

LANEY COLLEGE
Peralta Community College District
Annual Program Update Template 2014-2015

I. Overview			
BI Download:	10/24/2014	Dept. Chair:	Ron Betts
Subject/Discipline:	ARCH Architecture	Dean: Peter Crabtree	
Campus:	Laney		
Mission Statement	<p>The Architectural Technology program offers a wide range of necessary and desired technology related computer skills for transfer to four- and five-year architecture programs.</p> <p>The curriculum provides individuals with the necessary skills for both entry-level employment opportunities in the design/construction fields, as well as opportunities for continued professional skill development for the working professional. Students in the program have the opportunity to prepare for positions such as CAD/BIM/Revit designers/detailers/drafting technicians as well as other related professional occupations in both the public and private sectors of architecture/engineering/construction offices.</p> <p>Supplemental courses provide students a broad base of architectural knowledge and skills as well as a general education background that will enable them to continue their architectural education at the university level.</p>		

II. Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F11					0
Census Enrollment F12					0
Census Enrollment F13	0	0	222	0	222
Sections F11					0
Sections F12					0
Sections F13	0	0	12	0	12
Total FTES F11					0
Total FTES F12					0
Total FTES F13	0.00	0.00	36.39	0.00	36.39
Total FTEF F11					0
Total FTEF F12					0
Total FTEF F13	0.00	0.00	0.13	0.00	0.13
FTES/FTEF F11					0
FTES/FTEF F12					0
FTES/FTEF F13	0.00	0.00	273.02	0.00	273.02

Note: Attendance Method "X" classes are excluded from the calculations.

III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F11					0
Total Graded F12					0
Total Graded F13	0	0	222	0	222
Success F11					0
Success F12					0
Success F13	0	0	128	0	128
% Success F11					
% Success F12					
% Success F13	0.00	0.00	0.58	0.00	0.58
Withdraw F11					0
Withdraw F12					0
Withdraw F13	0	0	33	0	33
% Withdraw F11					
% Withdraw F12			0.12		
% Withdraw F13	0.00	0.00	0.15	0.00	0.15

IV. Faculty

	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F11					0
Contract FTEF F12					0
Contract FTEF F13	0.00	0.00	0.00	0.00	0.0
TEMP FTEF F11					0
TEMP FTEF F12					0
TEMP FTEF F13	0.00	0.00	0.13	0.00	0.13
Extra Service FTEF F11					0
Extra Service FTEF F12					0
Extra Service FTEF F13	0.00	0.00	0.00	0.00	0.0
Total FTEF F11					0
Total FTEF F12					0
Total FTEF F13	0.00	0.00	0.13	0.00	0.13
% Contract/Total F11					
% Contract/Total F12					
% Contract/Total F13	0.00	0.00	0.00	0.00	0.0

V. Qualitative Assessments

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.

According to the BACCC data provided it is clear that training within the Architecture Dept. is very relevant to the success of students desiring to transfer because most higher paying jobs require a Bachelor's Degree or higher, and this requires a student to receive the necessary preparatory training/skills prior to transfer into a 4 or 5 yr institution.

Working professionals are also receiving training and/or updating their skills by taking some of our courses within the program without necessarily trying to complete all courses or get a degree/certificate because they already have a degree or are just seeking to improve their skills. The data indicates that there is an anticipated 3.60% increase in demand from 2013 (12,035) to 2016 (12,472) for Architectural and Engineering Managers, with an anticipated 437 new positions for 2016 (the table indicates 948 replacements, 1,385 openings and 462 annual openings). These positions require a Bachelor's degree or higher and thus students have to take courses prior to transferring, and this is what 95% of our students do – they take only the necessary courses required to be accepted into a university and then transfer without getting a Associate Degree or Certificate within our program here, which explains why our graduation and completion rates are relatively low. What matters most in our program is the preparation of students for transfer, and what we have primarily been focused on. However, I strongly encourage all of my students to complete their degree first and then transfer because then they will be that much more prepared when they do transfer or if they seek an internship, etc.

The BACCC data also shows a slightly growing demand for Architects and Architectural Drafters in general over the next year in the Bay Area with an increase from 2013 (4,712) to 2016 (4,967) of 5.4% (473 replacements, 728 openings, 243 annual openings) and an increase from 2013 (3,525) to 2016 (3,566) of 1.2% (208 replacements, 249 openings, 83 annual openings) respectively, with the latter requiring a Bachelor's Degree and the former requiring an Associate's Degree. Many of our students find that they are able to secure entry level employment in small firms by just having some of the skills necessary, which they gain while taking individual courses within our

program, such as Fundamentals of Drafting, Beginning CAD and Beginning Revit.

I am currently in the process of contacting/updating the members that make up our Advisory Committee - some local Architectural firms have replied and as of last week we now have representation from world renowned architectural firm Gensler Architects on board. Will continue outreach and arrange for a meeting to discuss program direction/improvements and possible integration of other software if deemed necessary when a suitable date/time is available for all members to participate. Our current active members (including professionally licensed instructors teaching in the dept.) continually provide feedback to address issues of areas of improvement which lead to implementing new materials in the context of our existing courses, which have lead to developing new courses (and soon to offer new Certificates relating to Digital Design/Fabrication with the integration of our newly developed cross-departmental FABLAB facility).

This seems to be the direction that many architects want to explore – providing them with the necessary tools to allow them to not only Design but to also allow them to Fabricate and Build components of a design project in-house. We will get additional feedback as to the extensiveness of this when our new Advisory Board convenes later this semester. And then we will be able to design our new Design/Fabrication Certificate around that.

Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.

Our program is specifically designed to prepare students for transfer to a 4-year university, with a majority of our students choosing to apply to and transfer to UC Berkeley. The courses we are currently offering prepare them quite well for entry into these institution's programs. I personally receive feedback from students who have successfully transferred into and from students who have finished their studies at the higher institutions as well, and this provides us with valuable feedback. The new courses that we intend to develop or have developed and intend to offer in the Fall will enhance the preparedness and skill level of our students.

	<p>As of last year we have successfully transferred at least (4) students to UC Berkeley (of those who informed me of their acceptance). We also had at least (1) student who transferred to CCA in San Francisco (of those who informed me of their acceptance).</p> <p>We currently have over (12) students (of those that have informed me) who have applied for transfer to various institutions in and out of the Bay area, and will find out in late April how many of those actually get accepted. This data will be logged as I receive it.</p> <p>Tracking individuals who transfer and/or who accept job opportunities is quite challenging and there doesn't seem to be any easy way to do this – I rely solely on staying in contact with my students as much as possible, but some do not always want to share certain aspects of their life, especially if they do not get accepted into the institution n they want because they feel bad, but I have at least tried to maintain an ongoing record of this to the best of my abilities.</p>
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VI. Course SLOs and Assessment	
Number of active courses in your discipline	15 - (some are offered in either Fall or Spring Semester)
Number with student learning outcomes (SLOs)	All courses have SLO's and I entered all of them into Taskstream. All our instructors also clearly list them on their syllabi, which are collected at the beginning of each semester and forwarded to the Dean to be kept on record as requested and required.

<p>Number of courses that have assessed at least one SLO in the past academic year, 2013-2014 (see your TaskStream report for data):</p>	<p>Beginning CAD ARCH 104A and 3D Max ARCH 110 have SLO's assessed and data should have been entered into Taskstream, but I was unable to locate in system. When I try to look it up I do not see it.</p> <p>NOTE: I contacted Cheli Fossum yesterday (2/19/2015) and explained the situation – she went into the system and updated it to reflect the new program name Architecture (instead of A/ET, which was what was showing in the system and may have been the issue). She said all of my courses are now showing and some do have assessment data entered. I informed her that I intend to enter data now that I have access and can actually find all of my courses again. I do have some assessment data for each of my classes that I have taught, and will try to gather data from other instructors as well.</p> <p>Other courses have data that will be entered into Taskstream when time allows after time spent preparing this APU. Data for most is compiled for at least one SLO in the majority of the</p>

	<p>courses and will more than likely have to be entered by Dept. Chair. When time allows.</p>
<p>Percent of courses that have assessed at least one SLO last year, 2013-2014: <i>Calculating your percentage: Number of courses assessed divided by total active courses in your discipline.</i></p>	<p>SEE NOTE ABOVE</p> <p>Need to get final data gathered by instructors who are not actively engaged in the entry into Taskstream from the courses they are teaching – it is relying solely on the Dept. Chair to try and gather this information and then enter it into Taskstream when time permits and when not busy teaching/assisting students for hours after class/grading/assessing student work/developing new courses and certificates/and refining current course content to continually improve the current course content for optimal student experience.</p>
<p>Number or percent of courses you plan to assess (at least one SLO each) this academic year (2014-2015):</p>	<p>I personally plan to continue to assess numerous SLO's within each of the courses I teach. Some instructors do assess and also enter their data into Taskstream as well and will continue to do so. Will try to get others to do so as well, but will at least try to get their data from them to be entered by myself as time permits.</p>
<p>If the percent of courses you plan to assess is not 100%, explain why here.</p>	

It is difficult to get all instructors to compile data from their classes and then to provide it to me, but will continue to request it and then enter as it comes in. Most instructors teach at other institutions and have quite busy and hectic work schedules as well as other professional work activities, which doesn't make it any easier – we are dedicated to teaching our students and providing professional experience to enhance their education, both in class and after hours outside of class helping them work on their projects in the studios during open lab hours which often runs late into the night at times – beyond required teaching times, but do so because we are devoted to helping students succeed and finish their projects and achieve their goals.

Briefly describe the general types of assessment methods you are using. (For example: common test questions, student papers evaluated with a rubric, student projects evaluated with a rubric, safety observation checklists, etc.)

See Note Above

Most of the SLO's within almost all of our courses can be clearly evaluated by reviewing the student's work within their Final Projects within each of their classes. A student's ability to demonstrate their comprehension and understanding of a given concept/skill is clearly identifiable and measurable within their work. Some instructors use quizzes and exams to generate additional data pertaining to successful comprehension and understanding of a given topic/subject. Another method frequently utilized is allowing a student to explain to another student what they are supposed to learn, and in doing so allows the instructor to hear/observe if the student actually does understand the concept and ability to execute the pertinent skill.

List two examples of the **most important plans for changes and improvements** as a result of what you learned during the course SLO assessment process in the past academic year (Fall 2013- Spring 2014). State the course number for each example so that the details of the assessment findings and action plans can be located in TaskStream. *

* This will be verified by checking in TaskStream.

Example: Chem 30A, Departmental safety policies need to be revised and all instructors need to be made aware of new policies. Lab techs to start monitoring lab safety.

I am unable to locate information – this might be due to, for one – the old dept. name (A/ET) is still showing and needs to be revised to reflect the new ARCH department name – this continues to be an issue within other areas as well – the Promt system also needs to be updated to reflect the change – I believe this may be why I am not able to locate all of the information I know I entered into Taskstream several years ago with Cheli Fossum's assistance. So, until I am able to actually locate it within Taskstream I am unable to enter info. or verify anything.

List two examples of the **most significant changes/improvements your department has made** as a response to assessment results in the past academic year (Fall 2013-Spring 2014). State the course number and the academic year it was assessed for each example so that the details of the assessment findings, action plan and status report can be located in TaskStream. *

(* This will be verified by checking in TaskStream.)

(Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.)

Example: ESL 283, assessed Fall 2012. In Fall 2013, projects were made an integral part of this High Beginning Speaking/Listening course to engage students more deeply in the target language.

I am unable to locate information in Taskstream – information I personally entered I am unable to find. But I know that all of our instructors make continual adjustments/improvements/modifications to the material they cover and teach as well as implement other teaching strategies to improve our student’s educational experience with the ultimate end goal of improving their comprehension of concepts and empowering them with the necessary skills to execute the varied challenges and activities of their projects.

VII. Program Learning Outcomes and Assessment

	Fall 2014
Number of degrees and certificates in your discipline (If your department doesn't offer any degrees or certificates, you don't have to answer the rest of the questions regarding program assessment.)	
Number of degrees and certificates with PLOs entered into TaskStream: (* This will be verified by checking in TaskStream.)	Both our Degree and Certificate should have PLO's entered in TaskStream
Number of degrees/certificates that have assessed at least one PLO in the past year:	
If less than 100% of your programs have assessed at least one PLO last year, what is your plan for assessing program outcomes for all degrees and certificates?	
List two examples of the most important plans for changes and improvements as a result of what you learned during the program (PLO) assessment process in the past academic year (Fall 2013- Spring 2014). State the program name for each example so that the details of the Assessment Findings and Action Plan can be located in TaskStream. * (* This will be verified by checking in TaskStream.)	
List two examples of the most significant changes/improvements your department has made as a response to program (PLO) assessment. State the program name and assessment cycle for each example so that the details of the Assessment Findings, Action Plan and Status Report can be located in TaskStream. * (* This will be verified by checking in TaskStream.) (Please make sure that the evidence for these changes/improvements is uploaded to the Status Report in TaskStream, or attach the evidence to this report.)	

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VIII. Strategic Planning Goals

Check all that apply.

- XX Advance Student Access, Success & Equity
- XX Engage our Communities & Partners
- XX Build Programs of Distinction
- XX Create a Culture of Innovation & Collaboration
- XX Develop Resources to Advance & Sustain Mission

Describe how goal applies to your program.

Since our last program update the Architecture Dept. has created a cross-collaborative relationship with Carpentry and Wood Technology and Machine Technology to develop a cross-collaborative Design/Fabrication/Build course that allows students to interact across disciplines as well as work with professionals in the community who have welcomed the opportunity to share their expertise, their services and equipment as well as donate materials. This could eventually morph into a more robust Design/Fabricate/Build program unique to the College, and any community college for that matter. We will meet with our Advisory members to get additional input and feedback and then integrate as best as possible to meet the needs of this base as well as continue to strengthen and develop courses relative to the successful preparation and transfer of our students to 4 and 5 –year institutions. Eventually, if this concept takes off we may need a larger facility to house all of our anticipated equipment/activity/building needs, as the current FabLab is in a temporary space with very limited capabilities.

IX. College Strategic Plan Relevance

Check all that apply

New program under development

Program that is integral to your college's overall strategy

Program that is essential for transfer

Program that serves a community niche

Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.

Other

X. Action Plan

Please describe changes in your program since your last program review or annual program update that requires additional resources not addressed in your last program review or annual program update. If additional resources are need, please reference data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). In describing changes, consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

Include overall plans, goals and specific action steps for the coming year.

Continuing to develop a multi-disciplinary, cross-collaborative Design/Fabricate/Build program that will include Architecture, Carpentry, Wood Technology, Machine Technology, Welding Technology , Electrical Technology and Environmental Control Technology programs (and others within our college and possibly Merritt College's Horticultural program as well). This will become a viable and unique opportunity for our students -- many have already signed up for and committed themselves to full participation in our recent entry into the SMUD (Sacramento Municipal Utilities District) statewide, by invitation only, Net Zero Tiny House competition. I believe this is where we will be able to test and develop new methodologies in cross-collaborative opportunities since this particular project will REQUIRE the cross-disciplinary interaction of faculty and students from multiple depts. to successfully Design and Fabricate and Build a complete Net Zero Tiny House. With our entry we have committed to the completion of this project culminating in the public presentation and exhibition of the final project in Sacramento in October 2016. We will continue to need support and assistance to make this a reality – funding for part-time instructor's time outside of class will become necessary as this type of project will require a lot off additional hours beyond a typical class. As for myself and other full-time faculty most of us are willing to lend our experience and expertise to enhance all of our student's educational experience and to encourage their involvement and learning opportunities. We will need support in acquiring the necessary materials to complete this project – it not only will be a representation of all of our individual departments but will be an opportunity to highlight the Peralta District as well because it will be a statewide endeavor and will receive statewide and possibly national media exposure.

	XI. Resource Needs: Using the Excel Spreadsheet (separate document)
FORM A	Please describe the need and prioritize any NEW faculty requests.
FORM B	Please describe and prioritize any NEW equipment, material, and supply needs. For Instructional Equipment & Library Material (including instructional equipment repairs).
FORM C	Please describe and prioritize any NEW facilities needs using Form C.
FORM D	Please describe the need and prioritize any NEW classified and student worker requests.
TECH FORM	Laney College Technology Equipment Request Form: Please list your computer and other technology needs in this form.