Architecture Program Review
2013-2014

Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

Instructions:

- *Provide a brief status of initiatives created last year that did not require funding. Include an explanation of what changes occurred (i.e. in student learning) as a result of those initiatives.*
- *Provide a brief status of initiatives created last year that required funding. For those that were funded, what changes occurred (i.e. in student learning) as a result of the initiatives/funding.*

Last year's Initiatives that required no funding were:

ARCH12-01: Curriculum Improvements

Arch12-04: Evaluate degree and certificates offered

Arch12-05: Continue to evaluate the benefit/detriment of cross listing classes

Arch12-06: Meet Perkins Core Indicators

With these changes student learning and program objectives were enhanced.

Last year's Initiatives that required funding were:

ARCH12-02   Continuous technology upgrades: *Students* received training on current software.

Arch12-03: Instructional skills upgrades: Instructors received training on current software and teaching skills.

B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

Instructions: Provide any updates/accomplishments pertaining to Student Success or Operating Goals you created last year (see your last year's program review). The goals will not be continued in this same manner, but we want to provide faculty and staff the opportunity to provide any updates/accomplishments that may have taken place since last year.

The Architecture Program had a three year average retention rate of 90% and a three year average success rate of 77%. The program's goal was to increase those rates.

Section II - Description

A. Description of Program/Department

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.

Degrees/Certificates

Although the Architecture Program at this time no longer awards degrees or certificate, in the last four years the program has **awarded a total of 29 degrees and certificates** (22 degrees and 7

certificates). It is the goal of the program to bring back both the degree and certificate option to our students. Many disadvantaged students lose by not having degrees and certificates available to them at the local level. **At every campus committee level the program had full support for continuation**.

B. **Program/Department Significant Events (Strengths and Successes), and Accomplishments**
   Instructions:
   - *What has changed over the past year (i.e. faculty, degrees/certificates, curriculum, etc.)?*
   - *What is impacting the program now?*

   1. Many students transfer 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.
   2. Many former students are now employed as architects and architectural interns in Ventura County.
   3. Supported by the American Institute of Architects, Ventura County Chapter.
   4. Many local architects return to take skill-upgrade courses.
   5. Students participate as members of the national organization of the American Institute of Architecture Students (AIAS).
   6. Many former students return to critique student work and to provide guest lectures in the Architecture Program.
   7. Students in our program have won scholarships to 4-year universities based on the work done at VC.
   8. Students are able to get up to two years major university credit for architecture courses completed at VC.
   9. Internship classes provide valuable experience and networking connection for future employment.
   10. Local architectural and engineering firms seek out students from this program for employment.
   11. Continued local high school relationships provide access for underserved populations in Ventura County.
   12. Faculty participation on the Advisory Board of Hueneme High School helping in the development and implementation of the Engineering and Design Careers Pathway.

C. **2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY**
   N/A No degree or certificate at this time.

D. **Criteria Used for Admission**
   None

E. **College Vision**
   Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

F. **College Mission**
   At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and

certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

G. College 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

H.   Organizational Structure

President: Greg Gillespie
Executive Vice President:
Dean: Dr. Kathy Schrader
Department Chair: Casey Mansfield
Faculty/Staff:

Name	Casey Mansfield
Classification	Professor
Year Hired	1991
Years of Work-Related Experience	32
Degrees/Credentials	B.A., M.A.

Name	Scott Rabe
Classification	Professor
Year Hired	1984
Years of Work-Related Experience	32
Degrees/Credentials	B.A. Long Beach state University

Name	Ralph Fernanadez
Classification	Professor
Year Hired	1989
Years of Work-Related Experience	31
Degrees/Credentials	B.A. Architecture, UC Berkeley 1982, CA Licensed Architect

Adjunct

Name	Nicholas Deitch
Classification	Adjunct Professor
Year Hired	1994
Years of Work-Related Experience	32 years
Degrees/Credentials	B.A. Architecture CA Polytechnic State University Sand Luis Obispo 1981, CA Licensed Architect 1985

Name	Curtis Cormane
Classification	Adjunct Professor
Year Hired	1995
Years of Work-Related Experience	28
Degrees/Credentials	B.A. Architecture, UC Berkeley 1982, Notre Dame University, CA Licensed Architect

Name	Rick Leduc
Classification	Adjunct Professor
Year Hired	2001
Years of Work-Related Experience	21
Degrees/Credentials	B.A.

Name	Chiio Terada
Classification	Adjunct Professor
Year Hired	1971
Years of Work-Related Experience	41
Degrees/Credentials	B.A.

Section IIIa – Data and Analysis

A. **SLO Data**
Instructions:
- *Provide highlights of what you learned last year in your assessments and discussions.*
- *Provide highlights of some of the changes made as a result of the assessments and discussions.*
- *How did the changes affect student learning – or how do you anticipate that they will?*
- *Based on what you learned, what <u>initiatives requiring resources</u> could you develop (or have you developed) to improve student learning? Explain briefly. Initiatives need to be entered in more detail in Section V.*

- *What are the most significant <u>initiatives not requiring resources</u> you could (or have developed) to improve student learning?   Explain briefly. Initiative(s) need to be entered in more detail in Section V.*
- *Comment on the status of your SLO rotational plan, mapping, and other TracDat work.*

> Last year's SLO gave us a chance to look at the strengths and weaknesses of our courses and the program as a whole. After review we continue transition the Architecture Program to implement emerging instructional techniques and technologies and to identify improved strategies to enhance SLOs and advance student attainment of degrees, certificates and workplace skills in a manner that strengthens the path to completion, thus enabling greater access to educational opportunity.

> The Architecture Program provides students with the skills necessary for higher education or employment in a wide array and diverse area of employment. Students may choose a specific area of study or to gain broad knowledge to use in diverse fields.

> The Architecture Program provides students with the skills necessary to model or present a wide array of projects according to the latest standards and advances in technology.

> The use of state-of-the-art parametric modeling programs provides students with employment and advanced education skills. The Architecture Program uses some of the most modern software and modeling techniques in "real world" design problem applications providing students with the knowledge and skill of the advancing science of computer generated models and rendering techniques.

B. Performance Data

1.   Retention – Program and Course

Instructions:

Retention refers to the number/percentage of students completing the class.

- *How does your program's retention rate compare to the college overall? Is comparing it to the college average appropriate or not? Please explain.*
- *In looking at your program's retention rate over the past three years, is there a trend? If so, explain.*
- *In looking at the disaggregated data by gender, ethnicity, and age are there gaps in retention for certain groups of students? Also, is the retention going down for certain groups? If there are gaps, what might be done to address them?*
- *Do your retention rates meet your expectations? Are there areas that need improvement?*
- *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V.*

Arch Student Retention Rates

Arch FY13	82%
Arch 3 year average	88%

College Retention Rates

College FY13	86%
College 3 year average	86%

The retention rate for FY13 is much lower than the normal rate, most likely due to the cuts made to the program in the FY13. As a program we hope to establish a Certificate of Completion for the program as soon as we can.

2. Success – Program and Course

Instructions:
Success refers to the number/percentage of students who pass the class with a grade of C or better or a "pass."

- *How does your program's success rate compare to the college overall? Is comparing it to the college average appropriate or not? Please explain.*
- *In looking at your program's success rate over the past three years, is there a trend?*
- *In looking at the disaggregated data by gender, ethnicity, and age are there gaps in success for certain groups of students? Also, is the success rate going down for certain groups? If there are gaps, what might be done to address them?*
- *Do your success rates at the program and college level meet your expectations? Are there areas that need improvement?*
- *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V.*

Arch Student Success Rates

Arch FY13	67%
Arch 3 year average	74%

College Success Rates

College FY13	71%
College 3 year average	70%

The Success rate for FY13 is much lower than the normal rate, most likely due to the cuts made to the program in the FY13. As a program we hope to establish a Certificate of Completion for the program as soon as we can.

3. **Program Completion – for "Programs" with Degrees/Certificates Only**
   Instructions:
   Completion refers to the number of students in the program receiving degrees and/or certificates. The Executive Team uses these data in creating its annual Planning Parameters. Are the numbers of degrees AND certificates (look at separately) awarded over the last four years increasing, decreasing, or staying about the same?

   - *In looking at the disaggregated data for completion over the past four years, are there gaps in success for certain groups of students? Also, is the completion rate going down for certain groups? If there are gaps, what might be done to address them?*
   - *Do the completion rates meet your expectations? Why or why not?*
   - *What should be the goal for program completion? NOTE: ACCJC, our accrediting commission, has advised colleges that visiting teams will now be looking for program and institution-set standards for completion.*
   - *What initiative(s) could you develop based on what you have learned? Explain briefly. Initiatives need to be entered in more detail in Section V and need to include a goal/performance indicator (i.e. Program completion will increase by 10% over the next 3 years).*
   - *Programs that have awarded fewer than 12 certificates or degrees over the past four years may be placed on possible discontinuance. If this is the situation for your program, what changes can be made to increase the number? (i.e., Is it possible to combine programs in your area? Does the curriculum need updating?, etc.). In general, what can be done to increase the number of degrees and certificates awarded?*

In FY13 the Architecture degree/certificate was eliminated. Here are the numbers for the last four years with the **total being 29 degrees/certificates.**

Arch Program Completion	# of Certificates	# of Degrees
FY10	0	5
FY11	1	4
FY12	4	7
FY13	2	6

4 Year Total   **7**   **22**

C. **Operating Data**

1. **Demographics - Program and Course**
   Instructions:
   Demographics refer to the students enrolled in the program/course.
   - *What does the data indicate/say about the students enrolled in the program/course? (Provide a **very brief summary**).*
   - *How do your students compare to the college demographics? Is there a significant difference? What trends/changes do you see over the past three years?*
   - *Is there a need to diversify the program in terms of age, gender or ethnicity?*
   - *What initiative(s) could you develop based on what you have learned from the data or other information? Explain briefly. Initiatives to be entered in more detail in Section V.*

Student Demographics

	%Hispanic	%White	%Female	%Male	% Ave. Age
ARCH Prior 3-year Average	45	40	24	76	27
ARCH FY13	49	33	22	78	26
College Prior 3-year Average	45	37	54	46	26
College FY13	51	32	54	46	24

The ethnicity data of the program closely matches that of the college as a whole. The data shows that the three year average age of the students in the program is 27 years compared to the college's average of 26 years, many students in the program return for skill enhancement or necessary job skills upgrades. The data also shows that the program is made up of 76% male compared to the 46% for the colleges. As a program we are looking at ways to attract more female students to the program.   As a program we are always looking at ways to improve courses and course offerings based on student needs and we will continue this practice.

2. **Budget**
   Instructions:
   - *Review of summarized budget information is required. The yellow and blue sections of your budget data provide summaries. Detail data is provided if you want to see additional information; however, reviewing the backup data is not required. Check the boxes below if you have no further comments to make.*
   - *Have there been any significant changes in the budget over the past three years? Have these changes had a positive or negative effect on student learning? If additional funds are needed, explain why. Initiatives will be required to be noted in more detail in Section V.*
   - *(Requests for contract/full time faculty or classified staff should be addressed in the resource section on the next page.)*
   - *Please check the appropriate box below then provide your summary beginning on the next line.*

   Ⅹ Program members have reviewed the budget data.
   Ⅹ No comments or requests to make about the budget

As a program we hope to establish Certificate of Completion for the program as soon as we ca. No budget enhancement will be required.

3. Productivity – Program and Course

Instructions:

Productivity is based on the number of student contact hours that a faculty member teaches per week. The typical productivity factor is 525 (35 students/class x 5 classes x 3 hours per week = 525). Our overall college productivity goal for 2013-2014 is 530. Your analysis here should pertain to the number of students enrolled in your courses as that number relates to the program's productivity goal.

Are courses filling to the college productivity goal for your program? If that goal is inaccurate, what should the program and/or department productivity level be? How many students should be in each course? Are any of the productivity goals at the course level inaccurate? If so, what should they be?

See the productivity chart included in your data packet to help you determine the appropriate productivity level for your program/courses.

- *Do the enrollment/productivity ratios meet your expectations for the program as a whole? Do the enrollment/productivity ratios meet your expectations for individual courses? Why or why not?*
- *How can you improve the performance overall or in some courses if they do not meet your expectations? (For example, at the course level, do some courses need to be offered or scheduled differently to try to increase enrollment?)*

What initiative(s) could you like to develop based on what you have learned? Explain briefly. Initiatives will be required to be noted in more detail in Section V.

ARCH Productivity

3 year average	*394*
FY13	*377*

The Architecture Program has a goal of 450. This is a goal which we had attained in FY12 and were working on improving. As you can see with the program cuts, the productivity has dropped for FY13. The productivity goal of 450 is very high based on the fact that our classrooms have a seating capacity of 24 seats compared to the college which uses a 35 students per class to set a 535 goal. Base on a 24 seat capacity the productivity goal should be less than 400 for the Architecture Program.   The program's three year average is 88% of the goal and the FY13 is 84% of the goal of 450.

As a program we are evaluating ways to increase our enrollment. We are visiting local high schools to make more students aware of our offerings. We have also offered specialty class events to junior high students to both offer training to them and to make them aware of our courses.

D.   Resources

1. Faculty

Instructions:

- *How does your program/department's Full Time Equivalent Faculty (FTEF) compare to the college? (trends and ratios)*

- *Have there been any significant changes in (FTEF) for part and/or full time faculty over the <u>last three years</u>? If so, what are the effects of these changes?*
- *Does your area have difficulty finding hourly instructors?*
- *Is the program lacking faculty with a particular specialty?*
- *Are there any specific accreditation requirements for FT faculty?*
- *What contract faculty member(s) (if any) will you be requesting based on what you have learned? Explain briefly. Requests need to be entered in more detail in Section V.*

The FTEF for the Architecture Program is consistent with the college average. The program has been consistent in its three year average. For FY13 the program decreased its faculty by a total of 35% due to campus budget cuts and decreases in the number of sections offered. At this point we will not be requesting any additional faculty.

2. Classified Staff

Instructions:
- *Have there been changes in the number of classified staff in the program/department over the <u>last three years</u>?*
- *What has been the effect of decreases/increases in classified staff on the program or department?*
- *What classified positions (if any) will you be requesting based on the data/numbers/changes in program/department? Explain briefly. Requests need to be entered in more detail in Section V.*

There is no classified staff in the Architecture Program.

3. Inventory

Instructions:

In the last year, a complete inventory has been taken of all college equipment. Detailed inventory lists, by room, are now available for your review. If you are requesting equipment, you need to review the inventory list and explain whether or not it is accurate. If you have any questions pertaining to inventory lists, please contact Dave Keebler.

- *What equipment requests are you making (if any) to ensure that the program/department has functional, current, and otherwise adequate inventory to maintain a quality learning environment? Is the current equipment aging and need replacement or is new equipment needed? Is ongoing maintenance required for some equipment? If so explain. Requests need to be entered in more detail in Section V.*

Same as Drafting, used by Engineering, Architecture, Drafting and MT.

1. Copier/scanner: existing machine is aging and in need of replacement
2. New plotters: existing plotters are aging and in need of replacement
3. Monitor existing computers to establish a rotational plan for replacement

4. Facilities or other Resource Requests

Instructions:
- *Is your program/department making any other requests for resources, including for facilities?*
- *Initiatives will be entered in more detail in Section V.*
- *Note: Any safety issues need to be reported immediately and not wait for program review. Safety issues may be reported here in addition to being reported to the dean.*

Same as Drafting, used by Engineering, Architecture, Drafting and MT.

Additional/new classroom lighting room MCE-129

Additional/new classroom lighting room MCE-130
Replace white board doors (min. 4' wide surface) in MCE-130

5. **Combined Initiatives**
   Instructions:
   Does your program have any combined initiatives that address more than one data element? If so, explain and enter the initiative with more detail in Section V.

E. **Other Program/Department Data**
   Instructions:
   - *Does the program/department have any other data from any other source (i.e., program generated, state generated, program accreditation, advisory committee, etc.) that should be reviewed/discussed in this program review?*
   - *What does the data indicate about the students, student performance, or any other aspect of the program?*
   - *What about the data encourages or gives you cause for concern?*
   - *Does the data meet your expectations? Why or why not?*
   - *What initiative(s) could you develop based on what you have learned from the data. Explain briefly. Initiative to be entered in more detail in Section V.*
   - *Provide the data in an attachment or provide an online link.*

Section IIIb – Other Program Goals and Initiatives

A. **Other Program Goals**
Instructions: Aside from the goals determined from looking at specific institutional and program data, are there any other program goals for which you may or may not request funding? If so, please explain and enter it as an initiative with more detail in Section V. Such goals may include:

- *Innovation*
- *Legislation*
- *Regulations*
- *Industry Standards*

- *New Technology*
- *Professional Development*
- *Advisory Committee Recommendations*

Section IV – Program Vitality (Academic Senate Approved Self-Evaluation)
Instructions:
Complete the Rubric for Instructional Program Vitality (Appendix C or D) created by the Academic Senate. It is a tool for further self-evaluation of your program. This rubric will be used in conjunction with (not in place of) resource requests and provide further input for any programs being considered for program discontinuance. This form must be submitted with your program review document. Answer the following question after completing the rubric:

- *What is your score?*
- *What does that score mean to you?*

The self assessment Vitality Score for the Architecture Program is 29. According to the survey, a score between 27-32 indicates "the program is current and vibrant with no further action recommended." We will continue to make improvements to add strength to the program.   We will continue to look at ways to improve the program. As a program we hope

to establish Certificate of Completion for the program as soon as we can to help our students, no budget enhancement will be required.

Section V - Initiatives

Instructions:

Please list your initiatives below, including any you are carrying forward from prior years. Add as many as needed. Deans/division offices will put the information onto the initiatives charts. Every program/department needs initiatives that do not require resources.

Ranking:

The ranking provided below indicated the program/department's ranking. The initiatives will be ranked again later at the division level before going to the appropriate committees (i.e. technology) for additional ranking.

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

Example:

> **Initiative:** *Provide a brief title*
> **Initiative ID**: *(i.e. CD1301 = Child Development, 2013, first initiative. Maintain initiative numbers from prior program review if any are being carried forward into this new year.)*
> **Link to data (Required):** *From which area of data is this request associated? Within the category, be specific. (i.e. Success data for a specific course, PSLO #1, . . . , etc.)*
> **Expected Benefits:** *What benefits to student learning or completion, etc. do you anticipate?*
> **Goal:** *What do you believe needs to occur? (i.e. raise student success in _____ course)*
> **Performance Indicator:** *What do you see as a realistic goal? (i.e. a 5% increase in student success)*
> **Timeline:** *When do you expect to achieve this success within in the next three years? (i.e. by May 2015). These timelines will create a multi-year plan for your program/department. (a drop down menu is provided.*
> **Funding Source Category:** *(a drop down menu is provided)*
> - *No new resources*
> - *Additional general funds for hourly instruction, supplies and services (includes maintenance contracts)*
> - *College equipment funds (non computer)*
> - *Technology funds*
> - *Facilities funds*
> - *Staffing resources*
> - Grant funds
>
> **Ranking:** *(i.e. H) (a drop down menu is provided)* <u>Note:</u> *Your program/department will need to rank its initiatives (1/3 High, 1/3 Medium, 1/3 Low). These initiatives will be further ranked by the division.*

Begin listing your initiatives here, including any you are carrying forward from prior years.   Please note that every program/department needs to include initiatives that do not require resources. You may copy and paste this section

A. Initiative: Establish Certificate of Completion
Initiative ID: ARCH13-01
Link to Data: The student retention and success rate mirror the college average.   We would like to see to see retention and success rates higher than the college average. Currently the program has granted 29 degree/certificates over the last three years, but is no longer awarding degrees/certificates.   The program would benefit by offering degrees/certificates.
Expected Benefits: Increase in student numbers without increasing the number of courses.
Goal: Improved retention and success rates.
Performance Indicator: An increase in retention and success over the next two years.
Timeline: 2015-2016
Funding Resource Category: No new resources needed
Ranking: H

B. **Initiative: Initiative:** Curriculum Improvement
Initiative ID: ARCH13-01
Link to Data: The programs productivity rate is 88% of the district goal. As a program we would like to see the productivity rate rise**.**
Expected Benefits: To increasing student numbers without increasing the number of courses.
Goal: Improved program productivity rate and student retention.
Performance Indicator: An increase in productivity over the next two years.
Timeline: 2015-2016
Funding Resource Category: No new resources needed
Ranking: M

C. **Initiative: Initiative:** Continuous technology updates
Initiative ID: ARCH13-03
Link to Data: The student retention and success rate mirror the college average, we would like to see to see retention and success rates higher than the college average
Expected Benefits: 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.

      Goal: Improved retention and success rates.
      Performance Indicator: An increase in retention and success over the next two years.
      Timeline: 2014-2015
      Funding Resource Category: Technology Funds
      Ranking: H

D. **Initiative:** Instructional skills upgrades
    Initiative ID: ARCH13-04
    Link to Data: The student retention and success rate mirror the college average, we would like to see to see retention and success rates higher than the college average.
    Expected Benefits: Students are trained on the most current software.
    Goal: Improved retention and success rates.
    Performance Indicator: An increase in retention and success over the next two years.
    Timeline: 2015-2016
    Funding Resource Category: Grant Funds
    Ranking: H

E. **Initiative:** Evaluate use of online Classes
    Initiative ID: ARCH13-05
    Link to Data: The programs productivity rate is 88% of the district goal. As a program we would like to see the productivity rate rise**.**
    Expected Benefits: Increased enrollment
    Goal: increased enrollment
    Performance Indicator: An increase in WSCH numbers.
    Timeline: 2015-2016
    Funding Resource Category: No new resources needed
    Ranking: M

Section VI – Process Assessment
Instructions: Please answer the following questions:

A. **How have the changes in the program review process this year worked for your area?**
The program review process in general gives us a detailed look at things that we may need to adjust to benefit our students. The program review process is still very labor intensive, and takes many hours.

B.   **How would you improve the program review process based on this experience?**
C. Different programs would be better served by making the process different for unique types of programs, i.e. specific to the Technology Division's goals as they relate to the college.

D. **Appeals**

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

VII – Submission Verification

Instructions: Please complete the following section:

Program/Department: Architecture (ARCH)
Preparer: Ralph Fernandez
Dates met (include email discussions): September 10, 11, 12
List of Faculty who participated in the program Review Process: Ralph Fernandez, Scot Rabe, Casey Mansfield, Curtis Cormane, Nicholas Deitch

Ⅹ **Preparer Verification:** I verify that this program document was completed in accordance with the program review process.

☐ **Dean Verification:** I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):

Architecture Program Review
2013-2014

Program Review Process Map

I.   **Status report and accomplishments from prior year**

II.   **Description**

III(b).   **Other program goals and initiatives**

(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)

IV.   **Program vitality-(Academic Senate rubric)**

V.   **Summary of initiatives and requests**
Minority reports if any

VI.   **Process assessment**

VII.   **Verification of review**

Architecture Program Review
2013-2014

Program Review Resource Initiatives Guidelines
WHAT TO LEAVE OUT

The purpose of this document is to clarify what kinds of resource requests should <u>NOT</u> be included in the Program Review Document as initiatives.

The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The "Who to Contact" column lists who to contact when the resources or services are needed.

Excluded Items	Who to Contact	Explanation
Safety Issues, including but not limited to broken chairs or desks, etc. that can be resolved through the normal process.	Dean, M&O or Appropriate Office	All safety issues should be immediately reported to the Dean, M&O, or appropriate department.
EAC Accommodations that can be resolved through the normal process.	DSPS and Dean	Any accommodation should have the guidance of the DSPS office.
Routine M&O maintenance & repair (light fixtures not working, holes in walls, locks, cleaning, broken desks or chairs, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vcccd.edu or notify your division office so they can handle for you.
Cyclical Maintenance (painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vcccd.edu or notify your division office so they can handle for you.
Classroom technology equipment repairs (projector light bulb out, video screen not working, computer not working, existing software updates) that can be resolved through the normal process.	Campus Technology Center or Division Office	Complete an email request to vchelpdesk@vcccd.edu or notify your division office so they can handle for you.
Section Offerings/ Change of classrooms	Dean/Department Chair	Dean will take requests through the enrollment management process.
Substitutes	Dean	Dean will process in accordance with existing guidelines.
Conferences, Meetings, Individual Training	Professional Development Committee	Requests should first be addressed by the PDC and only go through program review if costs cannot be covered.

Architecture Program Review
2013-2014

Program Review Resource Initiatives Guidelines
WHAT TO LEAVE IN

The purpose of this document is to clarify what kinds of resource requests should be included in the Program Review Document as initiative.

Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation.

Included Items	Committee Group	Explanation
Replacement of classroom furniture	Facilities Oversight Group	Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process.
Upgrade and/or replacement of computer and other technological equipment	Technology Committee	These items will go on to a list for replacement or upgrade per the technology plan.
New Equipment/Furniture/ classroom items (i.e. microscope, etc.)	Budget Resource Council	These items must be approved included in a plan to improve student learning and/or services.
Buildings/Office Space (new renovation, modernization)	Division Dean	The division dean will work with Administrative Council and the Fog Committee to pursue the projects.
New Software	Technology Committee	These items must be approved included in a plan to improve student learning and/or services.
New Faculty Positions	Faculty Staffing Priorities	Requests for new positions will compiled on a list and sent to the FSP committee.
New Classified Positions/or increase in percentage of existing positions.	Classified Staffing Priorities	Requests for classified positions will compiled on a list and sent to the CSP committee.
New Programs/certificates	Curriculum Committee	These program/certificates must be approved by the curriculum committee.
Training and Professional Development above normal	Professional Development/ Budget Resource Council	These are items over and above what the PDC can provide.
Expansion/Conversion to Distance Learning	Dean of Distance Learning and Distance Learning Committee	Requests will be compiled and sent to the committee process for discussion.
Service Agreements	Budget Resource Council	Requests must include justification.
Instructional Materials and Office Supplies/ Advertising/Student Workers/Printing/Duplicating	Budget Resource Council/Dean	These items must include a compelling reason and be above what the normal budget will allow.

Rubric for Instructional Program Vitality-Academic (non-CTE)

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

Academic programs:

Point Value	Element	Score
Up to 6	**Enrollment demand** [1]	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	

Point Value	Element	Score
	Sufficient capital / human resources to maintain the program, as defined by:	
Up to 3	**Ability to find qualified instructors**	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
Up to 3	**Financial resources, equipment, space**	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	

Point Value	Element	Score
Up to 4	**Agreed-upon productivity rate** [2]	
	A "4" would indicate that a program has met or exceeded its productivity rate.	
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	

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[1] Enrollment demand is determined by the ability to fill classes.
[2] Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.

Architecture Program Review

2013-2014

	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	
	A "0" would indicate that a program is at less than 70% of its productivity rate.	

Up to 4	Course completion rate [3]	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	Success rate [4]	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

Note rationale on next page.

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[3] As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."
[4] As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.

Architecture Program Review
2013-2014

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Score interpretation, academic programs:

22-26   Program is current and vibrant with no further action recommended
18-21   Recommendation to attempt to strengthen program
Below 18   Recommendation to consider discontinuation of the program

Architecture Program Review
2013-2014

Rubric for Instructional Program Vitality-CTE

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

CTE programs:

Point Value	Element	Score
Up to 6	**Enrollment demand / Fill rate** [5]	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	4
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	

	Sufficient capital / human resources to maintain the program, as defined by:	
Up to 3	**Ability to find qualified instructors**	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	3
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
Up to 3	**Financial resources, equipment, space**	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	3
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	

Up to 4	**Agreed-upon productivity rate** [6]	
	A "4" would indicate that a program has met or exceeded its productivity rate.	4
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	

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[5] Enrollment demand is determined by the ability to fill classes.
[6] Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.

A "0" would indicate that a program is at less than 70% of its productivity rate.		

Up to 3	**Program Completion**	
	A "3" would indicate that the program has granted 25 or greater combined degrees, certificates and proficiency awards over the past four academic years.	3
	A "2" would indicate that the program has granted 20-24 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "1" would indicate that the program has granted 15-19 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "0" would indicate that the program has granted fewer than 14 combined degrees, certificates and proficiency awards over the past four academic years.	

Up to 3	**Employment Outlook for Students/Job Market Relevance**	
	A "3" would indicate that the employment outlook for students in the program is greater than the projected county-wide employment average for the next three years and/or "leavers" of the program make more money in their jobs based on taking courses at the college (with or without having completed a degree) than had they not taken courses at the college.	3
	A "2" would indicate the employment outlook for students in the program is about average with the projected county-wide employment average for the next three years.	
	A "1" would indicate that the employment outlook for students in the program is less than the projected county-wide employment average for the next three years.	
	A "0" would indicate that the employment outlook for students in the program is significantly less than the projected county-wide employment average for the next three years.	

Up to 3	**Success rate** [7]	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 4	**Course completion rate** [8]	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

[7] As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.
[8] As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."

Architecture Program Review
2013-2014

Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	3
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

> With a score of 29 it shows that the program has been very successful and is a benefit to our students.

Score interpretation, academic programs:

27-32	Program is current and vibrant with no further action recommended
22-26	Recommendation to attempt to strengthen program
Below **22**	Recommendation to consider discontinuation of the program

Architecture Program Review
2013-2014

APPEAL FORM
(Due to Office of Institutional Effectiveness by November 8)

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date:_____

Category for appeal: _____ Faculty

_____ Personnel – Other

_____ Equipment- Computer

_____ Equipment – Other

_____ Facilities

_____ Operating Budget

_____ Program Discontinuance

_____ Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.). You will be notified of your time to present.