# Architecture

### Section A - Enrollment and Demographics
Examine the enrollment and demographic data in Section A of the datasheet.

1.  Is your program's enrollment increasing, decreasing, or remaining constant?
    Increasing

2.  Describe the reason(s) for the trend in your program's enrollment (600 characters max).

    > The department is in the process of re-establishing the Architecture Program. The Students will benefit from the establishment of this program. We expect to see enrollment and retention increase substantially.

3.  Are the demographics of students in your program similar to those of the College, as a whole?
    Yes

4.  If no, please describe why they differ (600 characters max).

5.  Are you able to increase your program's enrollment and/or enroll more students from underrepresented groups?
    Yes

    If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6. If no, please describe why your program is unable to do this. (600 characters max).

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## Section B - Course Success Rate

Examine your program's course success rate data in Section B of the datasheet. To satisfy an accreditation requirement, the College has set a standard of 66.7% for the course success rate that all programs are expected to meet.

1. Was your program's course success rate in 2014 higher than the college standard of 66.7%?
   Yes
2. Was your program's course success rate in 2014 higher than the overall college success rate?
   Yes
3. Is your program's course success rate increasing, decreasing, or remaining constant?
   Increasing
4. Are there gaps between demographic groups (ethnicity, gender) in your program's course success rate?
   No
5. Briefly describe the reason(s) for the trend in your program's course success rate, and for any gaps between demographic groups (600 characters max).

   The success rate for the program is higher than the college average in all demographic groups. Students in the program need to be successful to find employement or transfer on to a university. Many students in the program 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.

6. Are you able to increase your program's course success rate and/or close gaps between demographic groups?
   Yes

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

7. If no, why not? (600 characters max)

[ ]

**Section C - Productivity**

Examine your program's productivity data in Section C of the datasheet. The college has set an overall productivity standard of 525.

1. Was your program's productivity in 2014 higher, lower, or equal to the overall college standard of 525?
   Lower
2. Is your program's productivity increasing, decreasing, or remaining constant?
   Increasing
3. Is your program's course fill rate increasing, decreasing, or remaining constant?
   Increasing
4. Briefly describe the reasons for the trends in your program's productivity and course fill rate (600 characters max).

The Architecture area has a productivity rate of 450 set by the district. Most of the classes in the department are lab classes with a limit of 24 seats. We continue to exvaluate ways to increase productivity and fill rate. We are visiting local high schools to make more students aware of our offerings and we have established articulation agreements with local high schools. The program is working with VC inovates to establish career pathways for students. With the establishment of the new Architecture Program , we expect to see productivity rise.

5. Are you able to increase your productivity and/or course fill rate?
   Yes

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6. If no, why not? (600 characters max)

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## Section D - Degrees and Certificates Awarded

1. Does your program offer a degree or certificate of achievement?
   No

   If yes, please examine the degree and certificate data on Section D of the datasheet and answer the questions below. If no, skip to Section E.

   To satisfy an accreditation requirement, the college has set a standard to award a minimum of 1,178 degrees and certificates each year.

2. Briefly describe the trend in the number of degrees and certificates that your program has awarded over the last five years (600 characters max).

   We are in the process of re-establishing a degree and certificate program. Over the last five years the department has awarded 33 degree and certificartes to students who were at the college when a program was offered. These are the students who were on the path to getting a degree.  No new students able to apply for this as a major or get a degree or certificate at this time.

   Programs that have awarded fewer than 15 degrees and certificates over the past five years may be placed on possible discontinuance.

3. Has your program awarded fewer than 15 total degrees and certificates over the past five years?
   No

4. If yes, please describe the reason(s) why your program has awarded fewer than 15 total degrees and certificates (600 characters max). Also please create an initiative in Section H that describes how your program will increase the number of degrees/certificates awarded, and what resources, if any, are necessary to achieve it.

5. Are there gaps between demographic groups (ethnicity, gender) in your program's awarding of degrees and certificates?
   - Select -

6. If yes, please describe the reasons for any gaps between demographic groups (600 characters max).

7. Are you able to increase the number of degrees/certificates that your program awards each year and/or close any gaps between demographic groups?
   Yes

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

8. If no, why not? (600 characters max)

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### Section E - Student Learning Outcomes

1. Are there any courses your program offers that have never been assessed?
   No
2. If yes, why haven't they been assessed? (600 characters max)

<br><br><br><br><br><br><br><br><br>

3. What percentage of your program's courses have assessed at least half of their SLO's?
   100%
4. Have you made any changes to courses based on the results of SLO assessment?
   Yes
5. If yes, briefly describe the changes were made and the impact they had on student learning. (600 characters max).

We are always looking at ways to increase student learning. We evaluate the results of the SLO assesment and make minor changes in most classes. We do things like show the material in different ways to help students with different learning styles.

6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?
   4 Courses

7. How closely have you adhered to your SLO rotational plan?
   Completely

8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

The program adhered to the SLO rotational plan unless the course was not offered.

9. How does your program facilitate the achievement of the college's institutional learning outcomes? (600 characters max)

Students are evaluated on the course work in each class. The course work is designed to meet the requirements of industry and the institutional learning outcomes. The courses are designed to make students sucessfull on leaving the institution.

10. How many department/program meetings have you held in the previous year in which SLO's have been discussed?
    3

11. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?
    Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

12. If no, why not? (600 characters max)

|  |
|  |

## Section F - Budget

1. Have there been any significant changes in your program's budget over the past 3 years?
   Yes
2. How have these changes impacted student learning? (600 characters max)

| With the purchase of new equipment we have be able to provide students training on current equipment needed for employment . |
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**Section G - Previous Year Initiatives**

| Program | Funding Category | Initiative ID | Initiative Title | Initiative Description | Cost | Grants/ Categorical | College Funds | Program Priority | Division Priority | Committee Priority | College Priority | Funded | Status | Outcome |
|---------|-----------------|---------------|------------------|------------------------|------|--------------------|---------------|------------------|-------------------|--------------------|--------------------|--------|--------|---------|
| Drafting, Architecture & Manufacturing | Computer | DRFT 1402, ARCH 1403 & MT 1406 | Upgrade the drafting computers in WAM, MCE-125, MCE-129, MCE-130 | The drafting computers are starting to show their age and are not keeping up with the demands of the latest AutoCAD software releases. We would like to upgrade these computers with 180 GB SSD and 8 GB RAM. Each machine will cost $320/kit to upgrade. | 32,000 | | 32,000 | H | L | L | L | Yes | Ongoing | increase retention and success rates |
| Drafting, Architecture & Manufacturing | Facilities | DRFT1501 | Lighting upgrade | New lighting MCE 125, 129, 130 | 30,000 | 30,000 | - | H | H | H | H | Yes | Ongoing | increased success rates |
| Drafting &Architecture | Equipment | DRFT 1406, ARCH 1406 | Develop modeling lab | Need to build lab for model making for Drafting | 30,000 | | 30,000 | M | M | M | M | No | Ongoing | increase retention and success rates |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 42,43,44 | | | | | | | | | | |
| Drafting, Architecture & Manufacturing | Equipment | DRFT1502 | Replace whiteboards | Replace white boards that are small, inadequate and not useable | 5,000 | | 5,000 | M | L | L | L | No | Ongoing | increased success rates |

## Section H – 2015-2016 Initiatives

| Program | Initiative ID | Initiative Title | Initiative Description | Cost | Funding Source | Initiative Category | Educational Master Plan Goal | Expected Improvement | Program Priority | Division Priority | Committee Priority | College Priority |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ARCH | ARCH16-01 | Establish degree and Certificate of Completion | Establish degree and Certificate of Completion | N/A | None | Other | ☒Goal 1 ☐Goal 2 ☐Goal 3 ☐Goal 4 ☐Goal 5 | ☒Enrollment ☒# Under-represented students ☒Course Success Rate ☒Productivity/ Fill Rate ☒Degrees/ Certificates ☒Close equity gaps | ☐Req ☒High ☐Med ☐Low | ☐Req ☐High ☐Med ☐Low | ☐Req ☐High ☐Med ☐Low | ☐Req ☐High ☐Med ☐Low |
| ARCH | ARCH16-02 | Curriculum Improvement | Curriculum Improvement | N/A | None | Other | ☒Goal 1 ☐Goal 2 ☐Goal 3 ☐Goal 4 ☐Goal 5 | ☒Enrollment ☒# Under-represented students ☒Course Success Rate ☒Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps | ☐Req ☒High ☐Med ☐Low | ☐Req ☐High ☐Med ☐Low | ☐Req ☐High ☐Med ☐Low | ☐Req ☐High ☐Med ☐Low |

| Program | Initiative ID | Initiative Title | Initiative Description | Cost | Funding Source | Initiative Category | Educational Master Plan Goal | Expected Improvement | Program Priority | Division Priority | Committee Priority | College Priority |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ARCH (used by Drafting, Engineering and Manufacturing Technology) | ARCH16-03 | Continuous Technology Updates | Continuous hardware, software and equipment updates ` | $35000 | Grant | Computer | ☒Goal 1 ☐Goal 2 ☐Goal 3 ☐Goal 4 ☐Goal 5 | ☒Enrollment ☒# Under-represented students ☒Course Success Rate ☒Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps | ☐Req ☒High ☐Med ☐Low | ☐Req ☐High ☐Med ☐Low | ☐Req ☐High ☐Med ☐Low | ☐Req ☐High ☐Med ☐Low |
| ARCH | ARCH16-04 | Instructional Skills Upgrades | Instructor Training | $18000 | Grant | Other | ☒Goal 1 ☐Goal 2 ☒Goal 3 ☒Goal 4 ☐Goal 5 | ☒Enrollment ☒# Under-represented students ☒Course Success Rate ☒Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps | ☐Req ☒High ☐Med ☐Low | ☐Req ☐High ☐Med ☐Low | ☐Req ☐High ☐Med ☐Low | ☐Req ☐High ☐Med ☐Low |

| Program | Initiative ID | Initiative Title | Initiative Description | Cost | Funding Source | Initiative Category | Educational Master Plan Goal | Expected Improvement | Program Priority | Division Priority | Committee Priority | College Priority |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ARCH (used by Drafting, Engineering and Manufacturing Technology) | ARCH16-05 | Training Lab Equipment | Equipment for Modeling Lab | $30000 | College Funds | Equipment | ☒Goal 1 ☐Goal 2 ☐Goal 3 ☒Goal 4 ☐Goal 5 | ☒Enrollment ☒# Under-represented students ☒Course Success Rate ☒Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps | ☐Req ☒High ☐Med ☐Low | ☐Req ☐High ☐Med ☐Low | ☐Req ☐High ☐Med ☐Low | ☐Req ☐High ☐Med ☐Low |
| ARCH (used by Drafting, Engineering and Manufacturing Technology) | ARCH16-06 | Lab Assistant | lab assistant | $40000 | College Funds | Classified | ☒Goal 1 ☒Goal 2 ☐Goal 3 ☒Goal 4 ☐Goal 5 | ☒Enrollment ☒# Under-represented students ☒Course Success Rate ☒Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps | ☐Req ☒High ☐Med ☐Low | ☐Req ☐High ☐Med ☐Low | ☐Req ☐High ☐Med ☐Low | ☐Req ☐High ☐Med ☐Low |

13

**Educational Master Plan Goals**

**Goal 1:** Continuously improve educational programs and services to meet student, community, and workforce development needs.

**Goal 2:** Provide students with information and access to diverse and comprehensive support services that lead to their success.

**Goal 3:** Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

**Goal 4:** Continuously enhance institutional operations and effectiveness.

**Goal 5:** Implement the Ventura College East Campus Educational Plan.

**Section I – Process Assessment**

**How have the changes in the program review process this year worked for your area?**

The program review process is much better this year. The ability to look at data for enrollment, completion and success is what is important to us as a department. The process also allows us to look at things we want to acomplish as a program in the form of initiatives.

**How would you improve the program review process based on this experience?**

Keeping the process simple and to the point is what is important. Having a process that is cumbersome is a waste of peoples time and not benificial. What is important is keeping people looking at the trend in their program and making changes as necessary.

**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.

**Section I – Submission Verification**

**Preparer:**

Ralph Fernandez

**Dates met (include email discussions):**

9/24/15,  10/8/15,  10/17/15

**List of Faculty who participated in the program Review Process:**

Ralph Fernandez, Scot Rabe, Casey Mansfield, Curtis Cormane, Rick Leduc

**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.  *The dean may also provide comments (optional):*

**APPEAL FORM**

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.  You will be notified of your time to present.**