (in an advanced course) than in the earlier course assessed for this category, and it aims to better coordinate how this material is first introduced between different sections to reach the results seen in the later stages of the program. Additionally, as the program transitions to semesters, it will introduce a BIM course that will run parallel to some of the assessed courses for this criterion, so as to facilitate coordinated learning between different aspects of building technology.

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

Team Findings: Met

2025 Team Analysis:
The materials provided in the APR (pp. 96-104; 107-110) and team room demonstrate that the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. During the visit, the team verified the achievement of the objectives of this criterion through a review of the student provided in the team room. This review revealed the same strengths and weaknesses detailed in the program's assessment of this criterion in the APR.

The program states in the APR that,

> Cal Poly views the processes of Design Synthesis and Building Integration as interrelated aspects of an integrated design process which encompasses design decision-making across a range of scales and realms of knowledge. Following this philosophy, we address both SC.5 Design Synthesis and SC.6 Building Integration

> through our Two Quarter Integrated Design Studio, which students take in Winter and Spring quarters of the third year of our BARCH program. The Two Quarter Integrated Design Studio consists of five coordinated courses in which students develop an integrated design project. (p. 96)

The APR also includes descriptions of the multiple courses that inform the assessed outcomes, as well as co-curricular initiatives that provide a foundation for the assessment points.

The program breaks down its assessment of this criterion into 5 subcategories:

- SC.5.1: User Requirements: Analyze user needs with respect to programmatic configuration and occupant comfort and synthesize them into a design project.
- SC.5.2: Regulatory Requirements: Analyze occupancy types and loads, maximum building height and area, and allowable construction types, and synthesize them into a design project.
- SC.5.3: Site Conditions: Analyze site boundaries, topography, and context, and synthesize them into a design project.
- SC.5.4: Accessible Design: Identify ADA requirements for accessible restrooms and building/site circulation and synthesize them into a design project.
- SC.5.5: Measurable Environmental Impacts: Identify measurable climatic design goals and passive design strategies based on available climate data and synthesize them into a design project.

The APR and team room include sufficient details of the assessment infrastructure, including rubrics for each subcategory (and information on how they were developed), benchmarks, results, and summary analysis. All five subcategories of SC.5 are assessed in **ARCH 342: Architectural Systems Integration 3.2** (Spring) through a review of 32 randomly sampled Final Project Manuals, which reveal that that program exceeds its 80% target for students to meet or exceed expectations for SC.5.2, SC.5.3, SC.5.5, and that it is not meeting that target for SC.5.1 and SC.5.4; 63% of students do so for SC.5.1 and 69% of students do so for SC.5.4.

The team interviewed faculty and administration and learned that portfolio or booklet reviews involved mapping specific assignments onto specific portfolio/booklet pages for a clear understanding of what the pages reviewed were supposed to demonstrate.

The team finds the APR's "Plans for Continued Improvement" for this criterion to be well-detailed and proactive. It also lauds the program from its multi-year assessment analysis of this criterion, which demonstrates a continual commitment to improving student learning. It also commends the program for tackling the challenges of the two-quarter curriculum that assesses this criterion. The recent introduction of the project manual and the experimental format **ARCH 470**, for example, have proven to be successful. The program is also reviewing its lessons from its assessment as opportunities to inform its transition from quarters to semesters. Two subcategories (SC.5.1 and SC.5.4) are identified for specific improvements following the most recent assessment. For SC.5.1, the specific weakness in the instruction is identified as programming, and new lectures on that subject are being considered for technology courses and studio common hours to assure widespread (as opposed to section-specific) learning of it. For SC.5.4, the program is planning both more specific instruction on accessibility and clearer guidelines for how this learning needs to be demonstrated by students in their project manuals.

SC.6 Building Integration

How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems,

environmental control systems, life safety systems, and the measurable outcomes of building performance. (p. 12)

Team Findings: Met

2025 Team Analysis:
The materials provided in the APR (pp. 96; 104-110) and team room demonstrate that the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. During the visit, the team verified the achievement of the objectives of this criterion through a review of the student provided in the team room. This review revealed the same strengths and weaknesses detailed in the program's assessment of this criterion in the APR.

The program states in the APR that,

> Cal Poly views the processes of Design Synthesis and Building Integration as interrelated aspects of an integrated design process which encompasses design decision-making across a range of scales and realms of knowledge. Following this philosophy, we address both SC.5 Design Synthesis and SC.6 Building Integration through our Two Quarter Integrated Design Studio, which students take in Winter and Spring quarters of the third year of our BARCH program. The Two Quarter Integrated Design Studio consists of five coordinated courses in which students develop an integrated design project. (p. 96)

The APR also includes descriptions of the multiple courses that inform the assessed outcomes, as well as co-curricular initiatives that provide a foundation for the assessment points.

The program breaks down its assessment of this criterion into 5 subcategories:

- SC.6.1: Envelope: Research materials, moisture and thermal barriers, and structural systems, and integrate into a detailed wall assembly.
- SC.6.2: Structure: Integrate primary load-bearing vertical and lateral systems which transmit structural loads from the roof to the foundation.
- SC.6.3: Environmental Control Systems: Integrate passive design strategies with active systems for thermal comfort into a design project.
- SC.6.4: Life Safety: Integrate code-compliant egress into a design project.
- SC.6.5: Measurable Performance: Demonstrate a project's measurable performance in terms of energy, carbon, and lighting.

The APR and team room include sufficient details of the assessment infrastructure, including rubrics for each subcategory (and information on how they were developed), benchmarks, results, and summary analysis. All five subcategories of SC.5 are assessed in **ARCH 342: Architectural Systems Integration 3.2** (Spring) through a review of 32 randomly sampled Final Project Manuals, which reveal that the program exceeds its 80% target for students to meet or exceed expectations for SC.6.1, SC.6.2, SC.6.3, and SC6.5, and that it is not meeting its target for SC.6.4, in which 66% of students do so.

The team interviewed faculty and administration and learned that portfolio or booklet reviews involved mapping specific assignments onto specific portfolio/booklet pages for a clear understanding of what the pages reviewed were supposed to demonstrate.

The team finds the APR's "Plans for Continued Improvement" for this criterion to be well-detailed and proactive. It also lauds the program from its multi-year assessment analysis of this criterion, which demonstrates a continual commitment to improving student learning. It also commends the program for tackling the challenges of the two-quarter curriculum that assesses this criterion. The recent introduction of the project manual and the experimental format **ARCH 470**, for example, have proven to be successful. The program is also reviewing its lessons from its assessment as opportunities to inform its transition from quarters to semesters. Two subcategories (SC.6.4 and SC.6.5) are identified for specific improvements following the most recent assessment. For SC.6.4, the program identifies the learning module used in **ARCH 351** as an opportunity to better apply lessons on life safety learning in **ARCH 342** toward the two-quarter projects that are assessed. Additionally, it recognizes a need to revise the deliverables required for the project manuals to make sure that all sections are applying this knowledge in these projects. For SC.6.5, although the program is performing extremely well in this category, it is witnessing what it calls a perfunctory level of learning and a weakness in students' ability to repeat their analyses of measurable performance within an iterative design process. In response, the program is evaluating the software it uses for this learning, but also recognizes a need to develop its studio culture to promote better practices. This plan for a subcategory that is far exceeding the program's benchmark is a good example of the thoroughness and seriousness of its assessment process.

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

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

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

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

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

Team Findings: Met

2025 Team Analysis:

The APR (pp 111) confirms that the program in California Polytechnic State University, San Luis Obispo, which is accredited by WASC Senior College and University Commission (WSCUC) for ten years beginning in 2022 through 2032, confirmed through a linked letter (https://content-calpoly-edu.s3.amazonaws.com/wasc/1/2022_Reaffirmation/CAL_220711_CalPolySLO_TPR.pdf) The team finds this condition met.

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

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

4.2.1 **Professional Studies**. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. (p.13)

4.2.2 **General Studies**. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases**,** the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. (p.14)

4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. (p.14)

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

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

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

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

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

Team Findings: Met

2025 Team Analysis:

4.2.1: The program clearly delineates requirements for the NAAB accredited B.Arch. in major courses (122 quarter credit units), support courses (55 quarter credit units), and general education courses (48 quarter credit units) in its online catalog (https://catalog.calpoly.edu/collegesandprograms/collegeofarchitectureandenvironmentaldesign/architecture/bachelorofarchitecture/) and B.Arch. Flowchart and Curriculum Sheet as provided on page 112 of the APR. The course numbers and names of required courses are indicated for all required major and support courses, and general education requirements are listed per topic area. Within the credit hour requirements for major courses are 18 units of professional electives, and the program describes requirements for the types of courses that may be counted.

4.2.2: The program follows the regional accreditation (WSCUC) and Cal Poly requirements for the six core competency areas and associated quantities of General Studies courses required for the B. Arch degree. Additionally, the required 72 quarter units must be appropriately divided between lower and upper division courses. Assessment of transfer credit is provided by the IGETC for transfers from within the California college and university systems and by the GEGB for all other transfer requests. (APR pp 112-113)

4.2.3: The APR (pp 113) and linked 5-year academic flowchart (https://flowcharts.calpoly.edu/downloads/mymap/22-26.20ARCHBARU.pdf) and curriculum sheet (https://flowcharts.calpoly.edu/downloads/curric/22-26.Architecture.pdf) details that the B.Arch. program includes 18 quarter units of professional electives. They may be taken in architecture, environmental design, architectural engineering, construction management, city and regional planning, landscape architecture, or art. The program also provided an academic flowchart during the visiting team visit for their semester system which will start in fall 2026; this flowchart allows for 17 semester units of professional electives. The visiting team confirmed this onsite with students, the students also indicated that the ability of students to take more electives often hinges on the amount of AP/IB/college course work they enter the program with.

4.2.4: Cal Poly requires 225 quarter credit hours for completion of the Bachelor of Architecture degree, equivalent to 150 semester credit hours. The program is currently in the process of converting to the semester system. Requirements per quarter hour are provided in the B.Arch. Flow chart (https://flowcharts.calpoly.edu/downloads/mymap/22-26.20ARCHBARU.pdf) and Curriculum Sheet (https://flowcharts.calpoly.edu/downloads/curric/22-26.Architecture.pdf). The flowchart also documents that elective professional studies courses encompass any course within the EDES, ARCH, ARCE, CM, CRP, LA or ART offerings.

4.2.5: N/A

4.2.6: N/A

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

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

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

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Team Findings: Met

2025 Team Analysis:

4.3.1: The program only allows for transfer student entry to the program at the beginning of the third year, and complies with California Senate Bill 1440 (The Student Transfer Achievement Reform Act) which requires community college transfer students to enter as juniors. The program describes its process clearly on pages 114-115 of the APR, working closely with Cal Poly Admissions to review transfer applicants: admissions provides a list of student applicants meeting university level academic admissions criteria to the Department which then reviews transcripts and portfolios to determine admission decisions and ensure equivalent proficiency to studio and technology fundamentals coursework, as evaluated based on portfolio layout and graphics, drawing communication, design creativity and rigor, and technical competence reviewed by the Transfer Review Committee.

The visiting team reviewed transfer student records with college academic advisors and the program administrator, the Transfer Selection Rubric, admissions data for transfer applicants, and an example coursework review worksheet for transfer students on site.

4.3.2: The program curriculum is organized, as related to NAAB requirements, so that the PC and SC criteria are not only achieved in coursework completed prior to the transfer entry point at the third year level, but developed and reinforced throughout multiple courses that all students complete at Cal Poly. As students are required to complete equivalent courses at other institutions to be admitted at the 3rd year level, any gaps or deficiencies observed at the cohort level are addressed within a transfer student specific section of the studio course.

4.3.3: The program explains its transfer criteria and two stage evaluation process both on the program website and Cal Poly Admissions website per page 116 of the APR. The team confirmed the availability of this information on the website(s). The program also directs students to an online tool that explains the articulation of courses at various Community Colleges in California to Cal Poly by major so that students understand how to meet the Transfer Selection Criteria and which colleges offer the required courses.

5—Resources

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

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

5.1.1 **Administrative Structure**: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

5.1.2 **Governance**: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Team Findings: Met

2025 Team Analysis:

5.1.1. Administrative Structure: Cal Poly San Luis Obispo (SLO), is one of 23 California State University (CSU) campuses. The CSU system is led by Chancellor Mildred Garcia. Three campuses are polytechnic institutions including Cal Poly SLO (Cal Poly), Cal Poly Pomona, and recently Cal Poly Humboldt (in 2022). Cal Poly has been led by President Jeffrey Armstrong since 2011. Acting Provost and Executive Vice President Lynette Zelezny oversees the academic units. Cal Poly is organized into 6 colleges, one of which is the College of Architecture and Environmental Design (CAED). The CAED is led by Interim Dean Kevin Dong (AY 2023-2024 and AY 2024-2025). The former dean, Dean Christine Theodoropolous, retired in August 2023. The college is supported by two Associate Deans, one for Academic Affairs the other for Program Support and Operations. Both positions are currently vacant. The CAED is organized into 5 academic departments: City and Regional Planning (CRP), Landscape Architecture (LARCH), Architecture (ARCH), Architectural Engineering (ARCE), and Construction Management (CM). Each department is led by a Department Head. As the largest department in the College, Architecture is provided with .5 full-time equivalent (FTE) release-time to support the roles of Associate and Assistant Department Head. Mark Cabrinha stepped down as Associate Dean for Academic Affairs to lead the Architecture Department in September 2022. Prior to this, Margot Macdonald was the Architecture Department Head. (APR p 117)

5.1.2 Governance: Cal Poly employs a shared governance system university wide as well as within each college and department. At the university level, the Academic Senate is the principal mechanism for consultative participation in the administrative decisions of the President. The Senate formulates and evaluates policy and procedures on academic, fiscal, and personnel matters. The Senate represents the 1,300+ faculty members.. Senate membership consists of elected senators from each college. The CAED has 5 positions in the Senate. Faculty must be full-time to serve on the Senate. The Senate has 15 sub-committees including Curriculum Committee, General Education Governance Board, and Sustainability Committee to name a few. (APR p 118)

At the college level, the CAED is led by Interim Dean Kevin Dong who is supported by the provost and the various CEAD college level committees which consider and advise on matters in a number of specific areas from appointments and promotion to curriculum, diversity initiatives and scholarship programs to name a few. A central collection of the policies and procedures governing these committees is provided at https://academic personnel.calpoly.edu/content/policies/criteria. (APR p 118)

The Architecture Department is led by Department Head Mark Cabrinha who is assisted by an Associate Department Head (facilitating transfer students) and Assistant Department Head as needed, an Architecture Department Coordinator and the Department Scheduler. The department holds General Faculty meetings, organized by the Department Head and open to all faculty, as well as tenured/tenure-track (TTT) meetings headed by the chair of the tenured and tenure-track faculty. The TTT chair is independent of department leadership but works in consultation with the Architecture Department Head. TTT members serve on a number of committees assisting the Department Head. Because CSU Faculty and Staff are unionized, agreements which establish workload for tenured/tenure-track faculty and lecturers are in place and not subject to college or department level direction. (APR pp 118-119)

While the structure and operation of the university and the department are well organized and transparent, though the visiting team did note the following:

- There is no formal mechanism for student involvement or participation in the governance of the Department. Student issues and concerns are brought to the attention of the Department Head on an ad hoc basis by students (individually or collectively). The Department Head then takes action he feels is appropriate to deal with the issue.
- CAED is currently under the leadership of an Interim Dean. Additionally, both Associate Dean positions within CAED are currently vacant. The turn-over of the majority of the CAED leadership may affect the future direction of the department.
- Due to low tenure-density within the department, the members of the tenured faculty have assumed disproportionate additional responsibilities which could have a detrimental effect on the program. Filling open faculty positions to help alleviate this situation should be among the department's top priorities.

5.2 Planning and Assessment (*Guidelines*, p. 18)
The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

5.2.2 Key performance indicators used by the unit and the institution.

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

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

5.2.5 Ongoing outside input from others, including practitioners.

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

Team Findings: Met

2025 Team Analysis:
5.2.1: Cal Poly Academic Programs and Planning requires an annual self-study and action planning cycle with three required reports: the Fall Action Plan, Winter Essential Data Benchmarking, Spring Assessment Report. The university level full-program review occurs on a 7 year cycle.

The program describes its process for assessment for the university and NAAB including goal setting at the fall faculty retreat (establishing assessment priorities for the year); teaching and focus on course learning outcomes, and evaluation of student work against Program Outcomes.

The program shared their Architecture Department Strategic Action Plan containing their multi-year strategic priorities, including to "practice assessment as a continual and meaningful process of program improvement". The CAED implemented the program's new formalized assessment process for curriculum development in AY 2023-2024.

At the institutional level, the program completes the Undergraduate Program Review Self-Study for the Office of Academic Programs and Planning. The program describes and the team observed that the documentation and reflection required often directly relates to achievement of NAAB conditions, including Program Learning Objectives.

5.2.2: The program identifies Key Performance Indicators for each of its strategic priorities in its Architecture Department Strategic Action Plan for program and department goals in addition to its KPIs for curriculum assessment as described in page 121 of the APR. These metrics are designed to enable the program to track the development arc of students throughout the

program and simultaneously assess the effectiveness of each of the courses in the curriculum as well as support departmental goals and University Learning Objectives.

California State University has adopted a system wide assessment initiative which evaluates numerous aspects of all programs utilizing KPIs such as student graduation rates (both 4 and 6 year), faculty advancement via tenure or lecturer entitlement, and course evaluations of both faculty and content.

5.2.3: The Architecture Department Strategic Action Plan tracks its multi-year objectives and includes timeframes, work completed, and resources available / needed to progress in meeting each objective. The program also provides a summary of annual updates, changes, and progress to date in each academic year as a part of the plan. The program also tracks its attainment levels of Program Criteria and Student Criteria subcategories at multiple levels across the program and defines plans for continued improvement as documented in section 3 of this Visiting Team Report.

Additionally, the APR notes that faculty are becoming more knowledgeable about learning across the full program as it works towards implementation of the 2020 Conditions, its assessment processes, and the conversation to semesters in tandem. The program provided data from its first year piloting the as an aggregate, as well as within specific to PCs and SCs.

5.2.4: The program describes its strengths including the faculty, students, and staff, and their dedication and hard work to develop and implement the planning and assessment criteria and create a supportive learning environment. Additionally, the Cal Poly office of Academic Programs and Planning has been a helpful resource to the program.

The program identified opportunities within the planning and assessment process to continue to build a productive assessment culture using user-friendly evaluations that can be tracked over time (new Canvas Outcomes dashboard to improve access to data and allow more efficiency for the architecture Assessment Coordinator) and to better leverage the university assessment cycle and internal processes.

Challenges as described by the program include consistency and coordination across the large program size, tenure faculty balance with fewer tenured and tenure-track faculty carrying an increased service load and difficulties engaging lecturers into the assessment process. The program explains a need for additional financial support to provide time for lecturers to participate more fully in assessment. The visiting team confirmed that these strengths, challenges, and opportunities are translated into the continuous improvement process via the strategic action plan.

5.2.5: The program has intentionally expanded its opportunities for outside input to increase engagement and feedback from stakeholders both within the SLO community and practitioners across the country. These opportunities include formalized thesis reviews with visiting reviewers from firms and other institutions, reviewers for third year integrated design review, virtual consultations and in person workshops with structural engineers, and firm partnership for the Technology Fundamentals course. Practicing professionals and industry leaders are also engaged in the CAED's Dean's Leadership Council and Architecture Advisory Council (restarted fall of 2024) to provide advice, advocacy, and resources to the Dean and the Department respectively. The visiting team noted this engagement as a point of pride of the alumni group during the site visit.

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

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

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

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Team Findings: Met

2025 Team Analysis:

5.3.1: The program's APR (pp 127-128) indicates it has developed a three-year cycle for staggering course assessment that relates to NAAB's PCs and SCs, and Cal Poly's Program Learning Objectives to begin in fall 2025; this schedule is included in the APR. The program indicates it had an informal assessment structure prior to NAAB 2020 conditions.

5.3.2: The program follows the Architecture Faculty Resolution to structure the process of curricular review and approval, per page 128 of the APR. The curriculum is organized into defined areas, each with a coordinator to serve as a liaison between the Curriculum Committee and the faculty. The Chair of the Curriculum Committee is a tenured faculty member elected by the committee. All proposed curriculum changes follow a multi-step approval process as required by the Resolution, including presentation of the proposed changes to the entire faculty, Department Head, and department staff. The program provided a diagram of the structure and makeup of the curriculum committee and curricular review process in the supplemental materials. The team confirmed the process through discussion with faculty onsite.

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

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

5.4.1 Demonstrate that it balances the workloads of all faculty and staff in a way that promotes student and faculty achievement.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

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

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Team Findings: Not Met

2025 Team Analysis:

The visiting team noted in discussions with faculty and staff that additional staff for advising and research facilitation would better support student learning and achievement.

5.4.1: The APR (pp 129) details typical workloads for tenure line faculty (three five-unit studios and two four-unit electives) and full-time lecturers (four four-unit and one five-unit studio, and one four-unit seminar) over the school year using a weighted teaching unit system to fulfill the 36

(tenure-track) and 45 (full-time lecturer) WTUs required in the faculty contract. Although the APR indicates that tenure line faculty are slated to have their WTU expectation reduced to 33 when the school shifts to semesters in fall 2026 in order to give those faculty more time for research and scholarly work, the visiting team understood that this change may not happen. The intent of this potential teaching reduction is to give faculty more time to focus on the program's teacher-scholar model. The APR (pp 130) indicates that current teaching loads along with current tenured faculty density make it difficult to promote faculty and student achievement. In addition, the service and research requirements of tenure line faculty are not clearly defined. This was confirmed on site through discussions with the faculty and department head.

5.4.2: The APR (pp 130) identifies Greg Wynn as its Architect Licensing Advisor; he attends NCARB licensing summits, and volunteers on NCARB committees related to licensure. He teaches ARCH 443 Professional Practice and serves as the AIAS faculty advisor which gives additional touch points with students on licensing, this was confirmed on site by the visiting team in discussion with Greg, students, and the department head.

5.4.3: The program references their teacher-scholar model throughout the APR (pp 130), detailing its focus on continuous learning for faculty to eventually integrate into the curriculum (pp 22). This model is used by the CAED and has grant funding available for faculty to this end, architecture faculty grants received are listed in PC.5 (p28). The visiting team confirmed with faculty the availability of financial resources; faculty also noted the lack of time and staff resources for pursuing research.

5.4.4: The program addresses academic advising at many levels, including one-on-one advising in the architecture department (APR pp 130-131). The university's Campus Health & Wellbeing provides medical and counseling services in person and by phone/telehealth. Tutoring and workshops are available to students in architectural engineering (four hours per week), in addition to writing, math, and science. Career guidance is offered through the Cal Poly Career Services. In addition PC.1 (pp 28) details how ARCH 443 addresses career guidance as well as co-curriculars such as AIAS and NOMAS. The visiting team confirmed this with CAED's advising team and students.

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

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

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

Team Findings: Met

2025 Team Analysis:

5.5.1: Cal Poly seeks to mirror the diversity of California, supporting everyone's potential to thrive, especially historically underrepresented and marginalized individuals. The CAED Diversity Strategic Plan which aligns with the University goals and has fostered numerous activities within the department, such as providing additional scholarships and advising support to low-income and first generation students; enhanced department hiring policy emphasizing diversity; delivering a summer career discovery outreach program locally and across the state; reconfiguring facilities to support all gender access; and reworking all classrooms, labs and shops to have fully accessible spaces and equipment. (APR pp 131-132)

5.5.2: In 2018, the department participated in the University Diversity Cluster hire program which resulted in sixteen new hires across the university including one within the department. As an outgrowth of this program, the department now emphasizes diversity in every faculty hire. Through programs such as these, faculty diversity across the university has increased from 18.3% to 25.7% for lecturers and from 27.9% to 31.8% for tenured faculty in three years. As tenure-density in the department is a top concern, this data supports the case for increasing diversity and tenure-density at the same time. Additionally several courses (**EDES 123, ARCH 1121**) have been added or enhanced to focus on DEI. Evaluating the success of these two classes are meaningful measures of increasing diversity in the program. (APR pp 132-133)

5.5.3: The department implemented several programs to assist in increasing student body diversity. The programs - increased access for transfer students, participation in the Cal Poly Scholars support program, and high school outreach programs - have served to gradually increase student diversity over the last cycle. The most dramatic effect however has been the recent increase in the percentage of Latinex students vs other minorities. In the 2023 freshman class Latinex students now make up 31% of the student body. During this cycle, it is anticipated that the percentage of Latinx students will continue to rise, thus bringing in an additional percentage of first generation students which will require additional resources and support to assist in their success. Additionally, the curriculum will be analyzed to identify and re-evaluate bottle-neck courses that provide roadblocks in the progress of the new generation of students. (APR pp 133-135)

5.5.4: All Cal Poly hiring programs include the participation of an **Employment Equity Facilitator** trained to ensure that equal employment opportunities exist for all applicants. All applicants are required to provide a **Diversity Statement** which is utilized in the evaluation process. The **Office of University Diversity and Inclusion** (OUDI) provides leadership, resources, and support to enhance campus climate and foster an equitable and inclusive environment. And, **Student Diversity & Belonging** is a collective of campus resource centers supporting and empowering students. (APR pp 136)

5.5.5: Campus wide, the Disability Resource Center (DRC) aims to create an accessible university community for students with disabilities, ensuring they have equal opportunities to succeed. The DRC provides academic accommodations, access to assistive technology, counseling and support, workshops and training, housing accommodations, transportation, and emergency preparedness for those with disabilities (see https://drc.calpoly.edu/). All department facilities have been reworked such that all classrooms, labs and shops have fully accessible spaces and equipment. (APR pp 132, 136)

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

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

5.6.1 Space to support and encourage studio-based learning.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

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

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

Team Findings: Met

2025 Team Analysis:

5.6.1: Student studio learning spaces at Cal Poly include 34 lab spaces outfitted with display and collaboration resources including access to a screen, pin-up surfaces, and drawing boards per the APR page 137. Students share desk space in the first year of the program at a ratio of 2:1, and are provided with a dedicated desk space for the subsequent years. The program's design studios comprise over 52,000 square feet of space and are accessible 24/7. The team confirmed location and access to studio spaces on-site through campus tours and observation of studio classes. In discussions onsite, the team noted that the program facilities are adequate for students at its current size (partially made possible by the majority of 4th year students spending the year abroad), but there is not room for growth in the current studio/classroom setup. Additionally it was noted that the physical separation of studios - the different buildings and levels of where each year- tends to stifle communication and interaction among the various years.

5.6.2: The program describes its access to lecture and multi-media classrooms provided by the university, as well as seminar rooms located within the architecture building. The program utilizes the Neel Resource Center on campus for a materials library and facilities such as the CAED Support Shop (for fabrication including wood, metal, and concrete with training provided to students), Digital Fabrication Lab, Photographic Presentation Lab, and Architecture Computer Lab. The nearby Poly Canyon wildland provides sites for experimental learning and the program's "Design Village" competition.

5.6.3: The faculty are provided with private or shared office space, and have access to the shops, labs, and Poly Canyon as described above per page 138 of the APR. Advisors have access to the CAED Advising Center and Zoom to facilitate student advising. Faculty describe challenges accessing shop and fabrication resources outside of teaching hours.

5.6.4: The program describes its online resources and platforms that support learning and collaboration, including access to Canvas, Zoom, recorded lecture software, and cloud sharing on page 139 of the APR. These resources are available to all faculty and students in the program. The program is continually working to up-grade and enhance not only these electronic resources, but the physical resources as well. As an example, the team witnessed a design technology class being taught in a new state-of-the-art multimedia classroom equipped to combine lectures and prepared media presentations along with real time sketching and recording.

5.6.5: The program shared emergency evacuation plans including maps of campus evacuation points and emergency phones. The program also provided an emergency "phone tree" to be used to contact and coordinate with all faculty and staff in the event of an emergency. Information regarding data recovery and information security is included in the university's Responsible Use Policy.

5.7 Financial Resources (*Guidelines*, p. 21)
The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Team Findings: Met

2025 Team Analysis:
Cal Poly's operating budget is supported by two main revenue streams: 40% from the annual state appropriation and about 60% from student tuition and fees. The school's budget plan as presented in the Cal Poly 2022-2023 Budget Book (https://afd.calpoly.edu/budget/financial-transparency). was developed to maintain our continued commitment to build on the university mission, prioritizing the core services of the University; student success; and becoming a more diverse and inclusive campus. Being in the California State University system, Cal Poly receives an annual proportionate share of state allocated funding. The annual amount has been established by agreement with the Governor and is included in the annual state budget. In AY 2023-2024, Cal Poly's General Operating Fund was $463,700,000. Of the six colleges at Cal Poly, CAED is the smallest receiving 11.9% of funds toward academic affairs, for a total base budget to the CAED of $18,405,743.(APR pp 139)

The CAED budget dealing with faculty and staff salaries and benefits, college facilities and associate staff, as well as college scholarships are centrally managed by the College. While the department is responsible for managing the faculty workload through a budget of WTUs balancing the workload with the resources available to deliver the curriculum. In addition, the department is given an annual operating budget based on a proportion of the Student Credit Units (SCUs) taught by the department. As one of only two BARCH programs in the CSU system, with a robust and highly competitive application pool, there appears to be no known or anticipated financial changes that would significantly alter the institutional financial support to continue the B.Arch. program through the next accreditation cycle.

In addition to State funds, the department also manages a separate discretionary Architecture Excellence Fund from our alumni donor base. The department typically receives between $50-60,000 annually from our alumni base. the department is currently in a favorable position with an atypical balance in the discretionary account of over $250,000. (APR pp 140-141)

However, there are several areas of significant concern as it relates to the financial resources afforded to the program. Tenure-density has steadily remained below targets and thus the department has replaced these tenure-track hires with lecturers. This impacts not only tenure-density, but year over year budget projections that further limit the opportunity to hire tenure-track faculty. Additional tenure-track hires beyond replacement hires will be needed over this cycle. The program noted that due to efficiencies anticipated in our semester curriculum, they believe 65-70% tenure density is an attainable goal for our next accreditation cycle.

Secondly, in an effort to fulfill the enrollment growth goals included in the agreement with the Governor, Cal Poly will be embarking on the first phase of a new Year Round Operation initiative aimed at increasing the university's overall enrollment through greater utilization of the summer term. The timing and impact of year-round enrollment for the architecture department is not known at this time. (APR pp 140-141)

5.8 Information Resources (*Guidelines*, p. 22)
The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

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

Team Findings: Met

2025 Team Analysis:
The APR (pp 142-143) indicates the university has one central library for Cal Poly SLO, it is undergoing renovations and slated to open this fall, as such the program has temporary library space in Crandall Gym on campus. In addition, books can be ordered via interlibrary loan through the CSU system and wider networks. A digital library is also available to CalPoly students along with online access to a slate of publications and ArcGIS. CAED has a dedicated librarian whose charges include overseeing their book collection with input from the department and assisting with research both in-person as a guest lecturer and by providing consultations, and virtually via the Architecture (+) Research Guide. The team found this guide to be publicly available and providing robust detail on the library's offerings, tutorials, and other relevant information (https://guides.lib.calpoly.edu/archplus). The visiting team confirmed these resources on site with the librarian. The program's entire library is temporarily housed in Crandall Gym; this space was allocated because the program could demonstrate its continual use of this resource. Faculty also confirmed the ease and success of the interlibrary loan system. The librarian also confirmed their annual budget is sufficient to maintain the library resources, and that there is both a formal and informal process for requesting materials. Faculty have also begun reviving a materials resource library, this currently does not have official funding or staffing allocated to it.

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

6.1 Statement on NAAB-Accredited Degrees (*Guidelines*, p. 23)
All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

Team Findings: Met

2025 Team Analysis:
The program provides the requested verbiage in the online 2022-2026 catalog (https://catalog.calpoly.edu/collegesandprograms/collegeofarchitectureandenvironmentaldesign/architecture/) and on the program's website under prospective students

(https://architecture.calpoly.edu/prospective). The team confirmed the language is available via the program's website.

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

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

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

Team Findings: Met

2025 Team Analysis:

The program provides links to the 2020 Conditions and Procedures on the NAAB website, 2014 Conditions in effect during the last visit, and 2015 Procedures on the Architecture Department webpage. The team confirmed the website links are available and functional (https://architecture.calpoly.edu/about-cal-poly-architecture-department).

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

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

Team Findings: Met

2025 Team Analysis:

The program describes the Career Services unit within Student Affairs to students and alumni, including 1 staff counselor dedicated for the College of Architecture and Environmental Design in the APR (pp 144-145). During the visit, the team confirmed additional career development activities including career fairs, portfolio reviews, and networking sessions. Enrolled students and alumni both referenced the strength of the alumni network and regarding career development and faculty assistance in internship and job placement.

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

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

a) The most recent decision letter from the NAAB awarding accreditation or candidacy
b) The Architecture Program Report submitted for the last visit
c) NCARB ARE pass rates

Team Findings: Met

2025 Team Analysis:

The program provides links to the 2017 decision letter from the NAAB and the 2017 Architecture Program Report on the "About" page (https://architecture.calpoly.edu/about-cal-poly-architecture-department), and a link to the NCARB ARE Pass Rates under the "Prospective Students" section of the program website (https://architecture.calpoly.edu/prospective). The visiting team confirmed links to this information are available and accessible on their respective pages.

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

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

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

Team Findings: Met

2025 Team Analysis:

a) The APR (pp 147) includes links to landing pages for first-year (https://www.calpoly.edu/admissions/first-year-student/how-to-apply) and outside transfer students (https://www.calpoly.edu/admissions/transfer-student/how-to-apply); these pages include instructions on how to apply and links to the CSU application system. Internal transfer students use a change of major process (https://advising.calpoly.edu/change-major) , the website explaining the process is linked in the APR; CAED has a dedicated page linked (https://caed.calpoly.edu/content/change-major-policy) within explaining their change of major requirements, and an additional linked page (https://architecture.calpoly.edu/prospective/change-major) outlines the process specific to the architecture program.
b) The APR (pp 147) includes a link to selection criteria for first-year (https://www.calpoly.edu/admissions/first-year-student/selection-criteria), transfer (https://www.calpoly.edu/admissions/transfer-student/selection-criteria), and change of major (https://architecture.calpoly.edu/prospective/change-major) students. This includes high school course requirements, numbers of applicants and admitted candidates, and a range of GPA for admitted students. The team confirmed on site that first-year selection is administered by Cal Poly, not by the program.
c) The APR (pp 147) links to Cal Poly's (https://www.calpoly.edu/admissions/architecture) architecture admissions page, which lists the required courses for incoming third-year transfer students along with a link to Assist (assist.org), a shared articulation database for California Community Colleges, CSU, and UC systems. 4.3.1 (p115) of the APR further details the process for evaluating this course work, including non-accredited associates degrees, which is noted earlier in this VTR under that section. The program does not have an M.ARCH program and does not accept transfer students after third-year and therefore does not evaluate non-accredited architecture degrees in that regard.
d) The APR (pp 147) links to Cal Poly's financial aid application page (https://www.calpoly.edu/financial-aid/manage-your-financial-aid/financial-aid-award-process) which explains the process and includes forms for applying for financial aid.

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

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

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

Team Findings: Met

2025 Team Analysis:
6.6.1: The APR (pp147) provides the website for Cal Poly Financial Aid (https://www.calpoly.edu/financial-aid) which makes public costs and affordability for Cal Poly as well as information on how to apply and manage financial aid here (https://www.calpoly.edu/financial-aid/apply-for-financial-aid).

6.6.2: The APR (pp 148) provides the website for Cal Poly Financial Aid's page on undergraduate costs (https://www.calpoly.edu/undergraduate-costs-attendance-2024-25) and for the program's expense matrix (https://architecture.calpoly.edu/prospective); this includes supplies, computer, and trips for the entire program. The visiting team confirmed with students that though this information is available, it may underestimate some items such as materials cost and field trips.

E. The Visiting Team

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F. Report Signatures

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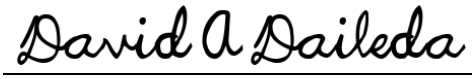
F. Report Signatures

Respectfully Submitted,



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