

The Instructional (Academic Affairs) Program Review Narrative Report

1. College: *Laney College*

Discipline, Department or Program: Architecture

Date: Nov. 20, 2012 (Due by November 13, 2012)

Members of the Instructional Program Review Team: Ron Betts

2. Narrative Description of the Discipline, Department or Program:

Please provide a general statement of primary goals and objectives of the discipline, department or program in light of the College's priorities and goals. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and any significant changes or needs anticipated in the next three years.

The Architectural and Engineering program has just recently went through the process of deactivating courses and programs that have not been active for quite some time now – basically the 'ET' component of the A/ET program was inactive and thus we decided to deactivate the Engineering Technology dept. We have updated the Architecture Technology Dept. by going through the process of program course updating and also have decided to make some minor adjustments to the course requirements necessary to receive a AS/CA degree – all of the updates are currently in the Curricunet system and are undergoing approval. With all of that said, the Architecture program continues to offer both a vocational path and educational path for students wanting to enter the Architectural profession, and strives to provide students with the best educational experience in line with the Colleges overall educational mission as outlined in the goals of the college.

Primarily, for most of our students, the Architecture Program is designed to provide a preparatory path for individuals wishing to transfer to a four- or five-year Architecture Program at a number of institutions that have articulation agreements with Laney College here in California, as well at other institutions throughout the country. The majority of our students enrolled in this program seek this route, but are also aware of the technical skills necessary to get an entry-level job in the architectural/building industry and gain the skills necessary that will allow them to be able to perform the duties of an architect once they finally do receive their higher degree from a university. Our program has also become the go-to institution for individuals who are enrolled and/or graduated from the area universities to gain additional skills or improve their current skills. It is with this intent that the program also strives to provide students with the necessary knowledge and skills that other institutions outside of California may require for entry into their programs, which has been the case for many students who have previously taken courses in our program.

The Engineering Technology component of the department is currently being deactivated and soon our department title will be changed to reflect that (ARCH – Architectural Technology). All future reference to this program in this program review will be abbreviated as ‘ARCH’.

Eventually, in the future, if interest/enrollment and/or budget situation improves the deactivated Engineering Technology component could be revived as dept. that would be more reflective of what it is specifically designed to do – i.e., it could be revamped and reactivated as a stand-alone dept. with a name such as Mechanical/Industrial Engineering Technology, or something like that which would then be more aligned with the MACH Technology dept

The Architecture program focuses on introducing all students to various elements of the Architectural profession and teaches students critical-thinking/knowledge-based and technological skills that they are expected to develop, comprehend and utilize when they enter an institution of higher learning or when they eventually enter the workforce. The courses we offer within the program provides the students with the opportunity to see and experience for themselves the ‘real-world’ challenges architects are confronted with on a day to day basis – it is not all fun and games and glamorous designing opportunities that we may get to participate in, but the realities are that the practice of architecture is also the often realization of exhausting and grueling schedules to satisfactorily complete a project for presentation to fellow colleagues and guest jurors. It is this additional aspect of ‘real-life’ critiquing that extends and enhances the overall educational experience, whether the students recognize or appreciate this or not. The ARCH program strives to consistently stay abreast of and apply new technology and innovative learning strategies to improve student learning. Our program strives to:

- Emphasize hands-on learning with real-life scenarios/tools of the trade.
- Encourage students to help and learn from one another while using the CAD and other computer related software such as Revit/3D Studio to develop cross-collaborative environments and to develop social/workplace setting skills.
- Create projects to allow students to work in groups to interact and think critically while developing individual design ideas/solutions to the same problem. (Problem-based learning)
- Require students to perform research through the Internet, library, books, industry journals/publications and other printed materials to find answers to problems, so that they learn to independently gather, analyze and interpret information.
- Create real-life problem-based learning scenarios within each course.

As such, and as is evident in the data provided, the overall success of the program can begin to be gauged by the total number individuals receiving AS/CA degrees. Although the number may not be great, it is definitely an increase, and as Dept. Chair I have been mentoring and advising students to seriously consider achieving this goal before they transfer, even if it is not required, but because they might as well leave Laney with a degree to have something to show for all of their hard work, and so I believe this is beginning to occur more often. I also believe that these numbers will begin to increase over time because more and more students have expressed this interest and with the new and improved changes that I have proposed to the overall course requirements this will also make it more attractive to those students undecided about staying an extra semester or taking an extra course or two to get the degree. What is not easily gauged are the total number of students who actually take only the minimum required courses to transfer to the 4- or 5- year university of their choice – this type of data has always been difficult for me to attain and compile, but over the years it has been compiled via word of mouth and the numbers

have been quite good considering that the percentage of transfer students accepted to university programs is generally limited.

See Attachment A for the overview of the Priorities and Goals of Laney College.

3. Curriculum:

- a. Is the curriculum current and effective? Have course outlines been updated within the last three years?

We strive to constantly improve and grow our program and keep as current as possible – many students even return after graduating from their university program in order to participate in courses that we offer here at Laney that they are unable to get elsewhere.

The ARCH program has just recently finished updating all courses within the program and has submitted them via Curricunet as of Nov. 19, 2012.

- b. Please indicate how many active courses are in the department inventory.

The ARCH program has (16) subject related courses, (1) special projects lab, (1) open CAD lab, and a Select Topics course.

- c. How many of those have been updated in the last 6 years?

ALL courses have recently went through content review/updating as of Nov. 19, 2012

- d. If courses have not been updated within the last 6 years, what plans are in place to remedy this?

ALL courses have recently went through content review/updating as of Nov. 19, 2012

- e. Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?

Yes. The materials are currently in Curricunet and are being reviewed.

- f. What are the department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline

All of the courses within the program have been reviewed for content and updated/modified as necessary to reflect the currency requirements. The materials are currently in Curricunet and are being reviewed. All related information dates of validation are present on all course outlines.

- g. What steps has the department taken to incorporate student learning outcomes (SLOs) in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?

SLO's were reviewed and modified as necessary while performing the curriculum update in Curricunet – in some instances some courses did not have adequate SLO's and thus were revised and/or created from scratch. Some will need to be revised and/or entered into Taskstream after this program review is completed due to limited time constraints.

- h. If applicable, describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes? (Note: if your department has no certificate or degree offerings and does not offer a course as part of one of the College's associate degree programs, then skip questions 3.h. and 3.i.)

All program outcomes have been created and had been previously approved/entered into Taskstream.

By nature of the curriculum in the ARCH program and the nature of what it means to be an Architect, the overall program outcomes align very well with all of the institutional outcomes – Architects and students of architecture have to be able to develop communication, critical thinking/problem solving and technical skills in order to analyze and evaluate and create buildings/environments conducive to the quality of life – they have to demonstrate this verbally and graphically via manual and computer drawings and via the creation of physical models . This is also true of the fact that architecture students in our program develop a global awareness and are aware of the social and ethical responsibilities to design environments that are environmentally and socially responsible, while simultaneously developing personal and professional knowledge, skills and know the importance of overall health and positive well being because that is what we all try to strive to instill in all of our students.

- i. Provide one program level outcome (PLOs), and the assessment tool that will be used to measure the program level outcome this fall 2012 and spring 2013.

Utilize manual drafting tools and the latest computer technology to develop both 2-D and 3-D architectural/CAD drawings as is commonly found in real-world Architectural

settings, while further developing skills necessary to secure entry level employment as a drafting technician in an Architectural or related field.

Assessment: Final Capstone Projects developed by each student are reviewed, critiqued for overall level of accuracy/successful nature of the proposal.

Refer to Taskstream for additional PLO's – ALL PLO's have been entered.

- j. How are the SLOs and PLOs, if applicable, mapped to the college's Institutional Learning Outcomes? (*See Attachment B for copy of the Laney College Institutional Learning Outcomes (ILOs)*)

SLO's and PLO's are entered into Taskstream, but still need to be mapped to reflect alignment to the ILO's – will perform task as soon as time allows after the development of this Program Review.

- k. Recommendations and priorities.

See Attached Form C with outstanding courses identified and checked.

See Attachment C for listing of the courses in your discipline/department. If applicable, this document also lists the certificate and degree programs offered. Be sure to check the appropriate boxes and submit completed forms as part of this Program Review.

4. Instruction:

- a. Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?

Given the fact that a majority of our faculty are licensed Architects and have many years of experience in the field of architecture we are able to share the realities of the architecture profession with all of our students – we do this by trying to engage our students by fully immersing them into the 'real-world' practice of architecture and have them work individually and collaboratively on various projects throughout the semester. These types of courses allow us the opportunity to observe and interact with our students throughout the evolving nature of a design. Students are encouraged to interact and help one another and to challenge themselves and each other as well. In the process of most of our courses students are required to demonstrate their current level of knowledge/skills and by the end of each semester most students make measurable progress which is evident in their final projects.

Occasionally, we take students on field trips to further enhance their educational experience and also encourage community/professional outreach/networking, which

further improves their experience and opens up their mind to the myriad of possibilities that exist in the architectural/building/design profession.

We also are in integrating the use of our computer interfaced laser cutting machine in the production of design project presentation/study models, and are also trying to expand upon this experience by collaborating with other depts. on campus such as MACH Tech and WOOD Tech and CARP to further enhance the technological aspect of architecture/design. Ultimately we are trying to develop a course or student experience that would exhibit the ability of everyone to be able to develop a sketch for an idea, develop it in the computer, make study models with the laser and/or 3D printer in MACH and then build/erect the full scale prototype somewhere on campus to demonstrate the full immersive creative/design/building process.

- b. How does the department maintain the integrity and consistency of academic standards within the discipline?

As professional Architects we maintain currency and relevancy in the practice of architecture and building. We frequently have lively discussions on architecture/design/education and often collaborate with others in the college and community at large to develop possible future collaborative opportunities.

We often share our ideas of what is needed and/or lacking in the education process of an architect and some of us also try to stay in contact with our students after they graduate and transfer to other institutions, which is also a good source of information for where the profession is going.

- c. Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? Identify factors that are affecting enrollments.

Enrollment has remained relatively constant, with only a slight reduction this Fall likely as a result of the current economic climate, which always impacts the building related industry/educational fields. F09 – 305, F10 – 318, F11 – 298. The corresponding Spring semesters show slightly different levels varying from a high in S10 – 348, to S11-315 to a level that matches the previous fall semester, S12 – 298.

Student demand for some of our courses historically remains higher than others and that is due to the nature of the courses, such as CAD and Revit and 3D Studio – these courses have over time always experienced high levels of initial enrollment, but then have also experienced their share of retention/completion challenges due to students dropping out or not finishing the courses. Usually this is due to their course load or work/time conflicts, but it also sometimes indicative of students who just simply change their mind about pursuing a career in architecture/design, etc. But it also due to the fact that many students also just decide to get the free student software and practice on their own – which is not always the best route but one that many decide to do. This scenario often creates problems early in the registration for classes and causes some of them to fill to capacity too early making it difficult for some students to register for a class

because it is already full, but then a vacancy becomes available when it is too late in the middle of the semester.

- d. Are courses scheduled in a manner that meets student needs and demand? Please describe the criteria and considerations used in the scheduling process.

By reviewing the overall recommended program course preparation as well as the AS/CA degree requirements I was able to propose making some modifications to the ARCH program degree requirements while performing the curriculum course updates.

The requirements for the AS/CA degree as well as the proposed sequencing of those courses have been submitted for curriculum committee approval and will be implemented. The new changes will make the acquisition of a degree more relevant to current industry practices, while simultaneously provide students the necessary skills to transfer and/or seek entry-level employment.

The majority of our courses are offered primarily during the day time , which best fits the majority of our student's schedule, but we also offer some of the courses during the evening to accommodate our working/professional students who are seeking to upgrade their current skills, and this also accommodates our PT instructor's schedules as well, so overall the course schedule seems to work well.

- e. Recommendations and priorities.
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5. Student Success:

- a. Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department. What initiatives can the department take to improve retention and completion rates?

Based on the data provided, the overall student retention has been improving every year since F09 where the retention rate was 75%, and then increased to 77% in F10 to 78% in F11. Slow but gradual increase over time – a very promising sign.

The total number of AS/CA awards have increased a great deal from the 2010-2011 school year to the 2011-2012 school year: 1 AS and 2 CA, 7 AS and 6 CA, respectively. That's basically a 700% and 300% increase in just one year!! These numbers, however, will more than likely fluctuate slightly from year to year due to the number of students who decide to transfer early without obtaining a degree, but they could also continue to increase slightly if the students heed our advice to stay and finish their degree before transferring, especially since most of them will already have most of the necessary courses within the program completed when they apply for transfer.

We always strive to encourage and help our students to stay within the program and to finish the courses they signed up for – a lot of our students seek advice about their goals and the steps they should take to best achieve their personal/professional goals and as such we try to mentor them as best as we can to keep them on the positive educational path, which will ultimately provide them with the knowledge/skills to achieve whatever they set their minds to.

- b. Identify common challenges to learning among your students? What services are needed for these students to improve their learning? Describe the department's efforts to access these services. What are your department's instructional support needs?

Sometimes our students experience difficulty gaining access to the computer labs that we have within our dept. because the open lab class is often cancelled due to low enrollment, but believe the decision to cancel should be delayed until after two weeks to allow us the time to encourage more students to sign up for it when they realize the importance of having the additional time/instructor assistance to work on their projects. This lab is also an excellent opportunity for our students to be able to help and tutor each other when they experience difficulties, especially since the funds to hire tutors to assist is generally limited or unavailable – it is also probably less expensive in the long run to maintain the open lab, which would potentially benefit more students as opposed to paying for a tutor to assist one individual student, which has been the case at times – inefficient use of scarce resources.

The dept. continues to face the typical instructional support needs – the ongoing maintenance of the depts. physical facilities as well as the maintenance/updating of all of our computer systems and all of the accompanying specialized software programs that

need continual updating on a yearly basis. The same is true for our in-house printers/plotters/copier/projectors – occasional maintenance issues arise and need to be attended to in order for everything to function properly. A yearly minimal budget amount needs to be maintained to order replacement bulbs, ink cartridges, plotting and printing papers and other miscellaneous parts.

- c. Describe the department's effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?

Individual student assessment has been ongoing within the dept. and most data on all of the individual SLO's for each course have been gathered but the data still has to be entered into Taskstream, which we will be able to focus on now that all of the program curriculum updates are finished and as soon as this Program Review is finished.

The same can be said of the Program Learning Outcomes.

Personally, when I observe the results of a given project and the performance of students working on such projects I always make adjustments to try and improve the learning objectives and success of each individual student – this allows me the ability to improve course materials and course delivery. It is constantly evolving and developing. I have also discussed and observed this with other instructors in the dept. and have witnessed positive results in the overall success and understanding of the students and of the overall retention of students within the individual courses, which is a positive sign that assessment/modification based on assessment works. The data from all instructors just has to be collected and input into Taskstream.

- d. Recommendations and priorities.

Please either embed or attach data that you will be referencing. Use the Program Review data applicable to your department supplied by your Dean. In addition, the following link, (<http://web.peralta.edu/indev/research-data/documents/>), will take you to more data that you may find helpful as you study the overall efforts and impact of your unit. See the appropriate tab in attachment C referencing the assessment data.

6. Human and Physical Resources (including equipment and facilities)

- a. Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Currently the ARCH dept. has (1) FT and (8) PT staff.

b. Describe your current use of facilities and equipment.

The ARCH program currently occupies space in the upper G Bldg. – studios G239, G240, G241, and CAD lab G270. We have (4) small offices for FT/PT faculty, with some PT faculty sharing office space. Occasionally, due to class size, G246 is utilized in the courtyard.

The floor outlets in the studios, G239, G240, G241, still need to be repaired/upgraded or completely replaced in order for them to be safely used – most are not working and the ones that do work are not very safe with frequent arcing when computers or projectors are plugged in.

Some vinyl floor tiles in the entry lobby are beginning to come loose due to rainwater entering under the doors when the wind blows – could become a tripping hazard to individuals entering the dept.

Air filters need to be cleaned and/or replaced as is evident of black dust accumulating on surfaces throughout the studios and offices.

The (3) studio countertops, faucets and sinks (previously leaking) have all been replaced/upgraded due to ADA modifications.

Dozens of previously burned out fluorescent tubes were recently replaced and are providing adequate lighting levels in the studios and offices, although recently a few additional bulbs have burned out and will eventually need to be replaced, but currently there is adequate lighting even with the few lights burned out.

Our CAD/computers have all recently been replaced with newly purchased HP Workstations utilizing Measure A funds. All CAD/Revit software has been updated and installed. Each of the (2) studio plotters have been installed and networked so students can plot their CAD generated drawings. The laser printer in CAD lab is still functioning but may need to be replaced in the not too distant future due to very high use.

Currently our small storage space which is generally reserved for expendable materials/supplies storage is being temporarily used to store IT computer parts/old computers. This is taking up space and making it difficult to access and to use the laser cutter, which is connected within the space as well due to safety and security concerns – ideally the old computers and excess parts needs to be removed to a more suitable location.

c. Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key staffing and facilities needs for the next three years? Why?

We are able to operate and function as a full service dept. with the faculty and equipment and other resources that we currently have, but may need to provide a more adequate space for the laser cutter if the current space does not work out as well as intended.

Need to maintain the faculty that we currently have in order to effectively teach the courses that we offer.

The Architecture dept. may eventually need a part-time student assistant to help monitor the usage of the laser cutter – the equipment is very expensive and can be very dangerous if not used properly. The student assistant can help assure proper usage and make sure it is locked up and secure. It is intended to be used by students who are taking the advanced Design III and Design IV courses because at that level they should have acquired the necessary CAD skills needed to create the necessary drawings that are used with the laser cutter and this will also help increase the completion numbers in the program because more students will desire to take the advanced levels in order to use the system.

The general maintenance and upkeep of the facilities is required in order to maintain a safe and conducive learning environment.

- d. If your department experienced a reduction in resources, describe the impact of that reduction on the overall educational quality of your unit and the College.

If our dept. experienced any additional reductions we would not be able to effectively teach all of the required courses that students need to achieve the AS/CA degree. This would also impact a student's ability to transfer to a 4- or 5-year university program to further their educational goals, which is primarily the course that most of our students take (they generally do not complete the program but instead acquire the minimal required courses that are required to be considered for transfer). It would also limit our ability to offer courses to the working professional wanting to upgrade their current skills.

- e. How does the department plan to sustain the quality of instruction and/or services offered through your department in the current environment of reduced resources?

We have been able to teach quite effectively but at times it has been a struggle and sometimes have had to personally purchase supplies/materials in order to keep some things operational/functional.

We have tried to be as resourceful as we can by offering some courses concurrently, which at times during higher enrollments has been unfair to students due to having to split time available for students at one level of studio with those in another level, etc. We have been doing this for years and so far it has worked, but it isn't always the most ideal

because sometimes the amount/extent/depth of material to cover is impacted, but a few of our instructors are usually more than willing to stay late and help students after class to provide that additional level of assistance that is often needed and desired but not able to get during the regular scheduled class.

- f. What does the department recommend that the college do to maintain quality educational programs and services?

Support us in our desire to teach and not burden us with so many tasks requested of us – I am particularly speaking from the perspective of the acting Dept. Chair – it is difficult to maintain a creative and enthusiastic level of teaching if we are constantly being asked to do things that are above and beyond what we are good at – data entry and typing in a system such as Taskstream is not as clear cut as it seems. I personally would rather spend time generating new course materials and projects for my students to enhance their educational and architectural experience, which is what I am best at and which I have a passion for and knowledge of and want to share.

Allow us to maintain/offer the courses we have and are necessary for student success for degree/transfer and encourage us to develop and create new and exciting cross-disciplinary courses – there is a lot of potential for exciting educational experiences.

- g. Please provide any other recommendations and priorities. (Use the appropriate request forms within Attachment D.)

Support us by hiring full time our CTE Division IT person, Jerry Casey, whom has done wonders with our CAD labs and who has built (one from the ground up) and rebuilt (both after acquiring new systems) over the past couple years with little to no assistance – a daunting challenge, and that is just our dept. He maintains all of the CTE division computer labs – a total of almost 400 computers total – that’s a lot of computers for one person to maintain, repair, and update each and every time new software is purchased/installed.

7. Community Outreach and Articulation

For Career and Technical Education Programs:

- a. Describe the department's connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How are you assessing this?

The Architecture department continues to reach out to local companies and organizations to assist in the continuation and further development of our professional industry advisory board, seeking continual input on professional trends.

With the future enhancement of our Advisory Board we are hoping to attract a few more professional Architects willing to participate. Previously, we had originally structured the advisory board with member representatives from both the engineering and surveying professions (aspects of the program I have modified with the current curriculum/program updates), it is my opinion that we need to make this adjustment to reflect our current program outcomes, which is solely architecture. We will then need to schedule a meeting in the near future to best improve and make sure our program is relevant in preparing our students the best way we can for transfer and/or for securing entry-level work. We want to be able to make all the necessary improvements that can be made with the available funds and resources that we may acquire, and we also want to continue to set a standard of excellence that no other college in the area can offer for the value.

- b. Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?

It is the foundational skills that we provide the students in our program with that ultimately prepares them to transfer and succeed in the university if they choose to transfer or to enter the workforce at entry level positions or improve their current professional skills.

If they did not acquire the necessary skills that we teach them they would not be able to do well at the university level, which we know first-hand they do because they often come back and share their experiences with us as well as share their projects that they had been working on.

Many students attain the necessary skills and find themselves transferring to universities all across the country, such as UC Berkeley, Cal Poly San Luis Obispo, Cal Poly Pomona, New School of Design in San Diego, California College of the Arts in San Francisco, University of Oregon, University of Cincinnati in Ohio, to name a few.

As mentioned, completion rates have always varied because most students decide to transfer out to pursue their undergraduate degree at the university level before completing all of the requirements of the AS/CA degree, but I believe this will probably change slightly in the near future after they realize that the degree is more attainable with the program course requirement updates I just implemented, and with continual encouragement from myself and other instructors.

- c. What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?

Architecture students can enter the workforce as an entry level CAD technicians or gain employment in an Architectural office, depending on level of experience and education/skill level.

The general wage ranges from \$20 - \$35 for an Architectural CAD drafter

In general, these types of technical/professional positions require post-secondary educational development, which is what most of our students pursue. The overall completion rates outlined in our data is not necessarily representative of a student's ability to get a entry-level job, nor indicative of their ability to transfer to a 4- or 5- year university program – most students complete only those minimally necessary courses necessary to qualify them for transfer/acceptance into a program – a AS/CA degree is not required to transfer and nor is it required to gain entry-level employment – some students have been able to acquire work by simply developing basic computer skills.

What are the employment projections (numbers of replacement and new positions) for these job titles over the next 10 years using the California Employment Development Department

Labor Market Information? (<http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1004> , and <http://www.laney.edu/wp/educational-master-plan/2010-educational-master-plan/> for the Laney College Educational Master Plan, Chapter II, pps. 18-30.)

Based on the data listed in the LMI, the average demand for Architectural Technician drafters is expected to be approximately 250 annually, with an overall projected outlook of approximately 12,600 for the years 2010-2020 for the entire state of California, and approximately 1340 for the East Bay area (an increase of 22%) for the same time period.

- d. What industry trends are most critical for the future viability of the program? What are the implications of these trends for curriculum development and improvement?

The future of the 'vocational' component of the program continues to be dependent somewhat on the overall economic climate of the area and the building industry as a whole nationwide. Currently, only a couple students (previously attended Laney and then UCB) are employed with local architects. Many students who have graduated from UC Berkeley visit and inform me that they are still unable to find employment in their chosen field due to the current economic condition. Some have decided to return to Laney to finish the AS degree that they almost acquired before they transferred to UCB, simultaneously updating and improving their marketable skills, while some decide to continue their education in a related field such as Construction Management or Carpentry.

The industry as a whole continues to experience limited employment opportunities due to the state of the national economy, but has been fairly stable this past year. This semester we have experienced stable student interest/enrollment but overall believe that enrollment will rise slightly with the current signs of a slightly improving economy as is evident in the recent report on new housing starts and housing/economic predictions. Most architects express that the most desirable skills they are interested in when potentially hiring, is that they all stress the importance of having students learn CAD and/or Revit, which is the BIM (Building Information Modeling) course we currently offer. This course continues to set us apart from other colleges in the area, as well as prepare our students with the latest technology and skills available.

We have also increased the awareness of sustainability concepts/practices in design by encouraging our students to take our Introduction to Sustainable Design Applications course – it is an introductory level course that has seen an increase in enrollment this semester. There is a lot of interest in the course and many students will benefit by having the opportunity to implement the concepts they learn in their designs. This course is very relevant to the ARCH program and to the community at large and believe that it will only gain in popularity as time goes on. In an attempt to do this I recently proposed a program level change by making this course a requirement for the AS/CA degree after modifying the overall program requirements.

Additional trends within the industry may warrant the eventual creation of a cross-collaborative course or sequence of courses to allow us to implement the latest technology/skills associated with these computer aided robotic building/manufacturing trends. I am currently in contact with individuals with expertise in this area and we are attempting to create such a project in hopes

of providing our students with the cutting edge skills and knowledge to provide them an opportunity they may otherwise not ever get.

For transfer programs:

- e. Describe the department's efforts in meeting with and collaborating with local 4-year institutions. How is the program preparing students for upper division course work?

Our dept. just recently sponsored a informative presentation with representatives from UCB whom came and presented information to our students about their program and transfer considerations. We also sponsored one from Cal Poly SLO last Spring and will do so again this spring to provide our students with alternatives to consider. These types of presentations are given and are direct results from our continued outreach to the area institutions. We also encourage the participation of our students to consider visiting area institutions, which often occurs if they participate in the department's student design club.

Many students who transfer often continue to come back and share their experiences with myself and their other instructors and it is always good to hear how well we have actually prepared them, but also how much more demanding it is at the University level and that the expectations of student ability and finishing projects on time and with a higher degree of quality is expected. That is one of the reasons I believe we can, and should strive to push our students and get them to always put in their best efforts and to finish and present as though they are already at the university level, because if they don't they may find they might not be able to handle the increasing expectations at the university level.

Students often continue to transfer to universities after only completing a portion of the overall program offerings because some universities do not require students to take all of the design series courses. I always encourage them to take all of the design level courses to better prepare them for the additional challenges that they will face when they transfer, but many do not heed the advice, and that is one of the reasons why the total number of degrees granted in our program remains low – although recently I have been able to convince quite a few students to stay and complete the program so they actually leave Laney with a degree, so that is encouraging.

This Fall our program successfully transferred over 18 students to various Universities and colleges – most transferred to UC Berkeley and a few transferred to California College of the Arts undergraduate and Master's Architecture program. This data is based on information provided by the students who transferred – it is not representative of all the students who have decided to transfer because many students do not ever report where they are actually transferring to or when they are transferring, but the information that I do have is important and reliable data, and is often confirmed by students during return visits or when we visit students in other institutions when we tour the facilities.

- f. Has there been a Transfer Model Curriculum identified for your program? Has it been implemented? If not, what are the plans to do so?

Our program's current transfer curriculum is aligned with the institutions most likely to accept our students.

For all instructional programs:

- g. Describe the department's efforts to ensure that the curriculum responds to the needs of the constituencies that it serves.

Having most of our instructors versed and experienced in the architectural profession is probably the greatest benefit our students get when they take courses in our program. Each of us has experience within a wide variety of projects and within various areas of practice/project development/building, etc., and all of this lends itself to the quality and currency and relevancy of the knowledge, skills, and real-life experiences expected of an architect and which may be experienced by our students as they pursue their own educational/professional goals.

- h. Please indicate how many of the full and part time faculty have been evaluated in the last three years. For faculty that have not been evaluated in the last three years, what are your plans to become current.

I have performed evaluations for (2) PT instructors in the CONMT program because there was no active Dept. Chair.

I will attempt to perform evaluations for 2-3 PT faculty during the Spring semester.

I believe I performed a few other evaluations over the past few years, but again, with all of the other required tasks that we, as acting Dept. Chairs, are requested to do I have been forced to prioritize based on what is most urgent and so evaluations have not always been at the top of the list, and personally, I believe that if the feedback from students within all of the various courses is positive then I don't believe it is all that urgent. If, on the other hand, I get feedback from students that indicates their experience is other than positive and educational then I do try to make time to perform the evaluation, which I have done in the past.

- i. Recommendations and priorities.

