Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College

Career Technical Education (CTE) Program Review Handbook

Fall 2015
Version 3.

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Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Comprehensive Instructional Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.

- Provide a standardized methodology for review of instructional areas.

- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.

- Identify effective and exemplary practices.

- Strengthen planning and decision-making based upon current data.

- Identify resource needs.

- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level.

- Inform integrated planning at all levels within the College and the District.

- Ensure that educational programs reflect student needs, encourage student success, and foster improved teaching and learning.

- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

Components in the Process

The CTE Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of a discipline, department or program. These questions direct faculty to examine the curriculum, pedagogy, assessment results, and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the CTE Program Review process include:

- The CTE Program Review Team

- Core data elements

- Completion of a CTE Program Review Narrative Report every three years

- Validation of the CTE Program Review Report

- Completion of three reporting templates (found in the appendix). They are:

  - The CTE *Program Review Resource Requests Template* in which to summarize key resource needs.

  - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Comprehensive Instructional Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.

  - The *Validation Process Form* in which to document the validity of the program review.

- Annual Program Updates (APUs), which review progress in meeting goals identified in the CTE Program Review, are completed in the alternate years within the CTE Program Review three year-cycle.

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Thus, the recommendations and priorities from the CTE Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The CTE Program Review Team

Each discipline, department or program at the college will assemble a Comprehensive Instructional Program Review Team at the College that is comprised of the following members:

- Department Chair, Program Coordinator, or discipline designee.

- Division Dean

- Two additional faculty members, if applicable.

- All faculty members within a department are encouraged to participate in the comprehensive Instructional Program Review process, although participation is not mandatory.

- A college body, such as a validation committee or institutional effectiveness committee, comprised of faculty outside of the discipline, department or program.

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The CTE Program Review Team will analyze the core data elements, course outlines, SLO assessment results, and complete the CTE Program Review Narrative Report.

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Validation: A designated college body, such as a validation committee or institutional effectiveness committee, will review the CTE Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction.

CTE Core Data Elements

Part I. District Office

The *District Office of Institutional Research* will provide the following data to the College discipline, department or program by October 1st of each comprehensive program review year.

- Total enrollment data for each discipline, department or program (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.

- Enrollment data for individual courses, by time of day, fall, spring and summer sessions, for the last three years.

- FTES per FTEF (productivity) by course and discipline, department or program for the last three years.

- College productivity rate for the last three years.

- Productivity for comparable CTE departments for the last three years.

- Degrees and certificates awarded, by discipline, department or program disaggregated by age, sex and ethnicity for the last three years.

- Total degrees and certificates awarded by the college, per year, for the last three years.

- Retention rates by course and discipline, department or program for the last three years.

- Overall college retention rate.

- Retention rates for comparable CTE departments for the last three years.

- Course completion (student success) rates, by course and discipline, department or program for the last three years.

- College course completion rates for the last three years

- Faculty Demographics: Full-time/part-time, age, gender, ethnicity

- Labor Market Information and Trends:

    - Data by O*NET classification (from Career Zone California) on new and replacement job projections and wages
    - Data/Reports from Centers of Excellence (COE) on industry sectors
    - EMSI data or other sources of EDD data

Part II. College

A. The *Office of Instruction and/or the Curriculum Specialist* at the College will provide the following to each discipline, department or program.

- A list of active courses in the discipline, department or program and the date they were last updated/approved.
- A list of degrees and certificates

B. The *Office of Instruction and/or SLO Coordinators* at the College will provide the following to each discipline, department or program.

- A list of courses and programs that depicts the current status of assessments at the course and program levels.

C. The *Office of Instruction* at the College will provide the following to each discipline, department or program.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
- A copy of the College Goals and Objectives for the current academic year.

Definitions

Discipline: An individual area of study within a department/program. Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

Department/Program: An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

FTES (Full Time Equivalent Student): This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

WSCH: Weekly Student Contact Hours. For a particular class, Weekly Contact Hours = number of class hours per week, and WSCH for the class = total number of weekly contact hours for all students in the class as of census date.

To compute the FTES generated by a 17.5 week semester class use the formula:

$$FTES = WSCH \times 17.5 / 525$$

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH, and so

$$FTES = 120 \times 17.5 / 525 = 4.0$$

FTES/FTEF (Productivity): The ratio of full-time equivalent students to full-time equivalent instructors. This is a measure of class size and will differ across disciplines and types of classes. For lecture classes, Productivity = enrollment/2. For example, if there are 35 students in a lecture class, productivity = 35/2 = 17.5.

Retention: The percent of students earning any grade but "W" in a course or series of courses. To compute retention for a class, take class completion with grade other than "W" and divide by enrollment at census. Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade

Student Success: Course completion rate with a grade "C" or better.

The CTE Program Review Report

1. **College: Laney College**

   Discipline, Department or Program: Architecture

   Date: October 15, 2015

   Members of the Comprehensive Instructional Program Review Team: Ron Betts (Dept. Chair), Peter Crabtree (Dean), Eileen Tumlin (PT Faculty), Lillian Crist (PT Faculty)

   Members of the Validation Team: ???

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

Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.

Our program is specifically designed to prepare students for transfer to a 4-year or 5-yr. university to continue their studies in the Architecture profession, with a majority of our students choosing to apply and transfer to UC Berkeley. The courses that we are currently offering prepare them quite well for entry into these institution's programs, and many of them satisfy the minimum transfer requirements to gain entry into the transfer programs (many students decide to take ONLY those courses that are actually required to gain entry into the transfer program and do not consider getting their AS Degree here at Laney, thus the reason for some low enrollments in the upper level design courses (Design III and Design IV).

Our Architecture program is the ONLY program within the Peralta District that provides our students with the opportunity to gain the entry level skills required to apply for various 4 and 5 yr. university transfer programs. Our program also provides continuing education skills enhancement to working professionals as well as to recent college graduates from such programs as UC Berkeley (they do not teach Revit at UCB) – thus students return even after receiving their Bachelor's degrees to gain the necessary skills primarily utilized in the professional realm of developing all of the necessary construction related documents.

Our program offers an AS Degree in Architecture, as well as a CA in Architecture. We also are in the process of developing a new Architectural Digital Design/Fabrication CA which will provide students the opportunity to gain experience using the latest CNC machines such as the Shop-Bot and the Laser Cutter and 3D printer, and other tools that we currently have in our FabLab. A lot of firms in the Bay area and beyond are utilizing and integrating more and more of these types of tools within their facilities/practices and will need more individuals trained in the proper use and execution of such technologies. We are optimistic that such a CA will provide our more advanced students with the opportunity to even develop business models of their own that will encapsulate their digital tool design knowledge/skills.

Our program aligns very well with the Mission statement of Laney College – we provide access to quality transfer and career-related education and provide the necessary entry level job skills for companies in the greater Bay area and beyond, with many of our students even transferring to universities out of state.

I personally receive feedback from students who have successfully transferred 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 are currently in the process of developing are courses that will provide our students with digital design/fabrication skills that are becoming more and more requested and integrated in the practice of design and architecture. Once fully approved through the process we hopefully will be able to offer to our students in the Fall of 2016 – all of this will enhance the preparedness and skill level of our students.

As of last year we have successfully transferred at least (8) students to UC Berkeley in their Architecture program (of those who informed me of their acceptance). We also successfully placed at least (4) students to UC Davis Landscape Architecture program (of those who informed me of their acceptance). Also we had (1) student who transferred to the University of Illinois Architecture program.

We currently have over 10 students this year (of those that have informed me) applying for transfer to various institutions in and out of the Bay area, and we will find out in late April how many of those actually get accepted to their university of choice or to their second choice.

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3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

SEE ATTACHED CURRICULUM REVIEW REPORT

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

    All of our courses were previously updated 3 years ago, but we are now in the process of updating them all again as originally proposed – ALL will all be completed by end of this semester.

    Several new courses are in the process of being developed and input in Curricunet.

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

  We are developing several new courses – Digital Design/Fabrication related courses and a new Architectural Model Making course. Some of these courses, in addition to existing courses that we currently offer, will lead to a new CA in Architectural Digital Design/Fabrication.

  All of our courses within our program are currently in the process of being updated in Curricunet – ALL will be completed by end of this semester as originally proposed.

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

  We have an AS Degree in Architecture and a CA in Architecture.

  We do not have any DE because our degrees and CA require face-to-face, hands-on experience.

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4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years. Please review the "At a Glance" reports and answer the following questions.

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

  We list all course SLO's on our individual syllabi, as well as on Curricunet. Students are continually made aware of what they are expected to be able to perform within a course must be able to demonstrate these skills within the context of their final projects, which is required in almost all of our courses.

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

  Improvement 1. **Most improvements occur in the modification and/or addition of more material to the subject matter that we already cover to help students get more out of the courses. Sometimes a greater emphasis is placed to drive home the concepts and to help them implement and practice the material. This is particularly true in the Fundamentals course and the Drafting/Design studio courses, as well as the Cad related courses.**

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Improvement 2. **Students need to become more skilled in the use of various types of computer software – thus we strive to maintain the latest up to date software so that students get trained in the proper use of such. We try to incorporate the use of various types of software in the development of student based projects to allow them to demonstrate their abilities and understanding of the various programs and why they need to know them.**

Improvement 3. **We continually get feedback from our previous students who transfer to UC Berkeley and as a result of that we found it highly beneficial for our students to get exposure to various software that they are ultimately expected to know while at UCB (but are not officially taught how to use while there). As a result of that we created a new course – ARCH 125 Digital Tools for Architecture and Design – this course, which is being offered for the first time this semester introduces students to the effective use of Sketch-up, Rhino, and Photoshop – three very useful digital design tools that will not only help students while they are taking design studios here, but also help them when they transfer.**
Based on this feedback that we received from some of our students who successfully transferred to UC Berkeley, we made the decision to create a Digital Tools for Architecture course just this past year – and are offering it for the first time this semester with very promising results to date – our students will be all that much more prepared for when they do finally transfer, or even they just want to try to enter the profession on a entry level basis. Students are constantly returning and telling me that we need to push our students harder – and I tell them that I know we have to but that our students here do not have 24/7 access to drafting/computer lab facilities that university students have – we try to push as hard as we can without overworking them to the point where they want to quit and drop the courses that we offer. Thus, the first new course we created ARCH 125 is our attempt to address at least one part of it – to do well with the computer software that they will be required to use and know (but that isn't taught at the university). The other main component of doing well and succeeding in any Architecture program anywhere in the world is personal drive and commitment to do the best they can and pull all-nighters if need be – it has always been that way and will more than likely always be that way.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.

Plan 1. **Develop a new Certificate in Digital Design/Fabrication for Architecture – it is a growing area of study with an emphasis on design/build utilizing various types of computer software and CNC type machines – 3D printers, milling machines, laser cutters, etc. Students need to know how to use this type of software/equipment after transfer and in many professional office settings to develop study models/product prototypes, etc. Several new courses will be developed to accomplish this along with the required successful completion of other currently existing courses. Create several new courses to increase student skill level in the realm of design and technology integration. We will emphasize various computer software skills and CNC technology within the context of these new courses.**

Plan 2. **Create a new Digital Design/Fabrication for Architecture Certificate – will better prepare students for when they transfer to universities, as well as make them more valuable candidates for employment in firms that utilize such CNC machines that we also have in our FabLab. Having**

these types of skills make them much more employable because architecture firms are integrating more and more of this technology in their practice and also in the realm of producing components that they actually spec in their projects – instead of contracting such services or fabrications. Continue to enhance CAD type courses to further enhance student skills to either enter or re-enter the design profession – this is accomplished via the use of beginning CAD classes as well as by emphasizing the importance of learning beginning and Advanced Revit (BIM) type programs, which we offer in our ARCH 121A and ARCH 121B and ARCH 104A courses.

Plan 3. **We are creating a new Architectural Model Making course – this will improve the skills of all of the students who decide to take the course – having the ability to make models manually and via the use of laser cutters and the integration of 3D printers is a very valuable skill that will increase their capabilities both in current design studios they will be taking and when they transfer and/or when they get the opportunity to work in the profession.**

Describe how assessment results for Distance Education <u>courses</u> and/or <u>programs</u> compare to the results for the corresponding face-to-face classes.

NA – no DE courses in Dept.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

    Our only course with multiple sections was our Beginning CAD – the two instructors who taught that course continually shared their methods of assessments and assessment results via email because they were teaching at different times. Results and student performance were similar in nature. However, since the introduction of a new course within the CAD lab we no longer have multiple offerings of the Beginning CAD and only one instructor teaches it each semester, and it is only offered once a semester.

- Describe your discipline, department or program participation in assessment of <u>institutional level</u> outcomes (ILOs).

    We continually strive to integrate elements of the institutional ILO's within the context of our courses and student projects/presentations so that each of our students receive as broad and rich an educational experience as can be achieved within the time they are here in our classrooms and outside of our classrooms as well, via field trips and extra-curricular activities, such as when some of our students participate in the Cal Poly SLO Design Village – a very rewarding experience for those who actively participate as well as for those who simply visit the event and interact with others from all around the world.

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

    We mapped several of our course SLO's to the ILO's in Taskstream, but we still need to officially map them all. However, within each of our course SLO's there will be no difficulty of linking them to ILO's because the study/practice of Architecture is a discipline that ultimately integrates a

multitude of skills that relate to our ILO's and can be 'mapped' – social/communication, creative/technical, mathematical/scientific, etc.

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5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

  We often require students to provide collegial feedback to their fellow students on projects that they are working on as well as present their final projects to the entire class to get experience in verbal and graphic presentation of their ideas.

  We have students work collaboratively on some projects as well to give them the opportunity to collaborate and exchange ideas and work in teams. Team members with stronger computer skills often help others with their computer skills and the experience becomes very collegial and enriching for everyone – people helping people achieve their goals.

- How has new technology been used by the discipline, department or program to improve student learning?

  We continue to integrate technology and have students utilize power-point presentations and have them develop their CAD and computer skills in the development of their projects as they advance through the program and develop their projects at the various levels of design that we currently have. Many students help one another to develop similar skills along the way, which is a nice way for students to exchange ideas and to further enhance their community and interpersonal soft skills.

  We are continually trying to implement the most up to date software that is used within the industry. Our courses are continually modified to reflect and integrate the latest changes as well. Our instructors use Smart boards and overhead LED projectors to assist students with learning the software.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

  We all strive within our dept. to maintain a quality level of face-to-face interaction with all of our students and assist as needed, even after hours. All of our courses are currently face to face and believe that this is the ultimate method of delivery for our particular program – many of our students need the one-on-one direct assistance real-time and do not believe this level of quality could be achieved any other way.

  We are currently in the process of discussing the possibility of experimenting with some form of Hybrid or DE course, which could possibly work with primarily lecture content courses such as History of Architecture or possibly our Intro to the Design Profession course, but we need to analyze in more detail the specifics of such a proposal.

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

We do not have any DE courses at this time.

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

  o Overall enrollment trends in the past three years

ARCH Enrollment

Headcount	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	N/A	N/A	N/A	N/A	164	163	22	163	168

As is fairly evident in the above data provided the enrollment numbers in our program remain relatively stable over the course of time, which is not uncommon for the profession as a whole – the study and practice of Architecture is not one that ordinarily experiences any sudden increases due to the inherent rigor of the program in general.

  o An explanation of student demand (or lack thereof) for specific courses.

Our program does, however, suffer from sudden declines in enrollment due to fluctuations in the economic cycle, which always impacts the building development environment first because of the very nature of the costs associated with new developments. When the economy is good students generally decide to take advantage and go to work, but when it is bad they tend to decide to continue their education in hopes that when they are finished the economy will back on the rebound and at that time they will be ready for work.

Another reason for lower than usual enrollments in some of our courses is due to scheduling conflicts between other courses that a student may be needing to take, and/or that conflict with courses within our program during a particular time slot. This is occurring within our dept. due to the limited possibilities of offering alternate time slots because the Construction Management program is now offering more and more courses within our facilities during times that we would otherwise be able to offer if we had not decided to share our facilities with them. We agreed to share the space with them to help them out without fully recognizing the potential for such needs that we have and may have more of the near future, particularly when we create the new Architectural Digital Design/Fabrication CA courses – we need space available with computers to provide quality instruction within this new area.

  o Productivity for the discipline, department, or program compared to the college productivity rate.

Data is apparently unavailable for several years and is also questionable for Fall 2013. The productivity rate between our program and the college is really not a fair gauge of productivity in the sense that GE type courses are REQUIRED of almost every student in order to get a degree or to transfer, yet courses specifically aligned for our program are not required of the general student population, thus the main reason our productivity ratio may appear slightly less than general college.

ARCH Productivity Rate

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	N/A	N/A	N/A	N/A	**?273.02?**	11.94	12.74	10.78	13.26

Laney College Productivity Rate

Productivity	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Total	16.76	17.63	17.41	16.40	16.53	16.48	15.05	15.40	15.41

o   Salient factors, if known, affecting the enrollment and productivity trends you mention above.

Salient factors include students leaving their studies for employment. They also inform me that they often decide to take off a semester or two during their time at Laney in order to focus on their GE requirements, which they must do well in, in order to get a good GPA, which impacts their ability to get accepted at transfer institutions. Once they complete their GE studies they then decide to pick up where they left off and continue taking their Architectural program specific courses, such as our Design series courses and other computer related courses. Often though they still do not decide to get their AS degree because it is often not needed to transfer – many just do the MINIMUM that is required to transfer to a 4 yr. program.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

Recently have become aware of time/scheduling conflict that more than likely resulted in low enrollment for one particular class – have requested it be scheduled at a later time on a different day, but have not seen it listed in the schedule because the Construction Management program is ALSO offering a course similar to the one we offer (although it is via a different emphasis not particularly as meaningful or relevant to design students).

- Recommendations and priorities.

I want to be able to try and offer our Materials and Methods class during a later time and on a different day and not have to worry if it conflicts with a course that is offered in Construction Management – that is the only way we will be able to get the enrollment needed – the proposed day/time will not overlap with any Architectural courses, thus freeing up our students who are interested in taking it will be able to.

We will also need to be able to offer our new courses in Digital Design/Fabrication at days/times when the computer labs are not being used by Construction Management – the lab that we currently have in G240 was originally specifically designed and created for Architecture, but it seems to be getting used more and more by Construction Management – additional lab space may need to be developed or computers will have to be installed in ALL of our design studios so that more options will be available.

6. Student Success:

- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

ARCH Student Success

Term	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	N/A	N/A	N/A	N/A	59.46%	76.79%	63.64%	72.56%	71.62%

Laney College Completion Standard

Term	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	74.07%	68.72%	66.34%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%

Department/discipline course completion rates

Success Course	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
ARCH 10 - INTRO TO DESIGN PROF	48.28%	82.86%	NA	50.00%	61.90%
ARCH 103 - MATERIALS OF CONTRUC	76.92%	NA	NA	60.00%	NA
ARCH 104A - BEGINNING CAD	64.29%	NA	63.64%	57.69%	60.00%
ARCH 107 - ARCH HISTORY/THEORY	NA	70.59%	NA	NA	57.14%
ARCH 110 - 3D MODEL & RENDERING	NA	84.21%	NA	NA	78.95%
ARCH 111 - INTRO/SUSTAINABLE DESIGN	55.56%	56.25%	NA	94.12%	NA
ARCH 121A - INTRO BIM W/AUTODESK REVIT	66.00%	63.89%	NA	75.56%	66.67%
ARCH 121B - ADV BIM WITH AUTODESK REVIT	NA	73.33%	NA	NA	96.15%
ARCH 13 - ARCH DRAFT/DESIGN I	64.29%	85.71%	NA	76.47%	91.67%
ARCH 200 - SPECIAL PROJECTS LAB	0.00%	100.00%	NA	66.67%	50.00%
ARCH 211 - FUND DRAFTING TECH	37.93%	81.25%	NA	84.62%	55.00%
ARCH 23 - ARCH DRAFT/DESIGN II	83.33%	100.00%	NA	100.00%	81.82%
ARCH 33 - ARCH DRAFT/DES III	60.00%	100.00%	NA	100.00%	75.00%
ARCH 35 - PERS SHADE/SHADOWS I	60.00%	66.67%	NA	87.50%	87.50%
ARCH 43 - ARCH DRAFT/DESIGN IV	100.00%	100.00%	NA	66.67%	100.00%
ARCH 45 - PERS SHADE/SHADWS II	75.00%	100.00%	NA	NA	100.00%
Grand Total	**59.46%**	**76.79%**	**63.64%**	**72.56%**	**71.62%**

Discussion:

Overall, our program's completion rates relative the college's completion rates as a whole are slightly higher than the college-wide completion rates. Our program completion rates have been slightly higher for all semesters listed above, with the exception of Fall 2013 being a few % points lower and our summer 2014 a little lower. The summer courses tend to be a little difficult due to the limited time available to complete the entire course – some students tend to struggle more within this context, and some work so it is even a little more difficult to attend all class times during the summer sessions. As for the low percentage in the Fall of 2013, I can say it is probably little more than an anomaly because rates during all of the other listed semesters are relatively high – above 70%, which is not a bad average.

I know from experience that within some courses, especially the Design series courses I, II, III, IV, and Fundamentals course that many students receive Incompletes because they are unable to finish their projects as required of the course to the minimal level of standard to get a passing grade. That contributes greatly to the percent of completion rates, and some students NEVER follow through on completing their Incompletes because they often decide Architecture is not for them, etc. Each semester we get a new group of students with varied backgrounds and varied levels of interest and motivation and commitment, and thus that number is always going to fluctuate – the pursuit of an Architectural degree is one that is VERY rigorous and difficult at times and it is not meant to be something for everyone – an individual MUST have dedication, drive, persistence and PASSION in order to succeed and do well within this program and profession. Not everyone is cut out for the long hours and difficult tasks to complete the required work to successfully finish, and many actually come to this realization along the way and become honest with themselves and then share with me their change of mind in their pursuit of the degree or experience – some who even eventually transfer to 4-yr. programs often find out later that it isn't for them and decide to drop out or change their major – it is not uncommon – many realize even later than that after they get their bachelor's degree that the profession is extremely difficult and demanding and decide to pursue something else altogether – students often confide in me after they graduate and share with me their experiences and decisions to do such. It is the same regardless where one decides to go to school.

Overall, though, our course completion rates are relatively quite good compared to the college as a whole. The numbers could be improved, but a lot of that has to do with the individual student's determination and willingness to complete what is asked of them – often we are not even able to push them as hard as we would like, and often inform students that if they intend to transfer that their experience there will NOT be any easier – many choose to disregard this fact, and not until they transfer do they realize that what we have been telling them is the truth. However, we all realize that if we were to actually push our students as hard as they really need to be or as hard as we believe they should be that our completion and success rates would be even lower than what we are experiencing – Architecture is a Professional Degree and as such the importance of everything that we are instilling in them is based on that – they have to earn their success and be able to demonstrate their abilities to execute their projects with a minimal level of competency and minimal level of acceptance. We are not here to babysit them, but rather to nurture and encourage them to do their best and to push themselves so that they get the most out of their educational experience.

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

No ARCH DE courses from Summer 2012 to Spring 2015

Laney College DE Student Success

Term	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	70.05%	57.60%	50.86%	57.64%	51.30%	54.86%	62.58%	54.77%	51.44%

- Describe course completion rates in the department **for Hybrid** courses (less than 100% online) for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?

  No ARCH Hybrid courses from Summer 2012 to Spring 2015

Laney College Hybrid Student Success

Term	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	60.54%	58.81%	68.39%	68.33%	58.44%	55.12%	68.27%	62.05%	61.76%

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation?

  NA
- How do you assess the overall effectiveness of Distance Education course?

  NA

- Describe the discipline, department, or program retention rates *(After the first census, the percent of students earning any grade but a "W" in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

  NA

ARCH Retention

Term	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	N/A	N/A	N/A	N/A	84.68%	86.16%	72.73%	81.86%	81.08%

Laney College Retention Standard

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	84.30%	83.71%	79.07%	84.20%	81.31%	79.46%	84.68%	81.53%	81.25%

Discussion:

The Architecture program retention rates remain relatively high (80% to 86% over the past 5 semesters, with one semester achieving only 72% in the Summer of 2014). Again, summer course offerings generally consist of only 1 course and thus the percentage appears to be affected greater than during other times. Our program retention rates in general rank right up there with Laney College's retention rates as a whole, which is relatively high.

I believe the Architecture program high retention rates are generally due to the fact that students who intend to transfer HAVE to complete the minimum courses that are necessary to gain entry into the transfer program of their choice. It also has to do with the fact that individual students within our program KNOW what they want to be and know what they need to do in order to continue on in the profession. There are few other alternatives to gain entry into the profession, other than as a CAD technician, etc. Those that actually do make it and decide to transfer really do their best to finish and do so successfully and with a decent GPA – otherwise they will not get accepted.

- What has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

We intend to continue to push our students to do the best they can – we cannot lower the level of excellence for our students because the demand to excel upon transfer is high and thus we have to continue to motivate them and encourage them, but we also have to empower them to take advantage of the courses and tools and services that we have here on campus so that they can succeed.

We are developing new course to try to entice students to stay beyond their anticipated minimum transfer courses so that they will be better prepared for when they actually do transfer – when at a 4 yr. program they are often required to know how to use various types of software that they will NOT be taught when they are there – they are EXPECTED to KNOW the software in advance or as they are learning there. That is one of the reasons we created the ARCH 125 intro to Digital Tools for Architects course – it teaches our students Rhino and Sketch-up and Photoshop, which are things they NEED to know at UCB. We are now developing additional courses that will also give them the skills to use a variety of CNC tools that they will have at their disposal when they transfer – laser, shop-bot, 3D printers, and other power tools, etc.

- What has the discipline, department, or program done to improve the number of degrees and certificates awarded?   Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

	2012-2013	2013-2014	2014-2015
Architectural Technology (AS)	1	0	2
Architectural Technology (CA)	1	1	0

As stated earlier – MOST students are in the program to receive the MINIMAL number of units/courses necessary in order to TRANSFER to a 4 or 5 yr. university program. As such they only take those courses that are needed to gain entry into that particular program. I have in the past and continue to encourage students to take ALL of the courses within our program because they will be better prepared for when they actually do transfer, but that they will also be better prepared for entry level work possibilities, which do occur from time to time.

We will be creating a new CA in Architectural Digital Design/Fabrication, which should help increase these numbers and reflect more the trends in the profession and the desire of graduate students and working professionals to actually gain the necessary skills/experience in the fast expanding digital design/fabrication realm of product development/delivery both in and out of the architectural profession.

We will also continue to develop our cross-disciplinary projects with Carpentry and Wood technology and other depts. as becomes necessary. Currently we are working on the Net Zero Tiny House, which is part of a statewide multi-collegiate competition sponsored by SMUD (Sacramento Municipal Utility District). 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. This could eventually morph into a more robust Design/Fabricate/Build program unique to the College, and at any community college for that matter.

NOTE: The data above appears to be slightly off because our dept. was awarded funds from the Prop 39 grant which awards $500 per student completer - we had received over $6k last year, so not sure what the final numbers actually are, but that amount would suggest that we had well over the 2 that is listed.

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7. Human, Technological, and Physical Resources (including equipment and facilities):

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

  Full-time faculty headcount ____**1**____

  Part-time faculty headcount _____**7**_____

  Total FTEF faculty for the discipline, department, or program _____**????**_____

  Full-time/part-time faculty ratio _____**14.28%**_____

  Classified staff headcount **(1 PT CTE IT on call as needed – shared between ALL CTE dept.)**

- Describe your current utilization of facilities and equipment.

We are currently using our facilities to the point where it is getting difficult to offer new courses and/or develop new certificates and offerings since we are sharing our facilities with the Construction Management dept. As such, our CAD lab in G240 is also getting heavily used and occupied during times when we could otherwise offer new courses once they are finalized. Some opportunities do exist for

limited offerings during the day when some of our studio space is slightly under-utilized due to relatively low enrollment – some studio space could be used for new courses, but then computers may need to be eventually installed in ALL of the studios to accommodate such – but then there are issues of security because only the middle CAD lab in G240 is lockable from the main lobby and other classrooms.

All of our computers in both of our CAD labs (G240 and G270) are getting up in years and will need to be either upgraded and/or replaced – typical lifecycle replacement schedule – we are currently trying to decide if changing to digital drives will improve the speed/capacity/operation of our software. We also have the ability to increase the RAM and memory, but not sure for how long we will be able to continue to do that. Our current Network servers in BOTH labs will eventually need to be replaced with new servers to avoid the calamity of a potential crash, which would be devastating to our program, as well as to the Construction Management program because they use our lab as well.

- • What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

  When we finalize the new CA in Architectural Digital Design/Fabrication we will need the capacity to utilize the Cad labs in either G240 or G270, AND will need an instructor to teach them (our current instructor interested in teaching it and who is helping develop these new courses is willing to exchange some of their current courses they teach in order to teach them because this is an area where they have a strong interest in and ability in as well). Based on feedback from our Advisory committee the development of such a CA is one that is highly desirable and one that will adequately prepare students for their continued architectural education as well as their ability to operate similar facilities in large architectural firms and a variety of product fabrication firms as well. We believe that once these new courses are fully operational they will attract a lot of students to take them, which will help our dept. grow and enhance its offerings.

  The proposed CA will build upon integrating several of our current course offerings and integrate a few more NEW courses –thus increasing enrollment numbers for some of our courses that are currently slightly under enrolled.

- • What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

  The biggest technological component will be to maintain the CAD labs and software that we currently have as well as some additional software that we may eventually need to enhance the digital design and fabrication aspect of our proposed CA. This may entail the acquisition of additional tools within the shared FabLab as well.

  If we are unable to schedule new courses in the CAD labs we currently have while trying to work around Construction Management's course offerings/schedule then we may need to acquire additional computers for our other studio spaces, which will be less than ideal, but may be the only way to accomplish what we need to in order to keep our program robust and viable with new, cutting edge developments in the Design/Fabrication realm of architectural Design/Fabrication of specific building components that would otherwise not exist if not designed and developed by the architectural designer/fabricator. In essence our CA will enable

an individual the ability to be the all in one designer, fabricator, builder of the various components that become integrated within a given design. One-stop, design/fab/build.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

Our biggest need will be CAD space and access to the FabLab, or similar facilities. The restrictive scheduling that we are currently encountering are creating obstacles to our ability to offer new and innovative course – we used to be able to offer evening courses in our studio spaces, but now it is becoming more and more difficult to do so – unless some courses within Construction Management can be scheduled at different times/different classrooms.

- # Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

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8. Community, Institutional, and Professional Engagement and Partnerships:

Part A.
- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

  I am the only FT instructor in the dept. and thus am the only one who participates on committees within the college – in the past I have been on the Facilities Committee and the Laney CTE Advisory Committee. I have always been on at least one committee every semester, and continue to serve on the LCTEAC this semester as well.

  It is difficult to get PT instructors to participate because of their other teaching obligations at other institutions as well as their professional work schedules. Some instructors do help out wherever they can and when asked.

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

I currently have one PT faculty who participates on our Advisory committee and who is readily willing to help develop our program and reach out to professionals in the community. We are currently developing a new and exciting community related project based studio – engaging our students with real-world design/development of a National Park Service kiosk/exhibit with the cooperation of the National Park Service and the Peralta Hacienda Foundation. We are in the process of designing the exhibit with their input and cooperation and will develop it and then fabricate it and build it for eventual Centennial celebration display in our Tower lobby next April- Dec 2016. We have already received prior Facilities and Dr. Webb's approval to proceed.

This is the kind of exciting, collaborative community project that we hope to develop more of in the future to give our students the real-world experience that is of such great value and often impossible to achieve while in the educational setting. It is truly a unique opportunity and we are very excited about the future potential of such, especially with the development of our new CA in Architectural Digital Design and Fabrication.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

All of our faculty receive emails and are invited to participate in planning and decision making – most are unable to attend during professional development days because they are committed elsewhere. Some instructors do share their feedback with me as well as continue to input data that they compile for their courses that they teach, but not all are doing so. As such, I try to gather information from them with the intention of inputting information into Taskstream, but have not been as successful as I had hoped. In the absence of that I have generally attempted to compile information in Word documents to satisfy that aspect.

Part B.
- What are the job placement rates for your discipline/department/program for the past three years?

Our program is primarily engaged in the preparation for student transfer to 4 and 5 yr. Universities where they go to get the higher level of professional skills necessary leading to their ability to work within a firm and eventually take the professional licensing exam, which is required to become a licensed Architect. Most of our students transfer, but some do acquire PT and even FT work in the profession while attending school or after leaving school. The information I am able to gather on these statistics is via verbal communication with current/past students. Over the past <u>3</u> years we have transferred over <u>50</u> students to 4 and 5 yr. university programs and have placed the following in profession-related work in either a Full Time (FT) or Part Time (PT) position:

FT – (1) in Silicon Sage Architecture Design/Build
      (1) in Avila Design Architects
      (1) in Richard Avelar & Associates
      (1) in East Bay Design Build
      (1) in Multi Systems Construction
      (1) in ACME Sunshades

PT – (1) in KTGY Architects

- What are the projected job openings in your discipline for the next three years?

Based on the data provided by district, the projected job growth in the Architecture and Architectural Technology sector according to the information provided in BACCC remains relatively unchanged (-2% to 2% projected job growth). An overall anticipated 12, 400 job openings between 2012 and 2022.

- How is the discipline/department program responding with regard to labor market demand?

  We are striving to provide skills in BIM (Building Information Modeling using Revit) to recent graduates as well as current students and working professionals to help them keep pace and up to date with the leading software that is currently utilized in a majority of architectural offices.

  We are also developing new course that will enhance a professional's ability to become more productive and marketable via the integration and enhancement of their Digital Design/Fabrication capabilities. These new course and CA will ensure their ability to perform within this growing sector of the profession.

- Do you have an advisory board in place? Has it met regularly? Please provide a list of your advisory board members and attach agendas and meeting minutes from the past year.

  We do have a loosely established one but have also been in the process of revitalizing our Advisory Board and are still doing outreach to get additional members involved – we still need to formally meet once it has been more formally established – we are aiming for the end of this semester but more than likely next semester based on everybody's schedule.

- Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

  As a result of our last Advisory meeting prior to the desired reformation of our board it was generally agreed by all parties that we should strive to integrate more digital design tools and develop more cross-collaborative opportunities to benefit our students the most, thus the reason for our first offering of a Carpentry and Architecture Dept. Digital Design/Fab course centered around the utilization of the Hundegger Timber Frame CNC milling machine. As a result that course is still in its development stage and still needs continued refinement – of scale and of purpose.

- Does your program require state or national licensing? Please explain. What is your licensing status?

  NO – not at this level, but to become a licensed Architect after graduating from a 4 or 5 yr. university program does require professional internship and then state licensing exams.

- Do your students participate in third party certifications? What are their success rates (include the # of students, # of certifications, etc.).

  No, not at this time, but the opportunity does exist for us to become a BIM Revit certifying party.

- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.

  Yes. Advanced Manufacturing Sector – we are continuing to develop courses both in-house and cross-collaboratively with Carpentry and Wood Technology in the development of our Digital Design/Fabrication offerings.

- In which ways is your discipline/department/program collaborating with other community colleges in the region? What similar programs exist in the surrounding area or nearby colleges?

  We are currently not collaborating directly with any other community college, but we are open to discussing if such opportunities arise.

  DVC has some course in Digital Design and Fabrication and we are trying to create similar here so that our students will not have to commute to a distant campus to get these types of skills.

- Is your discipline/department/program currently participating in any grants? Please list and briefly describe the grant name, granting agency and the goals of the grant as it relates to your discipline/department/program.

Grant Name	Granting Agency	Grant Goals
Prop 39 Grant	???	Enhance/create Sustainability related courses/degrees/careers

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9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

  We could definitely benefit from the continued development in using new classroom technology, but generally, we all utilize some form of technology whether it is computer/LCD projection, opaque projection, Smart classroom projection, etc., to enhance our delivery of material and information.

Some of our instructors (me included) would like additional training opportunities in the use of new software and digital tools/CNC fabrication technologies. Will become even more critical when we develop new courses in this realm of design//fabrication.

- How do you train instructors in the use of Distance Education platforms? Is this sufficient?

  We do not currently offer any DE

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10. **Disciple, Department or Program Goals and Activities:**

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

  We are currently in the process of developing a Digital Design/Fabrication Certificate which will highlight the integration of technology and design and fabrication of various types of built projects varying in size from small projects to medium sized architecturally related projects – still to be determined. As such we will be focusing the content of the new courses along with relying on courses that we already offer to provide the necessary skills for students to be able to utilize the FabLab tools to construct their projects.

  Currently we are in the process of designing and developing a kiosk/exhibit for the National Park Service Centennial Celebration event which will occur from April 2016 thru Dec. 2016. They have granted us money (approx. $13K) to design and build and erect the exhibit for temporary display to the public in our Tower lobby (space that was requested via the facilities Committee and approved by President Webb).

  We have completed the preliminary design phase and are now in the design development/detailing phase, which needs to be refined prior to making mock-ups and prior the final fabrication of the components which we are intending to do next semester before the April 15 deadline.

  Ideally, if this project is successful in fulfilling the requirements of the NPS, then we would try to reach out to similar community entities to do similar such projects within the context of our Digital Design/Fab/Build Certificate. That way funds would be available and real-world projects would be readily available for our students to work on, giving our community partners valuable services/products and in return give our students real-world experience and greater exposure to our program and course offerings here at Laney.

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

  Activities and Rationale:

  Create several new courses that will enhance student learning in the realm of Digital Design/Fabrication – will lead to the development of the Certificate in Digital Design/Fabrication for Architecture

- **Goal 2. Assessment:**

  Activities and Rationale:

  Will continue to do assessment based on student project based performance in all of the design studios. Instructors will continue to individually assess student performance within each course and make adjustments as deemed relevant/beneficial to student learning/success.

  Currently most of the assessment data has been entered by me and one or two other instructors in the dept. I have been doing mine via Word (which was allowed for while preparing for accreditation visit to at least capture and document what data we had to date), and not entering into Taskstream (which I have found difficult to do – some courses that were previously there appear to be missing, thus my frustration with process), while other instructors have been entering their data into Taskstream. We will continue to capture our data as we have been and will hopefully, eventually be able to compile all in one place with all of our other dept. data.

- **Goal 3. Instruction:**

  Activities and Rationale:

  Instructors will continue to self-assess performance in class and make adjustments as deemed appropriate and relevant to the material covered. Instructors will continually adjust teaching methodology/delivery methods based on student feedback as well as on overall student performance in a given task/class.

  Instructors will continue to take advantage of the technology that we have at our disposal in the form of our smart boards/projectors, opaque projector system, and computers. These types of tools enhance student learning and allow for more active and instantaneous student participation/feedback.

- **Goal 4. Student Success:**

  Activities and Rationale:

Will provide all students the opportunity to demonstrate their abilities to execute things they have learned or are supposed to be learning. Students will be encouraged to do so to the best of their abilities and will be given many opportunities to do so within any given class.

Will continue to assist students on an as need basis to help them after class hours and to encourage them to make use of open lab times for further assistance and practice times.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

  Activities and Rationale:

  Instructors will be encouraged to participate in college activities and professional development to gain information on how to improve and to gauge student success. Instructors will be encouraged to improve professional via continuing professional development and learn new software, techniques as necessary to convey material to students that they will teach, especially in new courses that are being developed – it is imperative that they learn to use the new equipment in the FabLab.

- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

CTE Program Review
Prioritized Resource Requests Summary for Additional (New) Resources

College: _____LANEY_____

Discipline, Department or Program: _____ARCHITECTURE_____

Contact Person: _____Ron Betts_____

Date: _____Oct. 15, 2015_____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	Eventually will need to hire one more FT instructor to help with increased course and program offerings/CA. Current PT teaching loads limit the potential of current faculty to teach additional courses that we create.	3	$60k plus – whatever current beginning FT scale is	With the creation of our new Digital Design/Fabrication for Architecture Certificate we will have several more new courses developed that will highlight and emphasize certain aspects of the digital design/fabrication field and will need an instructor to teach them – our current PT instructors are all basically at their allowed teaching load limit so if they wanted to teach the courses that they are really interested in and helped create they would ideally like to become FT to bring the most that they can to the student educational experience. As such our dept. will need (1) FT to help achieve that – our dept. also needs to factor in the eventual retirement of the (1) FT instructor in the Dept. (although it is quite some years away it is never too early to plan

				ahead – we do not want our dept. to ever be left with no one to carry on the dept., because it is a vital program that gives our students the entry level foundational skills that they absolutely need before even considering transfer to a 4 or 5 yr. university program). We are the only Architectural program in the entire District and as such are a vital link for our students to achieve their goals/dreams of eventually becoming an Architect.
Human Resources: Classified	A full time cross-departmental CTE IT to maintain, update and repair all of the computers in our two CAD labs and install/update software on a continual and ongoing basis – a lot of the software is cloud based and some need continual updating on a bi-monthly basis.	4	$60k plus – cost divided amongst ALL CTE depts.	Current CTE IT individual is currently shared amongst ALL CTE depts. and is now only PT, but he puts in a lot of effort to help ensure all of our depts.. are running to their optimal capacities. All of our individual depts. rely on and run software is specific to each of our individual programs – networking/licensing set-ups for specific number of seats paid for, etc. increase the complexity and operation of the lab networks – need someone knowledgeable and available to maintain.
Human Resources: Student Workers	Student assistants in CAD classes and FabLab assistants as needed	3	??????	Student assistants are sometimes necessary when classes in CAD labs are full so that individual attention can be provided to students who need extra help to successfully do the work required – they help relieve the instructor during class to help those who may need more help than others. They will become even more necessary when students are suing the sophisticated equipment in the FabLab because it could become dangerous if no one is there to help oversee or to assist with the proper use of the equipment when the instructor is not there (after class hours).
Technology	Update all of our computer software in both our CAD labs on a continual annual basis	4	?????	Need to keep all of our software up to date or the students will not be learning what they need to learn to be prepared to enter the workforce or to effectively use the software. Also, most software will not allow you to even open an older file if it is not drawn with the latest software – that becomes a big issue when students try to work on their projects and they have more current software on their own personal computers than we have on our lab computers. Also, some software

				companies force users to stay up to date with the latest version or their product will not even work.
Equipment	Computers in both of our CAD labs will eventually need to be replaced/updated due to product obsolescence (standard projected computer lifecycle replacement)	4	Total replace is approx.. $120,000 (60 @ $2k each)

Total temporary upgrade is approx. $35k (60 at $500 each)

Note: Currently share at least 25 computers in G240 with Construction Management Dept. so costs could be shared between both depts. | All computers will eventually need to be replaced (typical life cycle costs of computers is 3 yrs., but we are trying to devise a plan to upgrade our current models which are already approaching 3 yrs. to save money and extend the life by purchasing Digital Drives and increase the RAM). By doing this short term measure we will increase the efficiency and performance of the current computers and save the District/College money, and if allowed to do this we will probably get another 3 years or so out of the existing systems. |
Supplies	Standard expendable supplies – papers, printer inks, etc.	4	??????	We continually need the basic supplies – papers (printer and plotter size), inks (printers and plotters), white board markers, etc. Can't run a program without these basic elements.
Facilities	Eventually will need additional CAD lab space and/or computers installed in ALL our studio spaces to accommodate new digital course offerings	2	?????	Our current facilities are becoming highly utilized now that we share space with Construction management – ideally we could use some additional space to teach more digital design/fab classes because one of our computer labs is now jointly shared. It is good to be able to share and to share some equipment like printers and plotters and computers, etc., but eventually we may need to either add computers to ALL existing studios (although security would become more of an issue), and/or find additional space or possibly build new Architectural/Engineering/Construction Management /Building Technology Center
Professional Development	Will need to provide digital software training and CNC training on various pieces of equipment to allow development of new Digital Design/Fabrication courses/program for all the instructors who will/may eventually teach in that	3	$5k - $10k	Several instructors will likely need to gain training in new software to enhance the courses that will be created. Additional training on various types of equipment that we currently have (3D printers, lasers, CNC milling machines, etc.) in the FabLab and future equipment that we may want to acquire. Instructors have to be taught

realm.			first how to operate safely and effectively.
Other (specify)			

Appendix B

PCCD Program Review
Alignment of Goals Template

College: _____LANEY_____

Discipline, Department or Program: _____ARCHITECTURE_____

Contact Person: _____Ron Betts_____

Date: _____Oct. 15, 2015_____

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1.		
2.		
3.		
4.		
5.		
6.		

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7.		
8.		

Appendix C

Program Review Validation Form and Signature Page

College: **LANEY**

Discipline, Department or Program: **ARCHITECTURE**

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
☑ 1. The narrative information is complete and all elements of the program review are addressed. ☑ 2. The analysis of data is thorough. ☑ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data. ☑ 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern. ☑ 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
▪ 1. Accepted. ▪ 2. Conditionally Accepted. ▪ 3. Not Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction. 2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair. 3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

_____   _____   _____
Print Name   Signature   Date

Discipline, Department or Program Chair

_____   _____   _____
Print Name   Signature   Date

Received by Vice President of Instruction

_____   _____   _____
Print Name   Signature   Date