

College of Environmental Design

August 2008 Tipping Point Update

This document consists of the College update and four ENV Departmental Tipping Point updates, completed in summer 2008 and reflecting progress made since the prior update in spring 2008. Some information may be redundant from earlier reports; however, this Report provides a “snapshot” of the August 2008 status of ENV College and Departmental “Tipping Point” progress, on the way to becoming a fully student-centered College.

Part I – College Learning-Centered Activities related to Student Learning

This category includes information concerning assessment plans (for both major programs and service courses), First Year Experience Programs, and advising programs. It may also include uses of technology (for instruction), service learning, or distance learning.

Assessment of ENV's All-College First Year Experience:

- During fall 2007, course coordinators Hersh Farberow and Sarah Lorenzen revised ENV's First Year Experience courses (ENV 101 and ENV 101L) to include enhancement of study and academic/cognitive skills, critical thinking, connection to faculty and peers, promotion of out-of-class engagement, knowledge of campus policies, time management and prioritizing tasks, and global perspectives. 209 incoming Architecture, Landscape Architecture, and URP students took the course. We are preparing for 245 students in the course in fall 2008. In the Art Department, the FYE courses are Art 140 and 150: 375 students took these classes in 2007-2008. 155 students took the Urban and Regional Planning Departmental FYE courses, URP 101/L and URP 104.

Undergraduate Studies reported on preliminary data comparing the academic trajectory students who took ENV FYE courses compared to a control group. Thus far, it appears that students taking FYE courses completed nearly twice the units and had a GPA that was half a letter grade higher than the control group.

Technology for instruction:

- The ENV Technology Committee, the Dean's Office staff and the University worked together to develop and order state-of-the-art high-end 2- and 3-D scanning and printing programs and peripherals. This equipment is being ordered as part of the Building 3 Group II equipment budget and will be integrated into ENV coursework as of fall 2008.

Interdisciplinary learning opportunities:

- URP Department Chair Dr. Richard Willson, in his departmental report, noted that Interdisciplinary activity in ENV increased in AY 07/08. Examples include the broadening of the China program to include for the first time landscape architects along with planners and architects, the first-ever participation of planning students in the Landscape Architecture summer design sequence, and planning/landscape architecture/regenerative studies student collaboration in the team-taught RS 599 studio the Lyle Center. This course produced recommendations for greenhouse gas mitigation for the University.

Part II – Organizational Learning in the College

This category includes student services (advising processes, petitions, etc.), online information for all constituencies, opportunities for professional development for all constituencies, college governance, collaboration with other units, and technology support.

- Marcy Ruiz, a Dean's Office staff member, is assisting the college by assembling data and creating reports by department and for the college, including FTES, SFRs and similar data. She partners with IRAP to insure accuracy and reconciliation of college and university data. We've found numerous differences in College vs. University data and are working with University staff to trace the sources of and to resolve the discrepancies. Marcy is preparing the ENV College 2007-2008 Annual Report "performance measure" data, using her new system.
- New computer hardware and peripherals associated with the remodeling of Building 3 have passed the "accessibility review process" and will be ordered in mid-August for fall 2008 arrival. This will provide students with exciting new learning opportunities in the use high-end 2- and 3-D scanning and printing programs and peripherals.
- The remodeled space in Building 3 will permit over 100 second-year Landscape Architecture students to occupy optimum studio environment in five remodeled studio spaces. The previous second-year class had been housed across campus at the CTTI Building – in what once had been a bookstore and post-office space.
- Several staff members have taken the initiative to participate in University staff development programs

Part III – ENV Budget, Planning, and Recognition

This category includes budgeting and other resource plans or decisions related to learning-centered activities in any of the areas listed above and recognition for all constituencies.

- ENV has been pro-active in calculating SFR's by discipline, and our internal cost per FTES and per WTU in order to project our needs under various budget scenarios. We have also calculated several scenarios for costs based on differing SFR's and section sizes, with the intention of keeping our section sizes manageable while offering as many as possible. We have shared this information with our ENV Chairs, the Provost, and his staff. This information has been updated continually; we still await a 2008-2009 budget.
- The Dean and Associate Dean honor the dedication of ENV staff both with praise for work well done and with occasional staff celebrations and field trips. While timely staff evaluations are required by HR, the College makes a special effort to encourage and reward its hard-working staff.

Architecture Department Tipping Point Update

Part I – Departmental Learning-Centered Activities related to Student Learning

- A. Accreditation
 - One of the educational effectiveness indicators of the Architecture Accrediting team for NAAB is that students have the ability to perform technical documentation of buildings.. On Wednesday, February 06, 2008, the team reported that the Architecture Department has overcome what had been noted as a deficiency in this student performance criterion. In fact, the NAAB team found that the student work now exceeded their requirements in this area. In two other criteria, Non-Western Traditions and Building Economics and Cost Control, in which the student work was found to have minimally met the NAAB requirements in 2002, the 2008 NAAB team found that the student work is now satisfactorily meeting the NAAB standards. The final report on the NAAB Report, which arrived in early August, gave the Department a 6-year term of accreditation (the normal term); **however, it requires focused evaluation in 2010 to review the Department's physical facilities and financial resources.**
 - The Architecture Department has continued its ongoing review and revision of the Digital Media area. After reviewing student knowledge and skill levels in the fall (2006) of the third year of the B.Arch. program and the second year of the M. Arch. program, the Department introduced a new

digital media class, ARC 591, last fall (2007) for the first year graduate students. After reviewing the work this year, the Department is revising the digital media curriculum again. The Department has eliminated ARC 450, after determining that this material is now covered in lower division required classes, and is revising undergraduate digital media classes, ARC 150, 201, 202 and 203 and adding two new digital media classes, ARC 591, for the first year graduate students in winter and spring. The Department will again review student work at the end of the fall quarter to see how much progress has been made in this area.

Art Department Tipping Point Update

Part I – Departmental Learning-Centered Activities related to Student Learning

1a. Accreditation

- The National Association of Schools of Art and Design [NASAD] accreditation process affects student learning in the Art Department on a number of different levels. This external accrediting body evaluates every aspect of the department. For example, during their last visit, the NASAD Visiting team noted that the Art Department suffered from a 54:1 faculty-to-student ratio. The department has stepped up to this challenge and works constantly to maintain a strong full and part-time faculty base. We have lobbied hard for any and all positions and salary increases. We currently have five full-time tenured and tenure-track faculty specifically teaching in the graphic design major, 3 in Art History and 3 in fine art. For fall 2008, we are adding 2 new graphic design faculty members for a total of seven. While this appears to be an improvement, the reality is that two faculty members entered the FERP program in 2007-2008 -- so we still need more faculty members to lower what the current 52:1 student to faculty ratio: the Department and College have made these requests to Academic Affairs. Adding two more graphic designers, one art historian and one fine artist would help tremendously. Additional faculty members will alleviate our lack of faculty to do advising (we currently hire a part-time faculty member in winter and spring, using assigned time, to assist with advising 550+ students).
- NASAD also noted that more technical development and observational drawing was needed in our lower division foundation courses. Changes to address those issues have been implemented into the curriculum.

1b. Assessment of Student Learning

- Student learning is assessed using a range of techniques including the critique of student work, oral presentations, and written examinations. Most of the Departmental core courses utilize all three as a means of assessing student progress. Service Learning and Community-based projects are often assigned. This gives the faculty the opportunity to assess how curriculum is applied and put into actual practice.
- Review of student work includes studio/lab critiques, oral presentations and written examinations. The criteria for evaluating student work are based on the specific course objectives that are included/listed on every course syllabus and discussed at the beginning of each class.

2b. Gathering Feedback on Student Success from the Professional Practitioners

- The Senior Show art exhibit, our Professional Business Practices class, Professor for a Day, and Career Day are all mechanisms by which the department gathers feedback from the profession concerning the success of its students. All of the above mentioned activities involve some sort of participation from professionals who give us valuable feedback. This might include anything from a workshop, to a lecture, to weeklong activities. The Professional Business Practices class (which was developed/restructured as the result of feedback from NASAD accreditation) invites several professionals each quarter to review and discuss students' work. Starting next year, the department plans on holding its first Industry Night open house.
- The department internship program is yet another way we receive feedback from professionals. We have numerous contacts both on and off campus. We recently formed an industry partnership with MFactor, a major Los Angeles motion graphics design company. MFactor has committed to helping us maintain the curricular ground we have developed in motion graphics and is willing to advise us on the ever changing demands we must meet to gain industry recognition.

To this end MFactor is willing to sponsor one or two internship positions every summer and possibly one each quarter during the academic year. MFactor CEO and Art Director Ming Tai

is a Cal Poly alumnus and therefore he has a strong allegiance and desire to work with our program. He is currently a professor at Art Center and has been instrumental in building their motion graphics degree program into a reputable industry feeder. He and business partner Marc Kazlauskas (also a Cal Poly alumnus) see no reason why—beyond staffing—Cal Poly Pomona could not be the one state university equally qualified to meet this demand. As a good faith measure, the said internship commitment started this quarter (summer 2008) with two students (Jonathan Arriaza and Tana Chaiharnswadi) being selected.

We actually have students working in Internships throughout Los Angeles, Orange and San Bernardino Counties. In fact, our students have interned with some of the most prestigious studios, agencies and museums in the world (NBC, ABC, Getty Museum, Saatchi and Saatchi). We also support the CSU Summer Arts Program that has intern positions and (when budget allows) hires students to help with course and departmental projects such as our department website.

3. Assessment of Curriculum

- The Department of Art faculty members continually assess curriculum through our formal curriculum committee and through informal faculty groups, primarily with respect to the flow, frequency of offering, and relevancy to the field/discipline. This year each of our discipline areas developed a two-year course-offering plan. These were primarily developed to make sure we address our students' needs.

Landscape Architecture Tipping Point Update

1. Part I – Departmental Learning-Centered Activities related to Student Learning 1a. Academic programs (classroom- and studio-based learning)

- The Department of Landscape Architecture continues to evaluate and refine the undergraduate and graduate curriculums. In the undergraduate curriculum, topic studios became the structure for teaching in upper division design courses. This year topic studios engaged the community through service-learning projects in Tijuana, Shoshone, and the Duroville trailer park that houses over 4,000 farm workers on the Torres Martinez Reservation in Riverside County..
- Changes were made in the graduate curriculum to enhance the 606 Studio for master's degree projects. LA 652 was moved from fall quarter of the third year to spring quarter of the second year to provide better opportunities for students to cultivate partnerships with organizations for community projects. Projects for this year's 606 Studio included projects in Klamath, Ventura, Signal Hill, and Altadena.
- A successful faculty search resulted in a much needed, tenure-track position in the area of landscape architecture technology. This new faculty member, who arrives in fall 2008, will enhance GIS and CAD instruction in both the undergraduate and graduate programs.

1b. Evaluation of student learning

- The Department of Landscape Architecture continues to enhance its methods of evaluating student learning. In addition to faculty evaluation of student learning, practicing professionals are often invited to campus to provide feedback at in-progress and final presentations. The many community service-learning projects that the Department of Landscape Architecture conducts each year provide evaluation of student learning by our community partners.
- In addition to desk critiques, oral presentations, and written examinations, competitions are increasingly used by the Department to gauge the quality of our students' work with other institutions. Students are encouraged to enter national and international competitions. This year our students won top awards from the American Society of Landscape Architects, placing our Department among the top Landscape Architecture departments in the nation for number of awards. Students won the highest Community Service Award of Excellence, the highest Award of Excellence in Analysis and Planning, an Honor Award in Communications, and an Honor Award in Analysis and Planning,

Part II – Organizational Learning: Landscape Architecture

A. Non-academic programs and student support

- The Southern California Chapter of the American Society of Landscape Architects (SCCASLA) and Cal Poly Pomona's Student Chapter of the American Society of Landscape Architects (CPPSCASLA) provide additional support for our students. The Southern California Chapter of ASLA arranges meetings and field trips throughout the year and encourages student participation. This year's Student Chapter of ASLA has been very active in recruiting students to attend these events. The Student Chapter also participates in ENV's Career Day recruiting firms to interview students. They also organized workshops to help students prepare their portfolios.
- IN 2007-08, the MLA graduate students organized a Speaker Series that was open to the University. This enhanced student learning by bringing stimulating speakers to campus about once a month. In addition to making presentations, the speakers met informally with the students and participated in classroom discussions.
- To recognize and support outstanding students, the Department gives out awards and scholarships through endowed accounts. Professional organizations and foundations also support our students with scholarships. Landscape Architecture Foundation and the Chapman Forestry Foundation are our biggest contributors. Many of these awards and scholarships are presented at our end-of-the-year Award Ceremony where students and their family and friends are invited to attend.

B. Technology Enhancement

- The Department of Landscape Architecture continues improvement in the area of technology instruction. More studio space has been configured into "smart" classrooms to take advantage of current technology for instruction. Additional equipment has been purchased to network studio computers and student laptop computers. More courses are being taught using BlackBoard to enhance instruction. During 2007-08, faculty members have attended University workshops to make digital information such as class websites accessible to all students. In addition, the Department of Landscape Architecture and Cal Poly Pomona's Student Chapter of the American Society of Landscape Architects conducted a variety of workshops throughout the year, many that were technology related.

Urban and Regional Planning Tipping Point Update

Part I – Department Learning-Centered Activities related to Student Learning

Assessment of Student Learning:

The best measure of success for class and studio-based learning is objective, external ratings of student work that are benchmarked against other planning programs. One example is student performance in capstone studio classes in which the students are asked to demonstrate their planning knowledge and skills on a real project. Evidence of excellence in student learning in AY 07/08 is provided by the following:

- Professor Julianna Delgado's URP 431/432 service learning studio completed a downtown planning study for the City of Azusa that won the Los Angeles Section of the American Planning Association student project award, besting entries from graduate programs at other schools.
- Lecturer Rick Zimmer's URP 431/432 service learning studio class completed a comprehensive open space/community facility study for the Compton watershed, receiving an award of merit from the Los Angeles Section of the American Planning Association.

In addition, the URP Masters program is rated by Planetizen as 2nd in North America among planning schools that do not offer a Ph.D (Planetizen 2009 Guide to Graduate Education in Urban and Regional Planning). Planetizen also creates a reputational ranking among practitioners; URP's masters program is rated #21 in the nation against all the universities in North America.

Academic Offerings:

- The Department offered two special topics classes to planning students who attended the California Chapter of the American Planning Association (APA) conference (Fall 2007) and the national APA conference (Spring 2008). Among a series of activities in which the students planned their attendance and reflected on what they learned, students were asked to compare the version of planning they learned about at the conference with the curriculum at Cal Poly Pomona, to identify strengths and deficiencies in the program. They also compared the curriculum to the requirements of the Planning Accreditation Board. This provided the students

with a comprehensive view of the learning outcomes the curriculum is seeking to accomplish, and the means being used to achieve those educational outcomes. A compendium of the students' reflective papers was sent to the American Planning Association and an undergraduate URP student has been asked to write an article about the conference experience for an APA newsletter.

Part II – Organizational Learning in Landscape Architecture

Non-academic programs and student support

- Student centeredness is advanced through the activities of APSA, the American Planning Student Association. APSA was especially effective this year. Supported by faculty advisor Gwen Urey and the chair, APSA advances student interests in three areas: 1) representing the students at faculty meetings and workshops concerning the curriculum; 2) organizing events including field trips, guest speakers, their own reception for the Dale Prize winners; and 3) organizing community service and educational events.
- One of APSA's noteworthy activities was a panel discussion the students organized called "Great Latino Streets, Great Latino Neighborhoods". This event, held in October 2007, was a great success in engaging students, professors, and faculty in discussing trends in cities and urban planning. For their efforts, **APSA won the first ever-national award for the American Planning Association**, recognizing the students' efforts in developing this program.
- The department engaged students in multiple activities that encouraged them to understand the nature of urban and regional planning and its relationship to the other design disciplines. These activities empowered them to suggest improvements to the curriculum and understand their roles as future professionals. A series of activities was undertaken under the 2008 Dale Prize theme, "Planning ◦ Architecture ◦ Landscape ◦ Art: Collaborating in Practice and Education". These events placed the students in the center of the educational and professional debates concerning the future of their field and the design professions. Issues such as climate change and water resource constraints require planners to work in closer collaboration with architects, landscape architects, and other development professionals. The activities that supported this effort included:
 - The **Dale Prize Colloquium**, held on February 6, 2008, addressed the future interaction of planning and the design professions. This event attracted over 200 attendees for a lively discussion between the Dale Prize Practitioner, Paul Farmer, FAICP, Executive Director of the American Planning Association and Dale Prize Scholar Marvin Malecha FAIA, President Elect of the American Institute of Architects. A video of this event is streaming on the department's website, allowing future students to benefit from the colloquium. The key outcome of this event was greater reflection by planning students on their role in the planning and design process.
 - The **Dale Prize Seminar** class that accompanied the Dale Prize colloquium engaged over 25 students in interviewing faculty, surveying their fellow students in ENV, having discussions with the Dale Prize winners, and developing proposals to increase interdisciplinary interaction. This activity put the students in the "driver's seat" concerning their education. Rather be immersed in the details of each class, they were asked to consider the manner in which their education was unfolding and the boundary lines between planning and the design disciplines. This activity was built around the notion that self-awareness of educational process produces empowered and motivated students. Student provided a variety of suggestions to improve the curriculum that will be considered by the faculty, such as increasing coursework devoted to consensus building and facilitation, adding design classes to the middle of the curriculum, and techniques for producing greater interaction between students in ENV.

Part III – Budget, Planning, and Recognition

Dale Prize winner Paul Farmer graciously returned his \$5,000 prize to the department to be used to advance the department's educational programs. The faculty voted to use the resources to fund students' registration at the national American Planning Association conference. This support was provided to 20 students; almost fifty students in total attended the conference, the highest attendance

from any university. This financial support was essential to providing URP students with an experience at the national conference.