Architecture Program Review
2011-2012

The Architecture Program presents the following **compelling reasons** why the **Ventura College Architecture Program** should be **continued** with the support of the college.

- The three year average **retention rate** of the **Architecture Program is 91%** compared to the college average of 85%. The three year average success rate in the Architecture Program is 78% compared to the college three year average of 68%.

- Ventura College is the **sole community college** provider of a full, degreed **architectural curriculum** between Pasadena and San Luis Obispo, a 200-mile swath of Southern California. It is the **only architecture program in Ventura County** and it draws students and professionals from across the county and the central coastal region.

- In order to gain admittance into a university architecture program as a transfer student, higher priority is given to students who transfer from a community college architecture program. Generally **only students from community college architecture programs** are able to **transfer to impacted major university architecture programs**.

- Accredited architectural universities, such as **Cal Poly SLO,** currently **recognize the quality** and content of the Ventura College Architecture Program and, as a result, transferring students from Ventura College **get transfer credits for their architecture studies**. The Architecture Program at Ventura College has worked with accredited schools of architecture to align and format their courses. The program at VC is one of the few community college programs in California that has achieved this.

- The local AIA Chapter (**American Institute of Architects**) has consistently recognized the achievements of the students from the Architecture Program of Ventura College and has provided them with **scholarships, employment and professional enrichment opportunities**. This is a direct result of the quality of the Architecture Program.

- The Architecture Program will be the **primary college destination** for the majority of students graduating from the **Ventura County Superintendent of School's Architecture, Engineering, and Construction (ACE) Charter High School** in Camarillo. The first graduating class from ACE Charter High School will be attending Ventura College in the Fall of 2012.

- Students in the Architecture Program are members of the on-campus chapter of the national AIAS (**American Institute of Architecture Students**). This is organization is devoted to **supporting architecture students** in their academic pursuits and is supported by the Ventura County Chapter of the AIA.

Architecture Program Review
2011-2012

- Students range from: those seeking to **transfer to university** architecture programs; **potential employees** for regional architecture and engineering firms; those seeking work in **construction and allied trades,** local **professionals** seeking to upgrade their skills, and general interest students **gaining exposure** to the field of architecture.

- The **faculty** is comprised of seasoned **professors and local architects** intent on producing high-caliber, high-functioning students.

- The preservation of the **Ventura College Architecture program benefits** both to the **students and the greater community.**

- With **Measure S Bond** funding the Architecture Program has **new classroom**s and support rooms at the newest facility on campus, the **MCE Building**. The program has received **state-of-the-art equipment** and educates its students using **cutting-edge computer software**.

- **The Architecture Program is highly successful at producing successful transfer students and training for students seeking local employment.**

Architecture Program Review
2011-2012

1. Program Description

A. Description

Training in architecture will prepare one for challenging careers in the architectural profession and its related design and technical fields. Students may obtain an AS, Certificate of Achievement or preparation for advance degrees at institutions of higher learning. Specialized application of various software programs are taught using current technology and methods found in the Architectural and design industries. Career options include Architecture, Architectural Designer, Architectural Illustrator, Architectural Model Maker, Architectural Production Developer, Specification Writer, Construction Manager, Interior Architect, Landscape Architecture and Urban Planner.

B. Program Student Learning Outcomes   -   Successful students in the program are able to:

1. Demonstrate an understanding of drawing methods and graphic composition techniques
2. Demonstrate an understanding of building components and systems in relation to design
3. Identify notable historical and contemporary architectural design
4. Apply architectural terminology

C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	$1080
Books	$600
Supplies	$250
Total	$1930

E. Criteria Used for Admission

None.

F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.
Student training in architecture will enhance the design and architectural community we/they live in. It is important to the quality of life in Ventura County that our future leaders are trained in design concepts and develop creative ability to enhance the community. Future students will have the ability to be effective leaders on commissions and board in our community as well as having the ability to recognize quality design solutions. Architecture students will have the opportunity to shape our physical environment for decades to come.

G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.
- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.
A.S. Architecture
Certificate of Achievement

Architecture Program Review
2011-2012

J. Program Strengths, Successes, and Significant Events

1. The three year average retention rate of the Architecture Program is 91% compared to the college average of 85%. The three year average success rate in the Architecture Program is 78% compared to the college three year average of 68%.
2. The Architecture Program transfers 25-35% of second-year students per year to 4-year colleges and universities such as Cal Poly SLO, Cal Poly Pomona, USC, Southern California Institute of Architecture, UC Berkeley, University of Oregon, Oklahoma State University, Notre Dame University, UCLA, etc.
3. Many former students are now employed as architects and architectural interns in Ventura County.
4. Supported by the American Institute of Architects, Ventura County Chapter.
5. Many local architects return to take skill-upgrade courses.
6. Students participate as members of the national organization of the American Institute of Architecture Students (AIAS).
7. Many former students return to critique student work and to provide guest lectures in the Architecture Program.
8. Students in this program have won scholarships to 4 year universities based on the work done at Ventura College.
9. Students are able to get major university credit for architecture courses completed.
10. Internship classes provide valuable experience and networking connection for future employment.
11. Local architectural and engineering firms seek out students from this program for employment.
12. Continued local high school relationships provide access for underserved populations in Ventura County.
13. Faculty participate on the Advisory Board of Hueneme High School, helping in the development and implementation of the Engineering and Design Careers Pathway.
14. Students have consistently been recipients of grants and awards.
15. The active Advisory Committee provides valuable industry input to the program and serves as a networking resource for students as they transition from student to employee.

K. Organizational Structure

President: Robin Calote
    Executive Vice President: Ramiro Sanchez
        Dean: Jerry Mortensen
            Department Chair: Casey Mansfield

Instructors and Staff

Faculty

Name	Ralph Fernandez	
Classification	Professor	
Year Hired	1989	
Years of Work-Related Experience	28 years	
Degrees/Credentials	B.A. Architecture , University of California, Berkeley 1982 California Licensed Architect 1987	

Name	Scot Rabe	
Classification	Professor	
Year Hired	1984	
Years of Work-Related Experience	30	
Degrees/Credentials	B.A., Long Beach State University	

Name	Casey Mansfield	
Classification	Professor	
Year Hired	1991	
Years of Work-Related Experience		
Degrees/Credentials	B.A., M.A.,	

Adjunct Faculty

Name	Nicholas Deitch	
Classification	Adjunct Professor	
Year Hired	1994	
Years of Work-Related Experience	29 years	
Degrees/Credentials	B.A. Architecture California Polytechnic State University San Luis Obispo 1981 California Licensed Architect 1985	

Name	Curtis Cormane	
Classification	Adjunct Professor	
Year Hired	1995	
Years of Work-Related Experience		
Degrees/Credentials	B.A. Architecture, Notre Dame University California Licensed Architect	

Name	Rick Leduc	
Classification	Adjunct Professor	
Year Hired	2001	
Years of Work-Related Experience		
Degrees/Credentials	B.A.	

Name	Chiio Terada	
Classification		
Year Hired	1971	
Years of Work-Related Experience		
Degrees/Credentials	BA	

Guest Lecturers and Guest Critics

Name	Eric Drew, Ventura College 1998-2001	
Classification	Intern Architect	
Year Hired	-	
Years of Work-Related Experience		
Degrees/Credentials	B.A.	

Name	Michael Weyandt , Ventura College 1996-1998	
Classification	Intern Architect	
Year Hired	-	
Years of Work-Related Experience		
Degrees/Credentials	B.A.	

Name	Ntwali Migabo, Ventura College 1998-2001	
Classification	Intern Architect	
Year Hired	-	
Years of Work-Related Experience		
Degrees/Credentials	B.A.	

Name	Melody Nazareno, Ventura College 2005-2007	
Classification	Intern Architect	
Year Hired	-	
Years of Work-Related Experience		
Degrees/Credentials	B.A.	

Architecture Program Review
2011-2012

Name	Leonardo Trebles, Ventura College 2003-2005	
Classification	Intern Architect	
Year Hired	-	
Years of Work-Related Experience		
Degrees/Credentials	B.A.	

Name	Chris Roberts, Pacific Coast land Design	
Classification	Landscape Architect	
Year Hired	-	
Years of Work-Related Experience		
Degrees/Credentials	B.A., California Licensed Landscape Architect	

Name	Doug Singletary	
Classification	Architect, A.I.A. President 2010	
Year Hired	-	
Years of Work-Related Experience		
Degrees/Credentials	B.A., California Licensed Architect	

Name	Miguel Fernandez	
Classification	Architect	
Year Hired		
Years of Work-Related Experience		
Degrees/Credentials	B.A., California Licensed Architect	

Name	Laura Kay Collings	
Classification	Architect	
Year Hired		
Years of Work-Related Experience		
Degrees/Credentials	B.A., California Licensed Architect	

Name		
Classification		
Year Hired		
Years of Work-Related Experience		
Degrees/Credentials	B.A.	

2. Performance Expectations

A. Program Student Learning Outcomes   -   Successful students in the program are able to:

1. Demonstrate an understanding of drawing methods and graphic composition techniques
2. Demonstrate an understanding of building components and systems in relation to design
3.   Identify notable historical and contemporary architectural design
4. Apply architectural terminology

B. Student Success Outcomes

1.   The program will maintain or improve its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2.   The program will maintain or improve its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3.   The program will maintain or improve the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
4.   The program will maintain or improve the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
5.   The program will work to improve the number of students earning certificates, degrees and/or transferring.

C. Program Operating Outcomes

1.   The program will maintain WSCH/FTEF above the 420 goal set by the district.
2.   Inventory of instructional equipment is in need of review and revision to make it functional, current, and otherwise adequate to maintain a quality-learning environment.
3.   Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5,000 will be budgeted if funds are available.

D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)

   I: This program-level student learning outcome is **INTRODUCED** is this course.

   P: This program-level student learning outcome is **PRACTICED** in this course.

   M: This program-level student learning outcome is **MASTERED** in this course.

   Leave blank if program-level student learning outcome is not addressed.

Courses	PLSLO #1	PLSLO #2	PLSLO #3	PLSLO #4
Arch v10	I	I	I	I
Arch v11	I	M		M
Arch v12	I	M		M
Arch v15	P	P		P
Arch v21	M	I	P	P
Arch v22	M	I	P	P
Arch v23	P	I	I	M
Arch v24	P	I	I	M
Arch v25	M		I	M
Arch v31	P	P		P
Arch v32	P	P		P
Arch v33	M	P		P
Arch v40	P	P	M	P
Arch v41	P	P	M	M
Arch v58		P		M
Arch v59		M		M
Arch v60	P	P		M
Arch v64		M	P	M
Arch v67		M	P	M
Arch v75		M	P	M
Arch v90	P	P		P
Arch v95	M	P	P	P
Arch v96	M	P	P	P

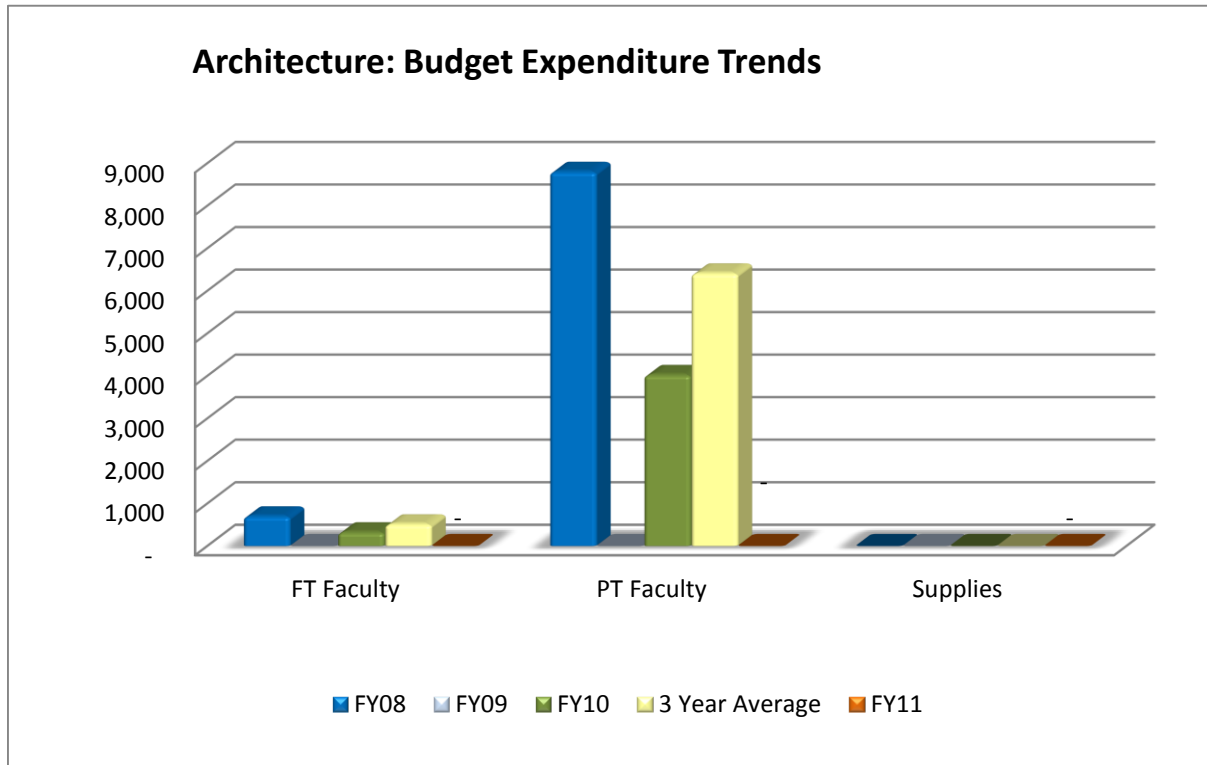# Architecture Program Review
2011-2012

3. Operating Information

A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses.   The "FY11 College" expense percentages are included to provide a benchmark to compare the program's expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change from	Change from Prior Three
1	FT Faculty	701	-	325	513	-	-100%	12%
2	PT Faculty	8,801	-	4,025	6,413	-	-100%	-10%
7	Supplies	-	-	-	-	-	100%	24%
	Total	**9,502**	**-**	**4,350**	**6,926**	**-**	**-100%**	**0%**

A2: Budget Summary Chart

This chart illustrates the program's expense trends. The data label identifies the FY11 expenses (the last bar in each group).   The second-to-last bar is the program's prior three year average.


Architecture: Budget Expenditure Trends

A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.

Architecture: Comparative Budget Changes

Legend:
- FY11 Program Change from Prior Three Year Average
- FY11 College Change from Prior Three Year Average
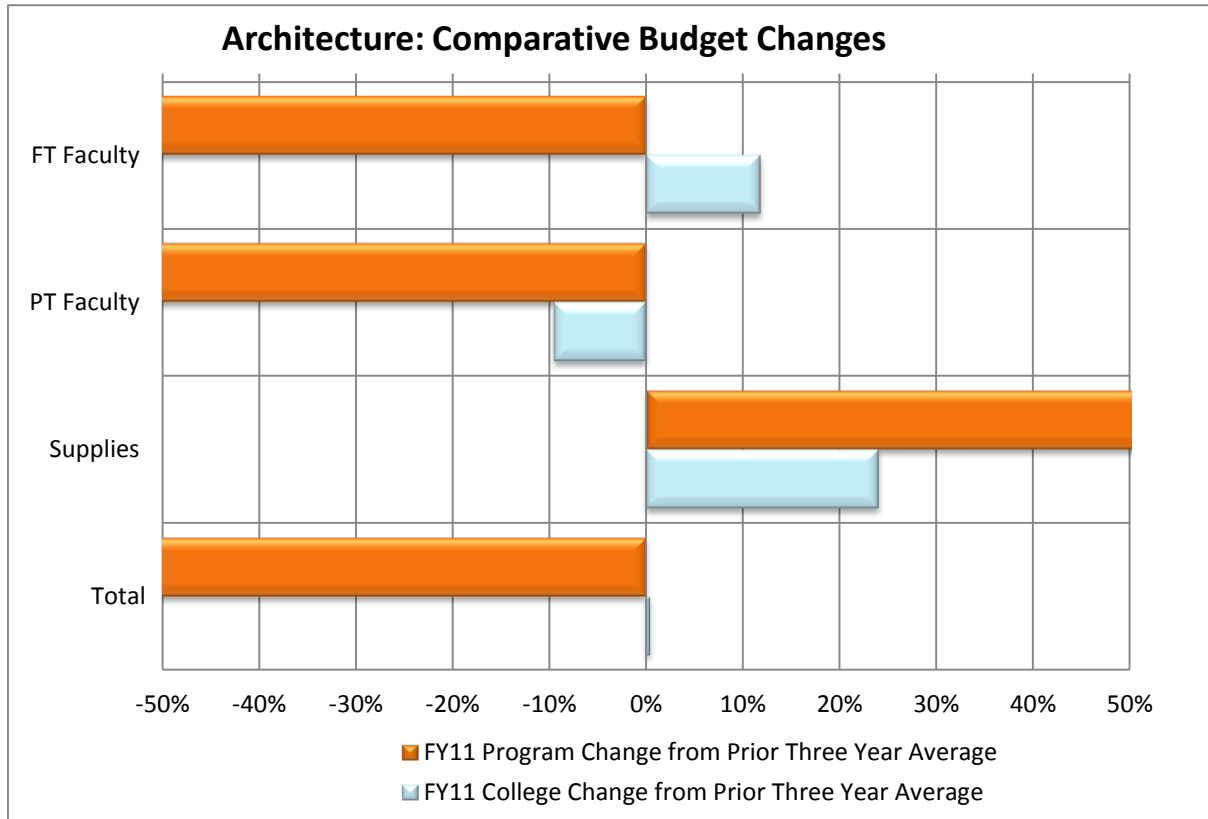
A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

A5: Interpretation of the Program Budget Information

The preliminary operational information provided in Table 1 and Charts 2 and 3 does not accurately reflect the program's operating budget information. Further analysis of the program's budget information will need to be assessed. For example, Table A1 does not include any faculty salaries for FY09 or FY11 even though we offered 51 sections in FY09 and 33 sections in FY11. See Table C2.

B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
No equipment in Banner Fixed Assets system								

B2: Interpretation of the Program Inventory Information

The equipment list provided by Banner is incomplete and does not accurately reflect the program's holdings. An inventory survey will need to be conducted to provide an accurate equipment list. A quick survey of existing equipment will show that the equipment has a value of over $350,000, of which approximately 90% is new, having been replaced with our current move to the new MCE building. Most of the additional equipment was purchased through VTEA funds to support technology students and programs.

C1: Productivity Terminology Table

|	
Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = 400/525 = 0.762 FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = 6/30 = 0.20 FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments).The current practice is not to assign FTE. Example: if census>60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. (20 x 40 x 3) = 2,400 WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: 2,400 WSCH x 35 weeks = 84,000 student contact hours = 84,000 / 525 = 160 FTES (see FTES definition). Simplified Formulas: FTES = WSCH/15 or WSCH = FTES x 15
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

Architecture Program Review
2011-2012

C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The "3 Year Average" was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The "FY11 College" percentages are included to provide a benchmark to compare the program's percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	54	51	41	49	33	-32%	-12%
Census	485	444	395	441	418	-5%	0%
FTES	67	58	51	59	51	-13%	-1%
FT Faculty	1.04	0.89	0.81	0.91	1.00	9%	3%
PT Faculty	1.37	1.41	1.32	1.37	1.00	-27%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	2.41	2.30	2.13	2.28	2.00	-12%	-4%
WSCH	417	378	359	388	383	-1%	3%

C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program's change in productivity and includes the data label. The second bar represents the college's change in productivity.
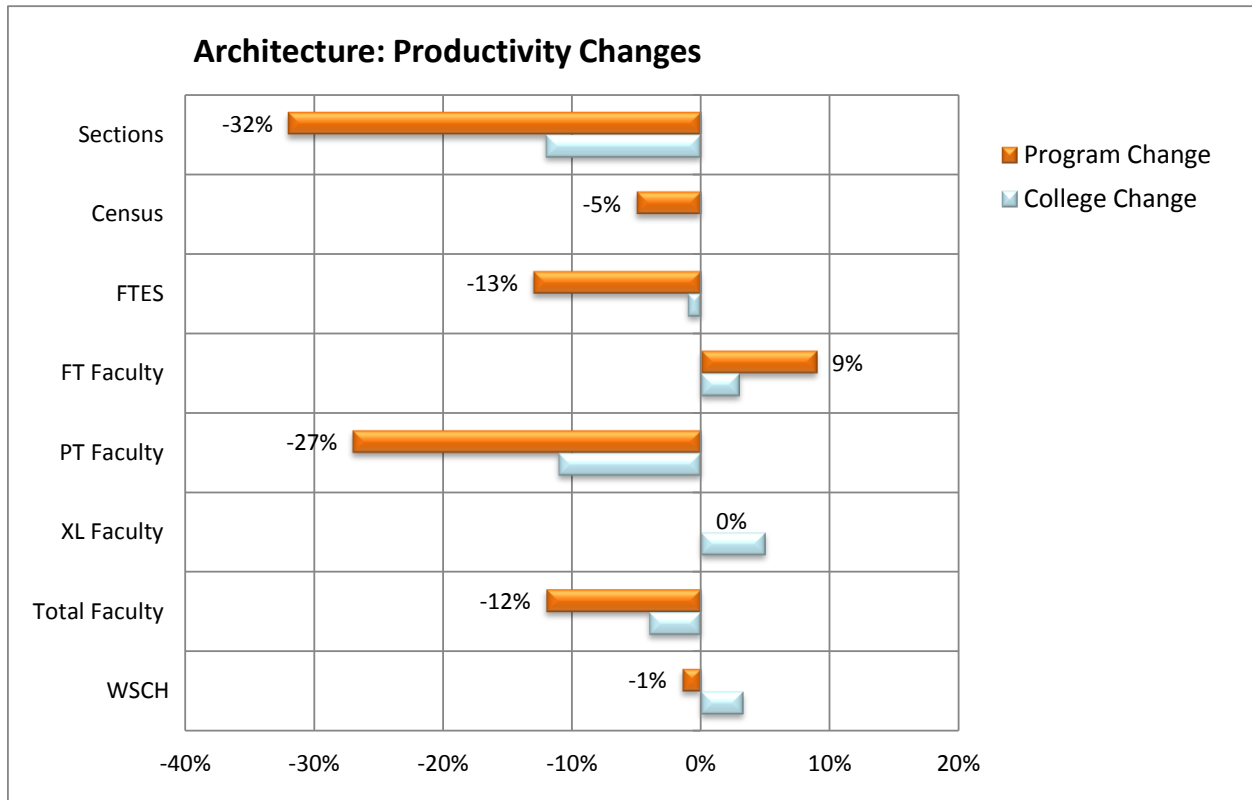
Architecture Program Review
2011-2012

C4: Interpretation of the Program Productivity Information

The C2 Chart indicates that the program's offerings have decreased 32% over the past three years, while the college's offerings have decreased 12% over the same period. This decrease in course offerings was primarily caused by the program being directed to eliminate offering courses that were historically co-listed courses. This first occurred in FY10-FY11. Co-listed courses had been the standard method of instruction for as long as the program has existed.

The chart also shows full time faculty as one with a change of 9%, which is extremely minor. The chart also shows a decrease of 27% of part time faculty showing that the program has become more efficient over the last three years. The chart does not show that section offerings have remained relatively stable.

The C3 Graph indicates WSCH/FTEF ratio has been relatively stable over the past three years at an average of 92% of the district's goal. Although the numbers appear to be acceptable, cross listing the course with other programs (for example: Construction Tech and Drafting) appear to be detrimental to the WSCH/FTEF ratio, the program will be looking at ways to correct this issue.

Due to space and equipment limitations typical architecture classes are limited to 24 seats. Even though the program is teaching lecture/lab basis courses, it operates as a laboratory with a constraint of space, with limits of 24 students per course. With the move to a new facility, the program will be looking at ways to increase seating capacity where possible and re-establish students tracking through the program. Over the next few years with stabilized course offerings and a new facility the program expects to see a rise in enrollment and a rise in WSCH/FTEF.

While the number of course sections over the past few years in particular, have declined (FY09-FY11 sections), the number of course offerings has remained the same. There are no course duplicate offerings other than Introduction to Architecture and Introduction to AutoCAD.

Architecture Program Review
2011-2012

D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.
District WSCH Ratio = WSCH / (PT FTE + FT FTE).

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
ARCHV10	Intro to Architectural Design	369	336	331	346	377	9%	420	90%
ARCHV11	Blueprint Read:Arch/Construct	476	447	399	452	431	-5%	420	103%
ARCHV12	Adv Blueprnt Read:Com/Industr	165	349	-	252	285	13%	420	68%
ARCHV15	Design and Model Construction	420	360	460	414	480	16%	420	114%
ARCHV21	Architectural Graphics I	483	497	393	467	461	-1%	420	110%
ARCHV22	Architectural Graphics II	483	479	282	405	356	-12%	420	85%
ARCHV23	Introduction to Autocad	430	440	517	456	398	-13%	420	95%
ARCHV24	Advanced Operations of Autoca	320	400	240	322	300	-7%	420	71%
ARCHV25	Digital Tools for Architecture	399	216	356	322	297	-8%	420	71%
ARCHV31	Architectural Practice I	328	274	261	287	375	31%	420	89%
ARCHV32	Architectural Practice II	269	293	247	266	356	34%	420	85%
ARCHV33	Computer Applctns:Architecture	303	428	374	371	-	-100%	420	0%
ARCHV40	Architectural Design I	547	487	500	512	520	2%	420	124%
ARCHV41	Architectural Design II	529	495	350	439	300	-32%	420	71%
ARCHV58	International Residential Code	232	323	343	304	309	2%	420	74%
ARCHV59	International Building Code	325	318	365	337	405	20%	420	96%
ARCHV60	Simpl Engineer:Bldng Construct	465	165	210	267	345	29%	420	82%
ARCHV64	Build Const: Materials/Methods	358	278	330	317	285	-10%	420	68%
ARCHV67	Building Accessibility Regs	-	-	386	386	-	-100%	420	0%
ARCHV75	Intro Elec/Plumb/Mech Systems	300	-	390	368	-	-100%	420	0%
TOTAL	Annual District WSCH Ratio	417	380	358	386	385	0%	420	92%

D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.

Architecture: District WSCH Ratio by Course — District Goal = 420
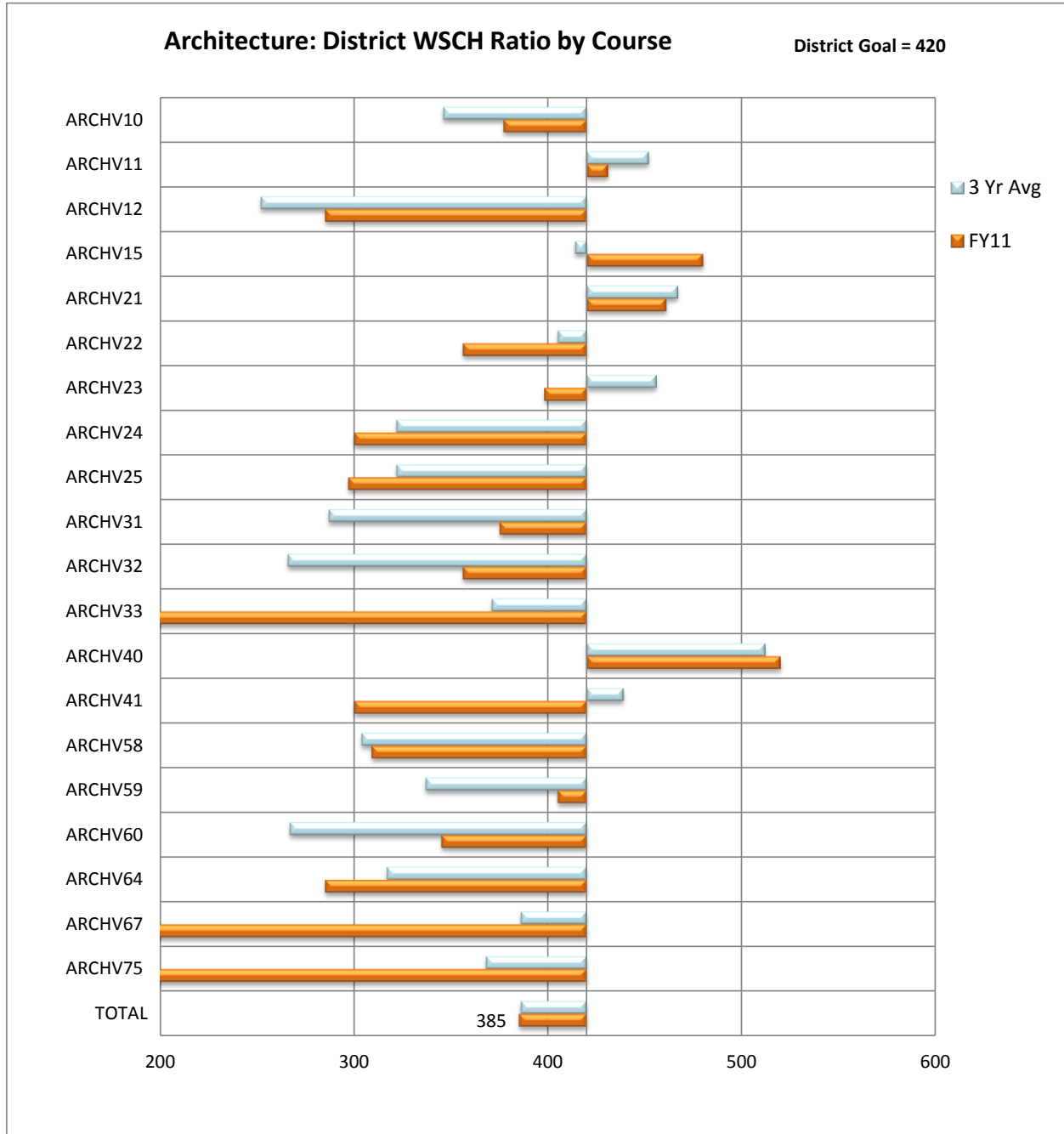
Architecture Program Review
2011-2012

D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
ARCHV10	Intro to Architectural Design	369	336	331	346	377	9%	420	90%
ARCHV11	Blueprint Read:Arch/Construct	476	447	399	452	431	-5%	420	103%
ARCHV12	Adv Blueprnt Read:Com/Industr	165	349	-	252	285	13%	420	68%
ARCHV15	Design and Model Construction	420	360	460	414	480	16%	420	114%
ARCHV21	Architectural Graphics I	483	497	393	467	461	-1%	420	110%
ARCHV22	Architectural Graphics II	483	479	282	405	356	-12%	420	85%
ARCHV23	Introduction to Autocad	430	440	517	456	398	-13%	420	95%
ARCHV24	Advanced Operations of Autoca	320	400	240	322	300	-7%	420	71%
ARCHV25	Digital Tools for Architecture	399	216	356	322	297	-8%	420	71%
ARCHV31	Architectural Practice I	328	274	261	287	375	31%	420	89%
ARCHV32	Architectural Practice II	269	293	247	266	356	34%	420	85%
ARCHV33	Computer Applctns:Architecture	303	428	374	371	-	-100%	420	0%
ARCHV40	Architectural Design I	547	487	500	512	520	2%	420	124%
ARCHV41	Architectural Design II	529	495	350	439	300	-32%	420	71%
ARCHV58	International Residential Code	232	323	343	304	309	2%	420	74%
ARCHV59	International Building Code	325	318	365	337	405	20%	420	96%
ARCHV60	Simpl Engineer:Bldng Construct	465	165	210	267	345	29%	420	82%
ARCHV64	Build Const: Materials/Methods	358	278	330	317	285	-10%	420	68%
ARCHV67	Building Accessibility Regs	-	-	386	386	-	-100%	420	0%
ARCHV75	Intro Elec/Plumb/Mech Systems	300	-	390	368	-	-100%	420	0%
TOTAL	**Annual College WSCH Ratio**	**417**	**380**	**358**	**386**	**385**	**0%**	**420**	**92%**

D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).

Architecture: College WSCH Ratio by Course — District Goal = 420
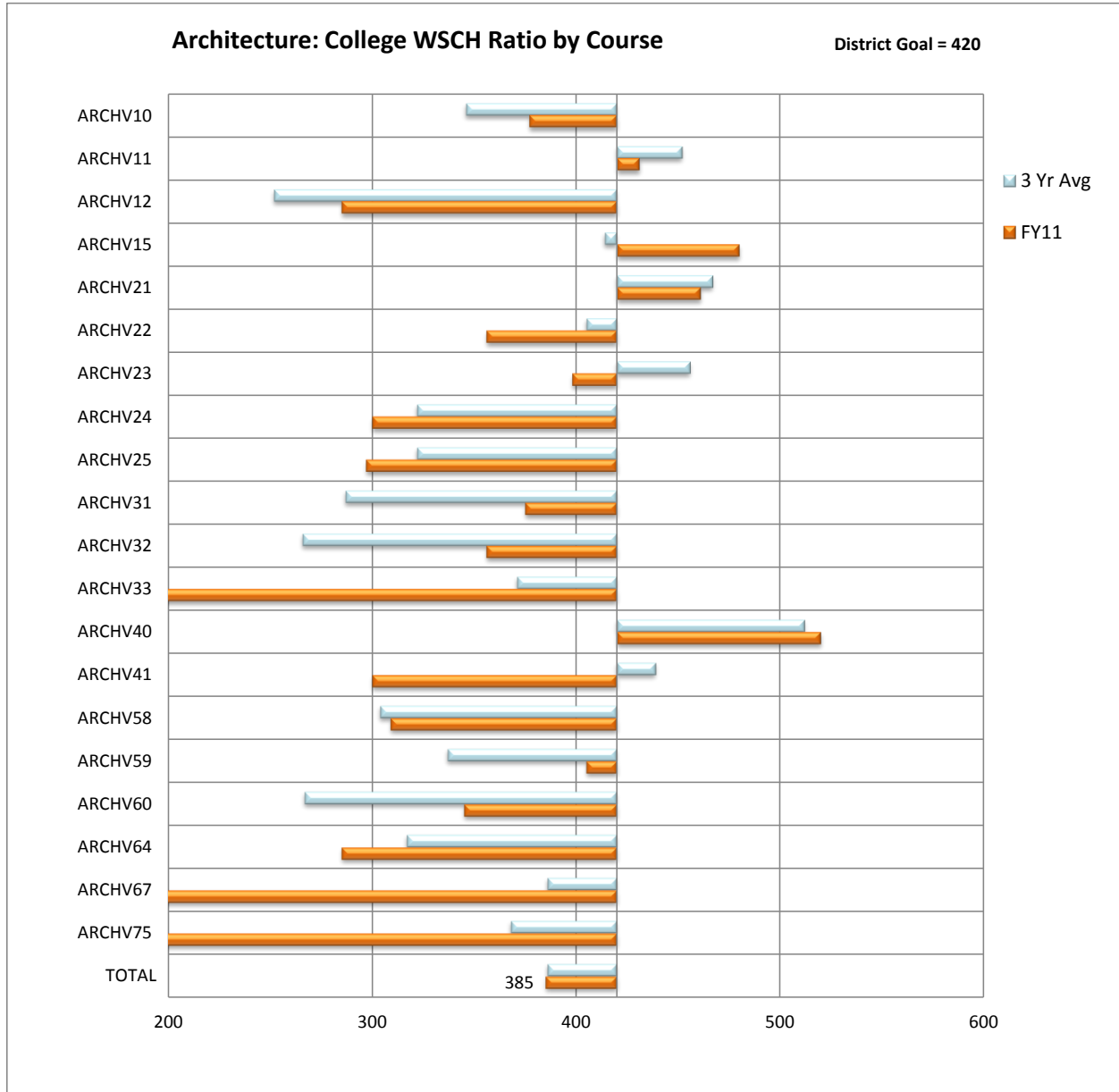
D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6: Interpretation of the Program Course Productivity Information

Tables D1-D4 show the program remains strong with overall WSCH at 92% of the district goal. Individual courses show a decline as expected when course offerings were changed to eliminate the co-listing of classes. Some individual course show 0% of the WSCH goals as they were not offered on a regular basis due to mandated scheduling changes. The program will be looking at the practice of cross-listing classes with other departments as this may not provide the college with accurate information on individual courses. As course offerings stabilize again the WSCH is expected to rise. The program moving into its new facility with state of the art equipment is also expected to have a positive effect on enrollment and WSCH.

The lead instructor is taking the initiative of ensuring that students register for sequential courses that are no longer co-listed (Arch 21,22 and Arch 40,41, etc.) by calling students on the phone , making presentations/in-class demonstrations at all sections, day and night.

Architecture Program Review
2011-2012

E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census,35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The "College" success percentages are included to compare the results of the program to the results of the college.
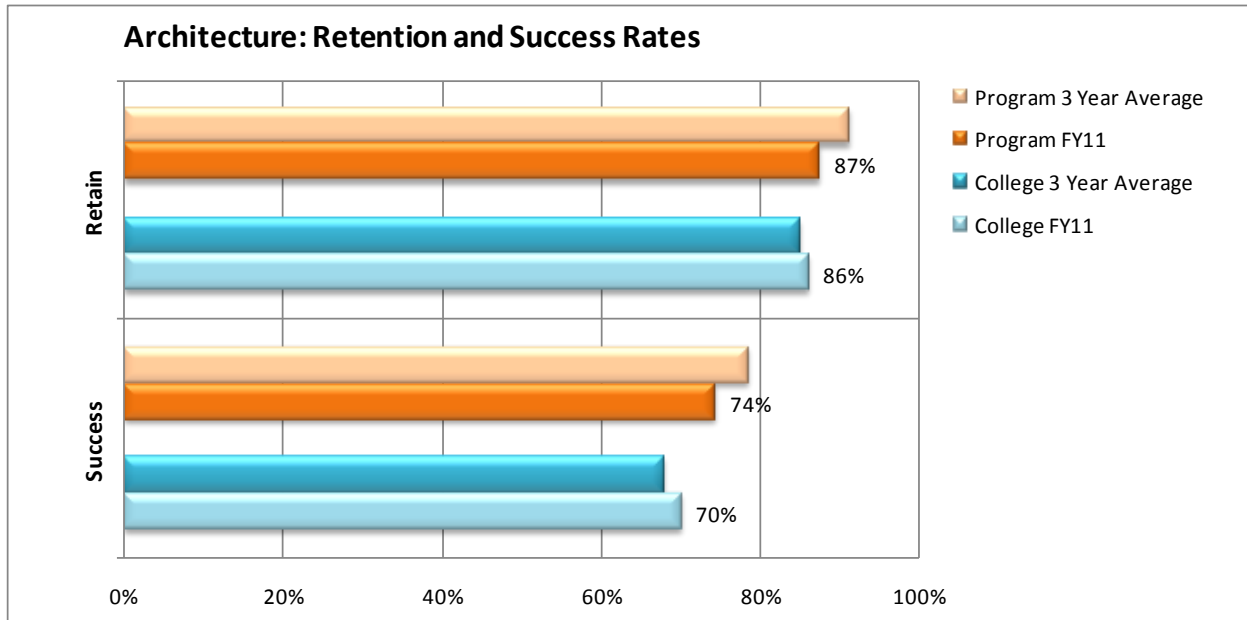
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
ARCH	FY08	236	104	30	12	6	46	38	2	474	436	382
ARCH	FY09	208	91	41	8	10	42	37	1	438	400	348
ARCH	FY10	180	79	22	7	4	50	40	3	385	345	288
ARCH	3 Year Avg	208	91	31	9	7	46	38	2	432	394	339
ARCH	FY11	189	76	35	7	3	44	52	7	413	361	307

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
ARCH	FY08	50%	22%	6%	3%	1%	10%	8%	0%		92%	81%
ARCH	FY09	47%	21%	9%	2%	2%	10%	8%	0%		91%	79%
ARCH	FY10	47%	21%	6%	2%	1%	13%	10%	1%		90%	75%
ARCH	3 Year Avg	48%	21%	7%	2%	2%	11%	9%	0%		91%	78%
ARCH	FY11	46%	18%	8%	2%	1%	11%	13%	2%		87%	74%
College	**3 Year Avg**	**33%**	**19%**	**12%**	**5%**	**5%**	**10%**	**15%**	**2%**		**85%**	**68%**
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.
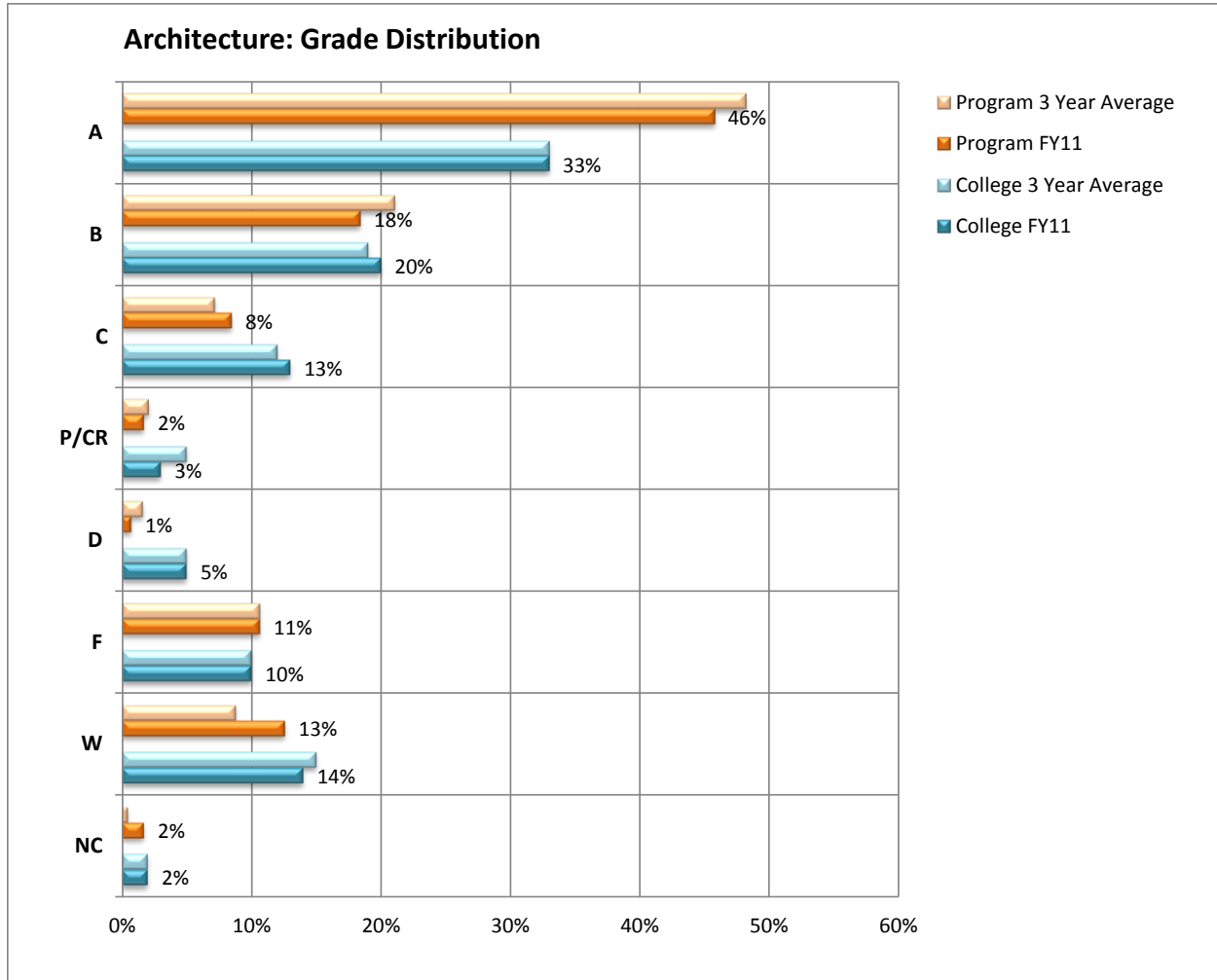

Architecture: Retention and Success Rates

Legend:
- Program 3 Year Average
- Program FY11
- College 3 Year Average
- College FY11

Retain:
- Program FY11: 87%
- College FY11: 86%

Success:
- Program FY11: 74%
- College FY11: 70%

E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.

Architecture: Grade Distribution

Legend:
- Program 3 Year Average
- Program FY11
- College 3 Year Average
- College FY11

Grade	Program FY11	College FY11
A	46%	33%
B	18%	20%
C	8%	13%
P/CR	2%	3%
D	1%	5%
F	11%	10%
W	13%	14%
NC	2%	2%

E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

E6: Interpretation of Program Retention, Student Success, and Grade Distribution

In a vocational program students understand that success in the architectural field is measured on the demonstration of skill, knowledge and ability. Successful students strive to consistently generate portfolio quality work. Gainful employment and/or successful articulation of classes to universities are dependent on the quality of work students generated in the program. Students work to achieve success in the program which is shown in Charts E1-E4. The three year average retention rate of the program is 91% compared to the college average of 85%. The three year average success rate in the program is 78% compared to the college three year average of 68%. Grade Summary Chart E4 shows the effort extended by students in the program.   The graphs do not show the number of successful university transfers which is estimated to be 25-35% of second-year students annually or the successful articulation of classes in the program. The graphs also do not show the number of former students gainfully employed in local industry. We will work on mechanisms to capture this data. As a program we are always looking at ways to improve courses and course offerings based on student needs.

Architecture Program Review
2011-2012

F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Program	FY	Certificates	Degrees	Female	Male
Architectural Drafting	FY08	2	7	1	8
Architectural Drafting	FY09	1	6	3	4
Architectural Drafting	FY10	-	4	1	3
Architectural Drafting	FY11	1	4	1	4
Total Awards in 4 Years		**4**	**21**	**6**	**19**
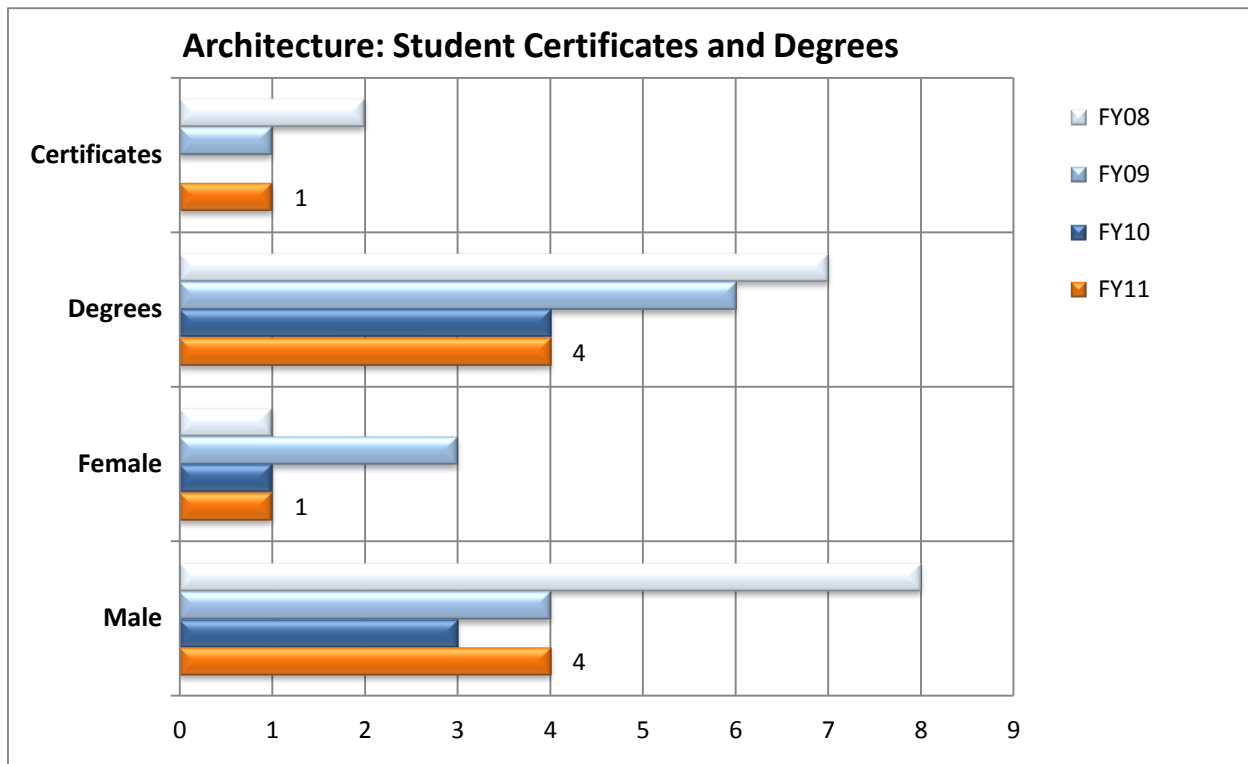
F2: Interpretation of the Program Completion Information

It appears that the college's goal is to increase the number of degrees and certificates students attain. As a program we will be re-evaluating the degree and certificate requirements. Most students currently enrolled in the Architecture Program are looking only to fulfill transfer requirements for university architecture programs. Other students are taking specific classes to gain employment or to upgrade their employment skills. The goal of the program's staff and college counselors has been to provide students with the classes they need for university admittance and their attainment of transfer articulation for program classes. University architecture programs generally only accept major articulation courses from students with courses in architecture.

The goal of the program has been to articulate its courses with university programs. The program will re-evaluate its certificate and degree requirements to make it more attainable to all students including the transfer students. The data is lacking on the number of students who transfer.

G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ARCH	FY08	202	177	18	19	3	7	5	43	124	346	4	29
ARCH	FY09	191	177	9	11	-	9	3	38	95	342	1	28
ARCH	FY10	185	139	9	9	5	4	5	29	78	307	-	27
ARCH	3 Year Avg	193	164	12	13	3	7	4	37	99	332	2	28
ARCH	FY11	178	172	10	3	5	9	15	21	108	305	-	26
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	FY11	13,034	10,566	977	1,040	196	886	402	1,688	15,734	13,014	40	24

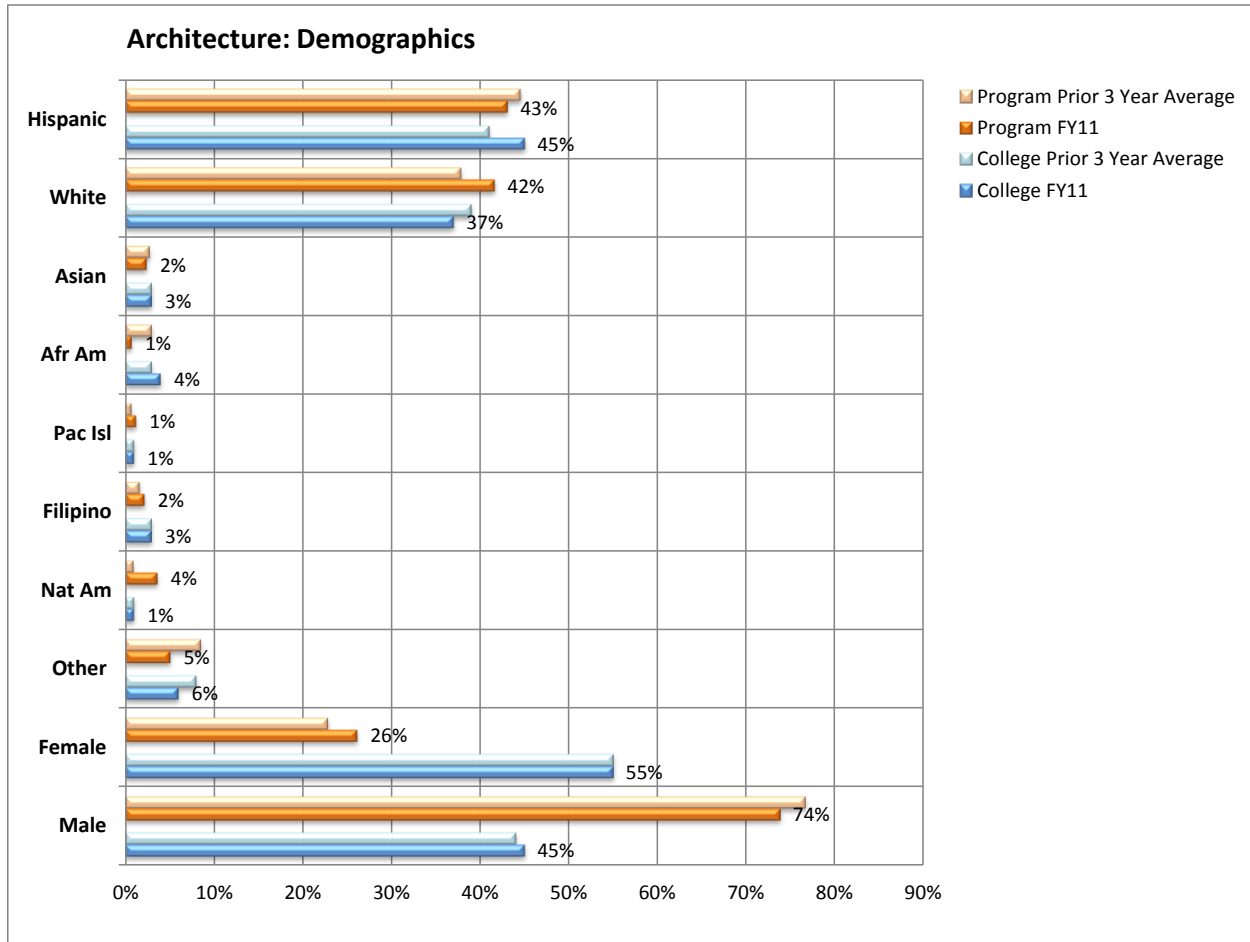This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
ARCH	FY08	43%	37%	4%	4%	1%	1%	1%	9%	26%	73%	1%	29
ARCH	FY09	44%	40%	2%	3%	0%	2%	1%	9%	22%	78%	0%	28
ARCH	FY10	48%	36%	2%	2%	1%	1%	1%	8%	20%	80%	0%	27
ARCH	3 Year Avg	45%	38%	3%	3%	1%	2%	1%	9%	23%	77%	0%	28
ARCH	FY11	43%	42%	2%	1%	1%	2%	4%	5%	26%	74%	0%	26
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

Architecture: Demographics

Legend:
- Program Prior 3 Year Average
- Program FY11
- College Prior 3 Year Average
- College FY11

Ethnic Group	Program Prior 3 Year Average	Program FY11	College Prior 3 Year Average	College FY11
Hispanic		43%		45%
White		42%		37%
Asian		2%		3%
Afr Am		1%		4%
Pac Isl		1%		1%
Filipino		2%		3%
Nat Am		4%		1%
Other		5%		6%
Female		26%		55%
Male		74%		45%

(Horizontal axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90%)

G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information

.
The ethnic and gender distribution in the Architecture Program has remained relatively constant over the past three years. The ethnic distribution roughly mirrors the college distribution, while the program's gender distribution shows a greater number of males than the college average. From the data it can be seen that the program serves many under-represented students.

4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Demonstrate an understanding of drawing methods and graphic composition techniques	Students complete projects using industry standard drawing methods and techniques. Students will complete graphic compositions at a professional level.
Operating Information	
In courses with a graphic element, projects are reviewed in presentation format. Industry professionals regularly evaluate student work for content and graphic composition. Presentations allow students to view methods and techniques used by other students and to learn from comments given by reviewer. Students are able to refine their verbal presentation techniques.	
Analysis – Assessment	
Project work is evaluated for graphic composition, drawing methods and completeness. The program operates at about an 80% success rate.	

Program-Level Student Learning Outcome 2	Performance Indicators
Demonstrate an understanding of building components and systems in relation to design	Students are trained in the correct use of building terminology and various construction methods through assignments, projects and homework.
Operating Information	
In courses with a technical element, projects are evaluated on the use of the correct building system in their complete projects and work. Projects will use correct terminology and building components and component descriptions.	
Analysis – Assessment	
Projects are evaluated for completeness and correctness. Homework and assignments provide for student analysis and assessment.	

Program-Level Student Learning Outcome 3	Performance Indicators
Identify notable historical and contemporary architectural design	Student projects, readings, and homework will enhance the students' ability to identify various architectural styles.
Operating Information	
Class lectures and research projects and homework provide students with the tools, skills and knowledge to identify various architectural designs. Student design work will be influenced by their knowledge of various architectural styles and techniques.	
Analysis – Assessment	
Verbal and graphic presentations and class tests will be used to assess student knowledge of architectural design. Students may choose to follow or deviate from a particular style but they must demonstrate and identify design elements and concepts.	

Program-Level Student Learning Outcome 3	Performance Indicators
Apply architectural terminology	Student technical and graphic presentations, homework, group discussions and verbal presentations are used to measure student performance.
Operating Information	
Through course work students demonstrate and enhance their skills in understanding architectural terminology related to the individual course subject matter.	
Analysis – Assessment	
Course work is evaluated on the prescribed subject matter of each individual class offering. The program goal is to provide the student with a broad understanding of architectural terminology.	

4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will maintain or improve its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will maintain or improve the retention rate by 2% or more above the average of the **program's** retention rate for the prior three years.
Operating Information	
The Architecture Program's average three year retention rate is 91% The college's three year average retention rate is 85%	
Analysis – Assessment	
An increase of 2% or more in retention rate will require the program to attain a retention rate of 93% or more. The program will work to attain this goal.	

Student Success Outcome 2	Performance Indicators
The program will maintain or improve its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will maintain and improve the retention rate by 2% or more above the average of the **college** retention rate for the prior three years.
Operating Information	
The Architecture program's average three year retention rate is 91% The college's three year average retention rate is 85%	
Analysis – Assessment	
The program is already at 6% above the three year average retention rate of the college. The program will work to increase its retention rate.	

Architecture Program Review
2011-2012

Student Success Outcome 3	Performance Indicators
The program will maintain or improve the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will maintain or improve student success rate by 2% or more above the **program's** average student success rate for the prior three years.
Operating Information	
The Architecture Program's three year average success rate is 78%. The college's three year average success rate is 68%.	
Analysis – Assessment	
An increase of 2% or more above the program's three year average success rate will require a success rate of 80% or more for the program. The program will work to attain this.	

Student Success Outcome 4	Performance Indicators
The program will maintain or improve the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program student success will maintain or improve by 5% over the average of the **college's** student success rate for the prior three years.
Operating Information	
The Architecture Program's three year average success rate is 78%. The college's three year average success rate is 68%.	
Analysis – Assessment	
The program is already at 10% above the three year average success rate of the college. The program will work to increase its success rate.	

Architecture Program Review
2011-2012

Student Success Outcome 5	Performance Indicators
Students will complete the program earning certificates and/or degrees.	Increase the number of students earning a certificate, degree and/or transferring, with a goal of 20% of the number of students enrolled in second-year courses.

Operating Information
Most students in the Architecture Program are working on transfer requirements.

Analysis – Assessment
The Architecture Program will be re-evaluating the degree and certificate requirements. Most students currently in the Architecture Program are looking only to fulfill transfer requirements. Other students are taking specific classes to gain employment or to upgrade their employment skills. The goal of the program's staff and college counselors has been to provide students with the classes they need for university admittance and their attainment of transfer articulation for program classes while not accumulating unnecessary transfer units. University architecture programs generally only accept major articulation courses from students with courses in architecture programs.   The goal of the program has been to articulate its courses with university programs. The program will re-evaluate its certificate and degree requirements to make it more attainable to all students including the transfer students. The program will work to attain a certificate/degree rate of 20% or more of students enrolled in second year courses.   Data is lacking on the number of transfer students in the program. Every effort will be made to capture this data in the future.

C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 420 goal set by the district.	The program will exceed the efficiency goal of 420 set by the district by 2%.
Operating Information	
The Architecture Program has a WSCH/FTEF at 92% of the district goal.	
Analysis – Assessment	
The Architecture Program will work to exceed the goal set by the district by a number greater than 2%.	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5000 will be budgeted if funds are available.	A current inventory of all equipment in the program will be maintained. Equipment having a value over $5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.
Operating Information	
The inventory list is out of date and needs to be reviewed (3B1)	
Analysis – Assessment	
The equipment list provided by Banner is incomplete and does not accurately reflect the program's holdings. An inventory survey will need to be done to provide an accurate equipment list. A quick survey of existing equipment will show that the equipment has a value of over $350,000, of which approximately 90% is new, having been replaced with our current move to the new MCE building. Much of the program's equipment has a long term life span (+ 15 years) and was just purchased with the program's current move to the MCE building. Additional equipment used in the program has been purchased through VTEA fund in place to support technology students and programs.	

Program Operating Outcome 3	Performance Indicators
Operating Information	
Analysis – Assessment	

Program Operating Outcome 4	Performance Indicators
Operating Information	
Analysis – Assessment	

Architecture Program Review
2011-2012

5. Findings

Finding 1
The Architecture Program's average three year retention rate is 91% compared to the college's three year average retention rate of 85%. The program will work to maintain or increase its retention rate.

In a vocational program, students understand that success in the architectural field is measured on the demonstration of ability. Successful students strive to consistently generate portfolio quality work. Gainful employment and/or successful articulation of classes to universities are dependent on the quality of work students generated in the program. Students work to achieve success in the program which is shown in Charts E1-E4. The three year average retention rate of the program is 91% compared to the college average of 85%. The three year average success rate in the program is 78% compared to the college three year average of 68%. Grade Summary Chart E4 shows the effort extended by students in the program. The graphs do not show the number of successful university transfers which is estimated to be between ten and fifteen students annually or the successful articulation of classes in the program. The graphs also do not show the number of former students gainfully employed in local industry. As a program we are always looking at ways to improve courses and course offerings based on student needs. The transfer aspect of the program is not captured in these charts. The Architecture Program will continue to focus on certificates, degrees, and transfers and a mechanism to capture data for all of these program emphases.

Finding 2
The Architecture Program's three year average success rate is 78% compared to the college's three year average success rate of 68%. The program will work to maintain or increase its success rate.

Finding 3
The program will need to re-evaluate the degree and certificate requirements so that degrees/certificates are more attainable to all students, including transfer students.

Most students currently in the Architecture Program are looking only to fulfill transfer requirements; other students are taking specific classes to gain employment or to upgrade their employment skills. The goal of the program staff and college counselors has been to provide students with the classes they need for university admittance and their attainment of transfer articulation for program classes while not accumulating unnecessary transfer units. University architecture programs generally only accept major articulation courses from students with courses in architecture programs.

The goal of the program has been to articulate its courses with university programs. The program will re-evaluate its certificate and degree requirements to make it more attainable to all students including the transfer students. The program will work to attain a certificate/degree/transfer rate of 20% or more of students enrolled in second year courses.

Finding 4
The program will need to re-evaluate its practice of cross-listing classes.

Finding 5

Existing equipment has a value of over $350,000, of which approximately 90% is new, having been replaced with the program's current move to the new MCE building. Much of the program's equipment has a long term life span (+ 15 years). VTEA fund are used to support technology students and the program.

Finding 6

The program serves many under-represented students and offers them a method of attaining a higher educational degree that may otherwise not be attainable to them. The program offers them a method of admittance to a university program and the ability to complete major course work.

Finding 7

The program is a valuable asset to the community and has both professional and community support. Professional and former students donate their time in support of the program. The American Institute of Architects has provided program support for many years.

6. Initiatives

Initiative
Curriculum Improvement

Initiative ID Architecture Program

Links to Finding 1 and 6
Continuous curriculum changes based on changing industry and educational standard and requirements will increase student retention rate. Curriculum will be continuously evaluated for relevance with industry and educational requirements.

Benefits:
Improved curriculum will provide students with employment opportunities and meet transfer requirements.

Request for Resources
None at this time, requirements may change based on course requirements.

Funding Sources

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative
Continuous technology updates

Initiative ID Architecture Program

Links to Finding 1,2 and 5
Continuous hardware and software updates will provide the most current resources for students.
Current technology will provide the method for students to achieve further success and retention in the
program

Benefits
Students are trained in the most current technology

Request for Resources
Continuous technology updates

Funding Sources
Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.) VTEA Funds	X

Initiative
Instructional skills upgrades

Initiative ID Architecture Program

Links to Finding 1 and 2
Continuous training on software updates.

Benefits
Students are trained on the most current software
Request for Resources
Annual software training classes ($3000)
Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)VTEA funds	X

Architecture Program Review
2011-2012

Initiative
Evaluation of the degree and certificate requirements

Initiative ID Architectural Program

Links to Finding 3

Benefits
Degrees/certificates are more attainable to all students, including transfer students.

Request for Resources
None
Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative
The program will need to re-evaluate its practice of cross-listing classes.

Initiative ID Architectural program

Links to Finding 4

Benefits
The program data will be more reflective of actual student data.

Request for Resources
None.
Funding Sources

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

Architecture Program Review
2011-2012

Computer Equipment and Software

	Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1													
2													
3													
4													
5													

Other Equipment Requests

	Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1													
2													
3													
4													
5													

Facilities Requests

	Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1													
2													
3													
4													
5													

Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position.
The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.

The Architecture Program presents the following **compelling reasons** why the **Ventura College Architecture Program** should be **continued** with the support of the college.

1. **The Retention Rate is 91%/ Success Rate is 78%**

   The three year average **retention rate** of the **Architecture Program is 91%** compared to the college average of 85%. The three year average success rate in the Architecture Program is 78% compared to the college three year average of 68%.

2. **The Only Architecture Program in Ventura County**

   Ventura College is one of the few **community college** providers of a recognized, degreed **architectural curriculum** between Pasadena and San Luis Obispo, a 200-mile swath of Southern California. It is the **only architecture program in Ventura County** and it draws students and professionals from across the county and the central coastal region.

3. **Architecture Students Transfer To Impacted University Architecture Programs**

   In order to gain admittance into a university architecture program as a transfer student, higher priority is given to students who transfer from a community college architecture program. Generally **only students from community college architecture programs** are able to **transfer to impacted major university architecture programs**.

4. **Architecture Students Transfer Credits For Architecture Studies**

   Accredited architectural universities, such as **Cal Poly SLO,** currently **recognize the quality** and content of the Ventura College Architecture Program and, as a result, transferring students from Ventura College **get transfer credits for their architecture studies**. The Architecture Program at Ventura College has worked with accredited schools of architecture to align and format their courses. The program at VC is one of the few community college programs in California that has achieved this.

5. **Scholarship, Employment And Professional Enrichment Opportunities**

   The local AIA Chapter (**American Institute of Architects**) has consistently recognized the achievements of the students from the Architecture Program of Ventura College and has provided them with **scholarships, employment and professional enrichment opportunities**. This is a direct result of the quality of the Architecture Program.

6. **Primary Destination For (ACE) Charter High School Students**

   The Architecture Program will be the **primary college destination** for the majority of students graduating from the **Ventura County Superintendent of School's Architecture, Engineering, and Construction (ACE) Charter High School** in Camarillo. The first graduating class from ACE Charter High School will be attending Ventura College in the Fall of 2012.

7. **Students Are Members Of National A.I.A.S.**

    Students in the Architecture Program are members of the on-campus chapter of the national AIAS (**American Institute of Architecture Students**). This organization is devoted to **supporting architecture students** in their academic pursuits and is supported by the Ventura County Chapter of the AIA.

8. **Broad Range Of Students**

    Students range from: those seeking to **transfer to university** architecture programs; **potential employees** for regional architecture and engineering firms; those seeking work in **construction and allied trades,** local **professionals** seeking to upgrade their skills, and general interest students **gaining exposure** to the field of architecture.

9. **Producing High Caliber, High Functioning Students**

    The **faculty** is comprised of seasoned **professors and local architects** intent on producing high-caliber, high-functioning students.

10. **Benefits Both Students And Greater Community**

    The preservation of the **Ventura College Architecture program benefits** both to the **students and the greater community.**

11. **New Classrooms And State-Of-The-Art Equipment**

    With **Measure S Bond** funding the Architecture Program has **new classroom**s and support rooms at the newest facility on campus, the **MCE Building**. The program has received **state-of-the-art equipment** and educates its students using **cutting-edge computer software**.

12. **Highly Successful Transfer Students And Local Employment**

    The Architecture Program is highly successful at producing successful transfer students and training for students seeking local employment.