

2021 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2020-2021

CLUSTER: WED

NEXT SCHEDULED CPPR: 2022

PROGRAM: ARCHITECTURE

LAST YEAR CPPR COMPLETED: 2018

CURRENT DATE: 2/27/2020

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's [resource plan](#)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW. This APPW encompasses the following degrees and/or certificates:

AS Architecture

GENERAL PROGRAM UPDATE

Several changes occurred during the 2019-20 academic year. Most significant was an enrollment rebound and retention of new, first year students. We finished developing and are now offering a new architectural history series. We articulated the history courses with Cal Poly, San Luis Obispo. We've converted our entire catalog to Distance Ed. (DE), and DE certified all (5) five Architecture instructors. Due to Covid 19, much of this work was done remotely.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes If yes, please complete the Program Sustainability Plan Progress Report below.

No If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to

highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

GENERAL ENROLLMENT

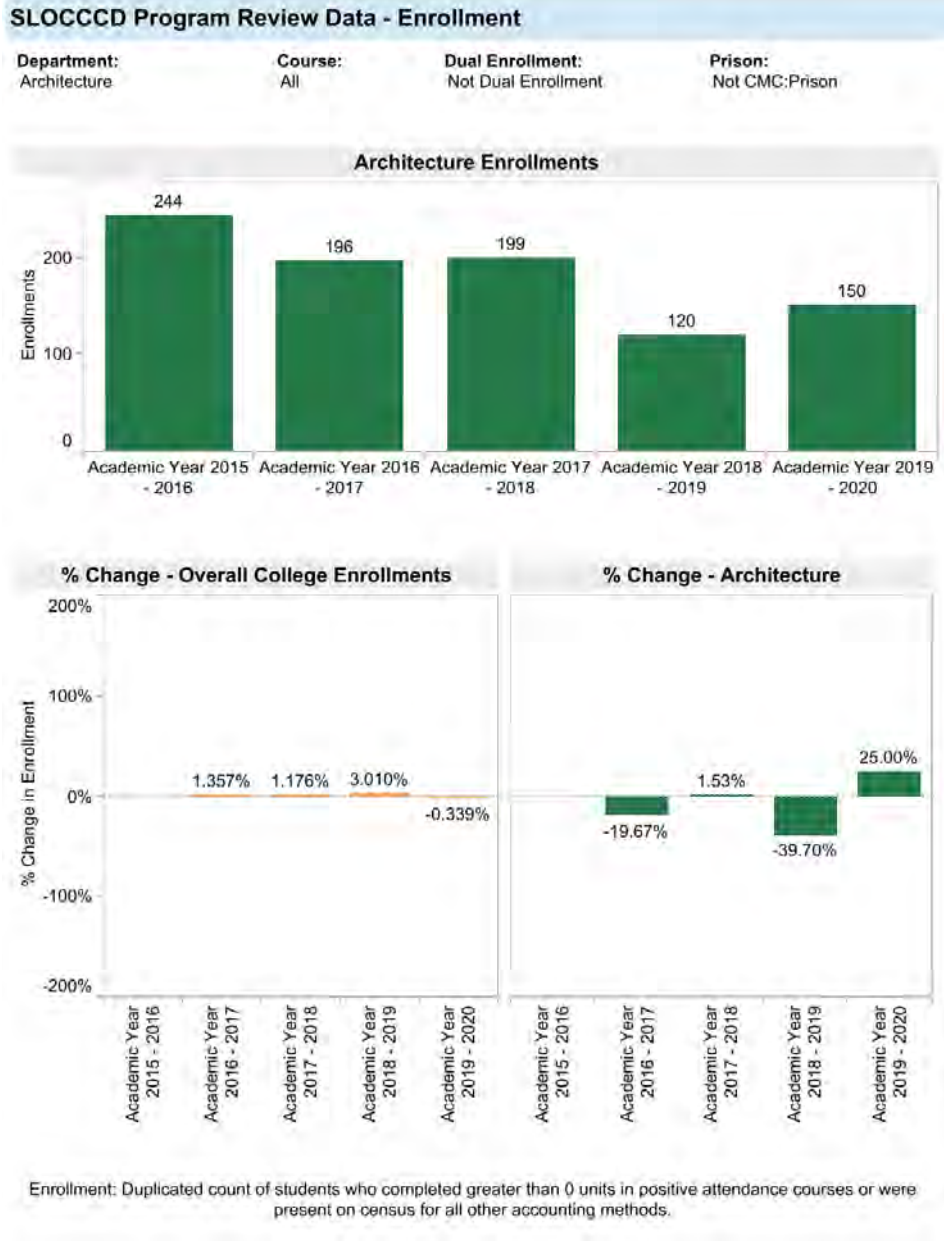


Figure 1 Overall Architecture enrollments relative to College

Architecture's enrollment increased 25% (figure 1). Without question, the increase is due to faculty changes in our first-year courses. A more focused view of the data suggests enrollments in our entry level courses increased by 94.5% (figure 2).

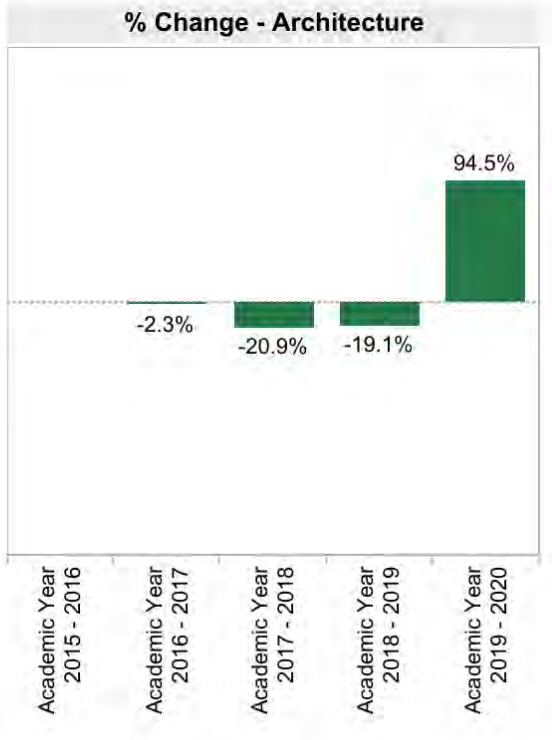
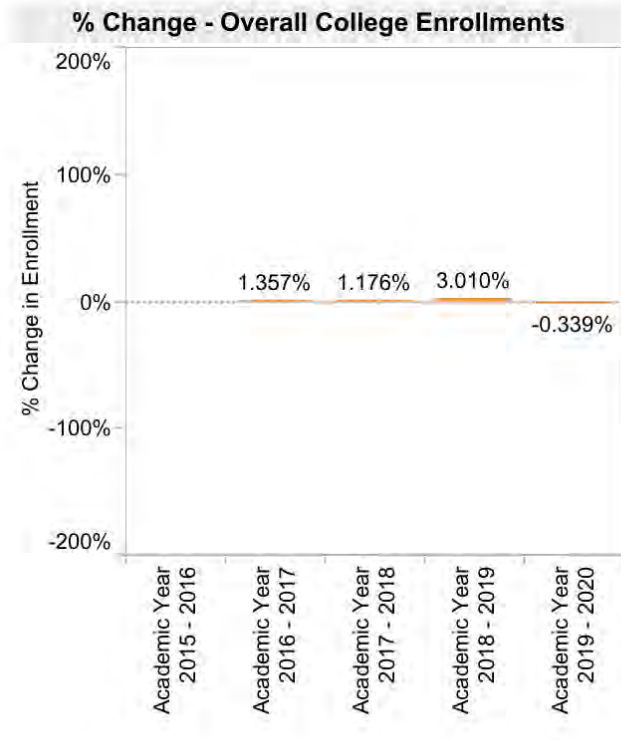
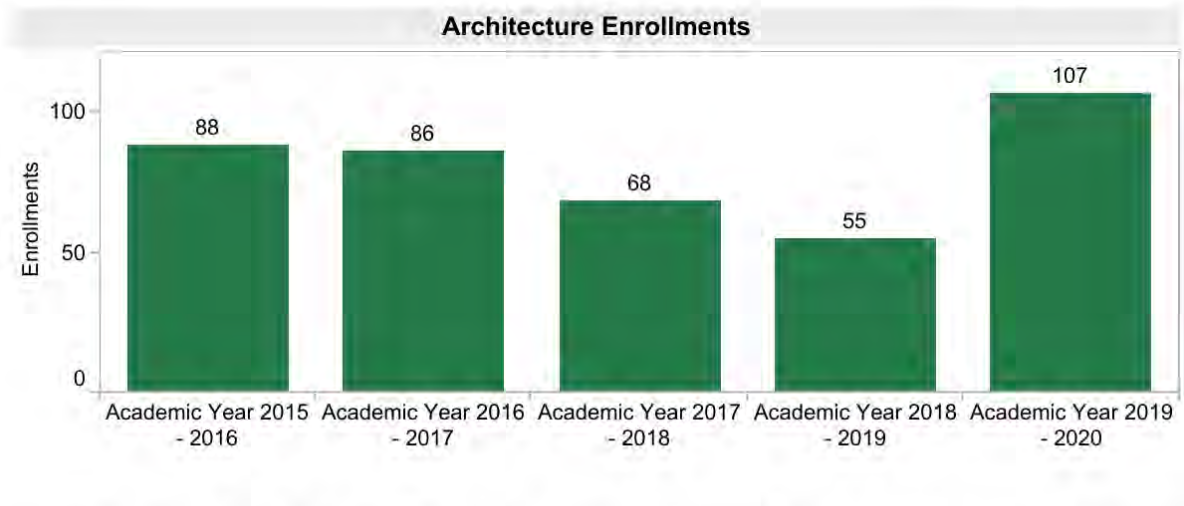
SLOCCCD Program Review Data - Enrollment

Department:
Architecture

Course:
Multiple values

Dual Enrollment:
Not Dual Enrollment

Prison:
Not CMC:Prison



GENERAL STUDENT DEMAND (FILL RATE)

Like our enrollments, program wide Architecture fill rates have stopped their decline and are beginning to show signs of a rebound. The data suggests an 8.4% overall increase (57.4% in 2018-19 to 65.8% last year). Again, taking a more focused look at first years course demand, we see 89.13% fill rate (figure 4) which is above the College fill rate.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Course:
Dual Enrollment:
Prison:

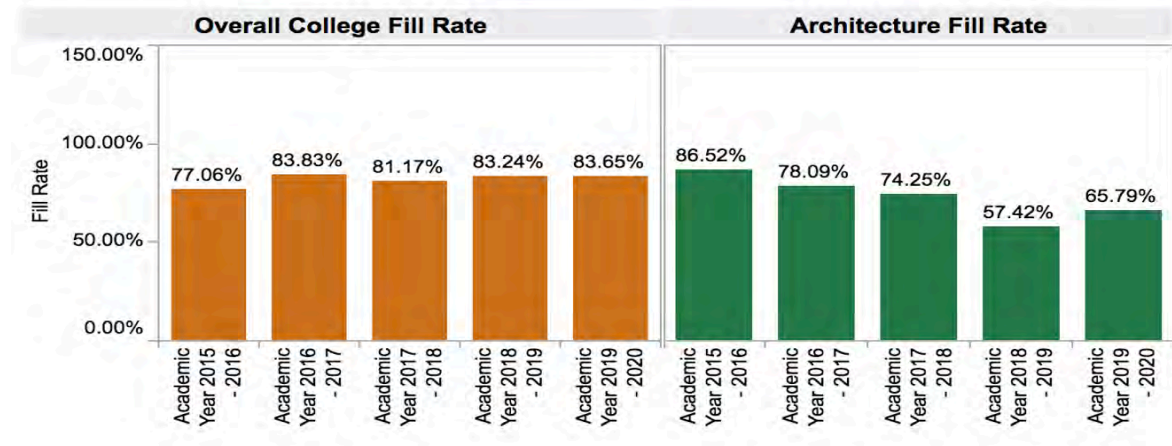


Figure 3 Arch. Fill Rates

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Architecture
 Course: Multiple values
 Dual Enrollment: Not Dual Enrollment
 Prison: Not CMC:Prison

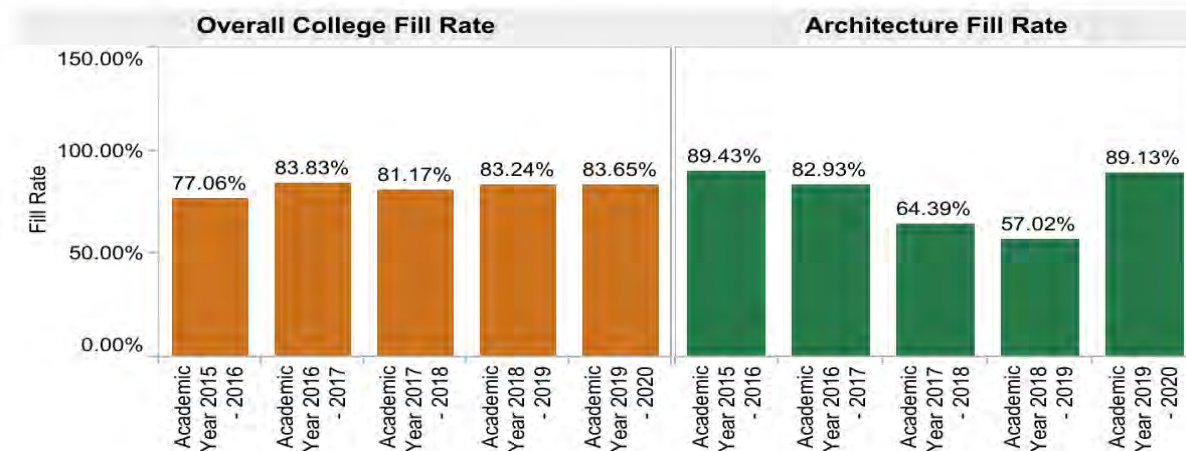


Figure 4 Fill rates Arch 221, 222, 232

EFFICIENCY (FTES/FTEF)

After several years of decline, the 2019-20 data suggests the beginning an upward efficiency trend. We expect to see even greater gains next year once our new Architecture History lecture courses are factored in. However, it's important to understand that Cuesta's architecture program has always lagged the College in efficiency. Much of this problem, shared by university-level architecture programs nationwide, is due to the inherent nature of this discipline's distinctive studio/lab teaching modality, which revolves around a high degree of individualized classroom critique and student presentation for most courses.

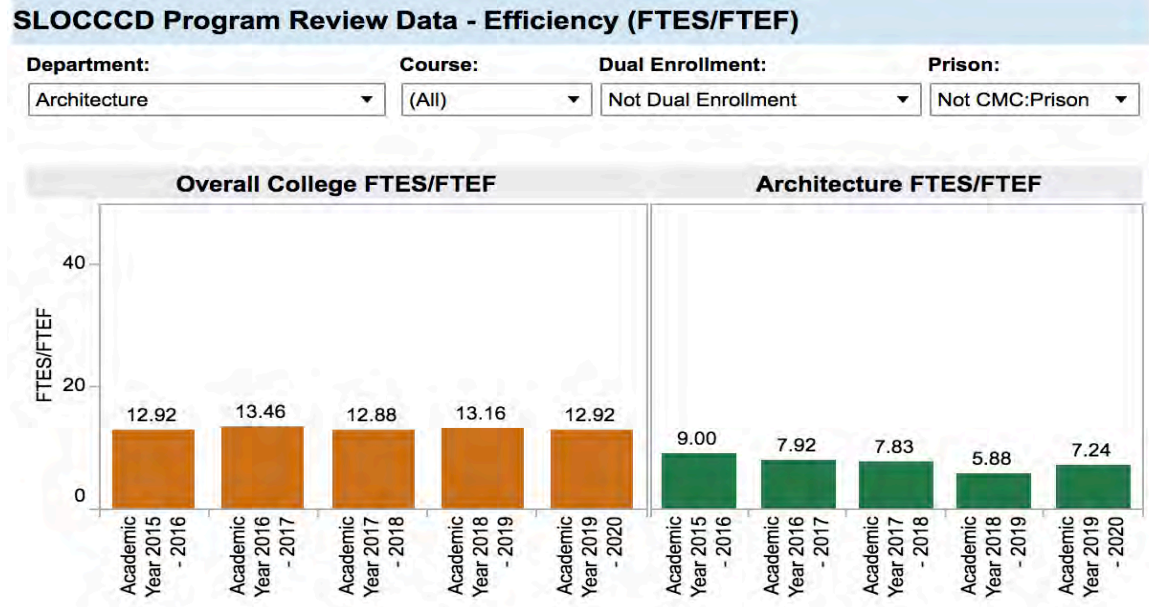


Figure 5 FTES/FTEF Architecture Overall

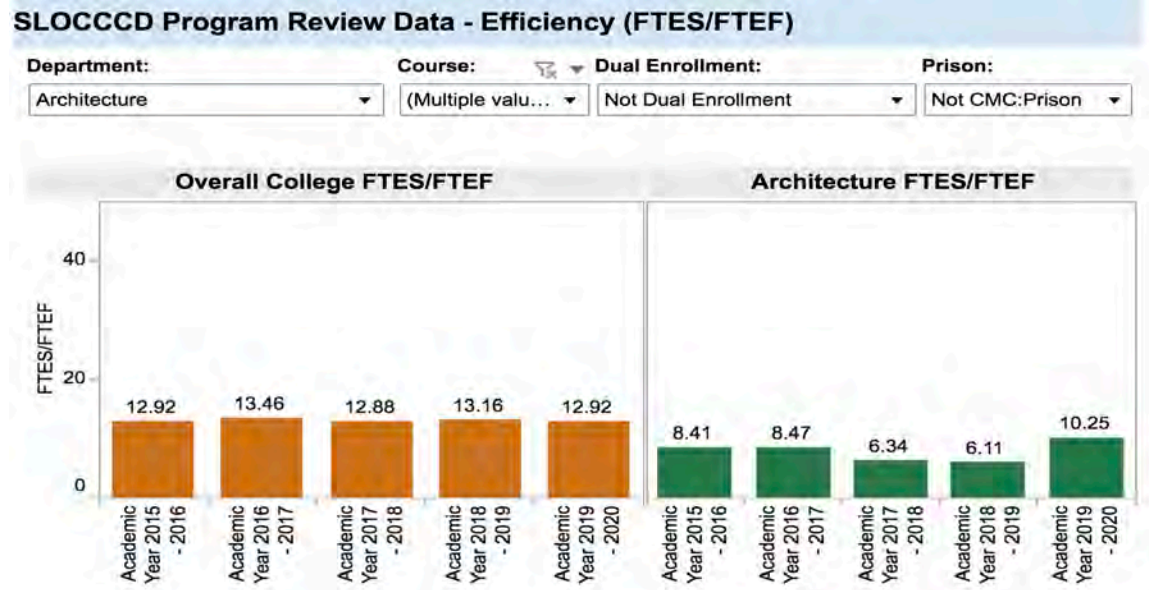


Figure 6 FTES/FTEF Arch 221, 222, 232

STUDENT SECESS BY MODALITY

All courses were taught Face to Face through Mid-March. Due to Covid 19, we shifted to a synchronous remote learning model for the last two months of the academic year.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Architecture

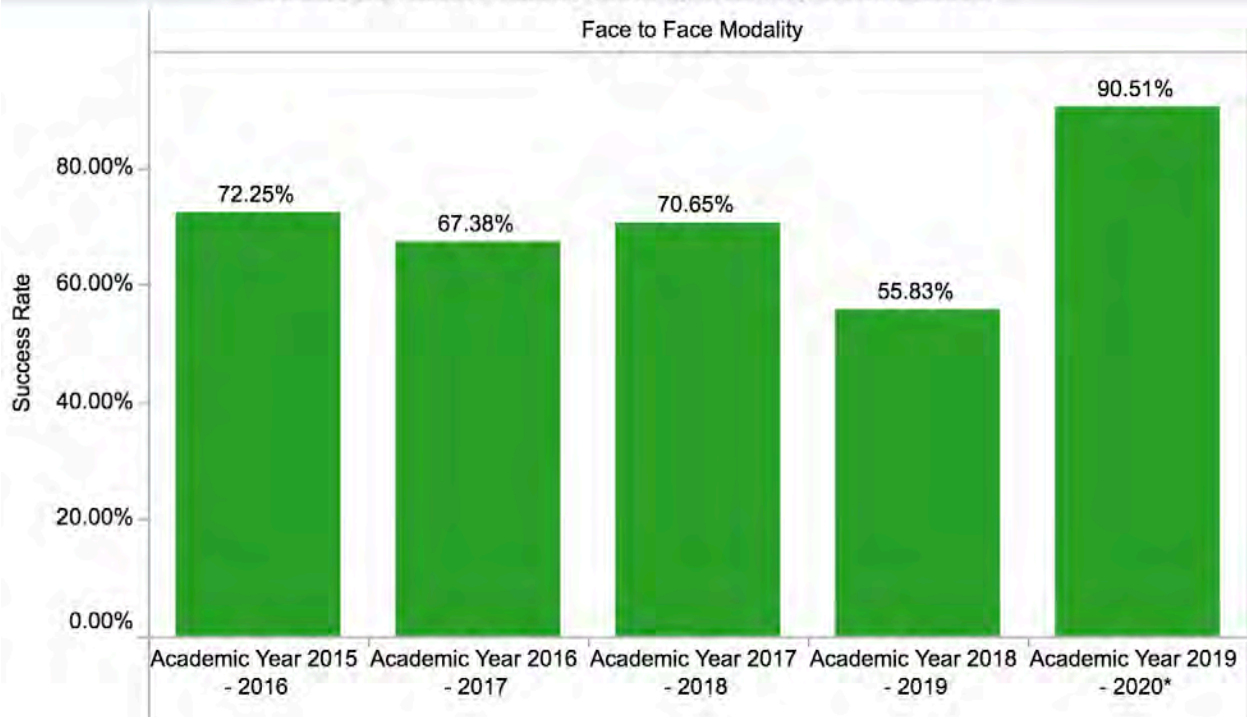
Course:

(Multiple values)

Legend:

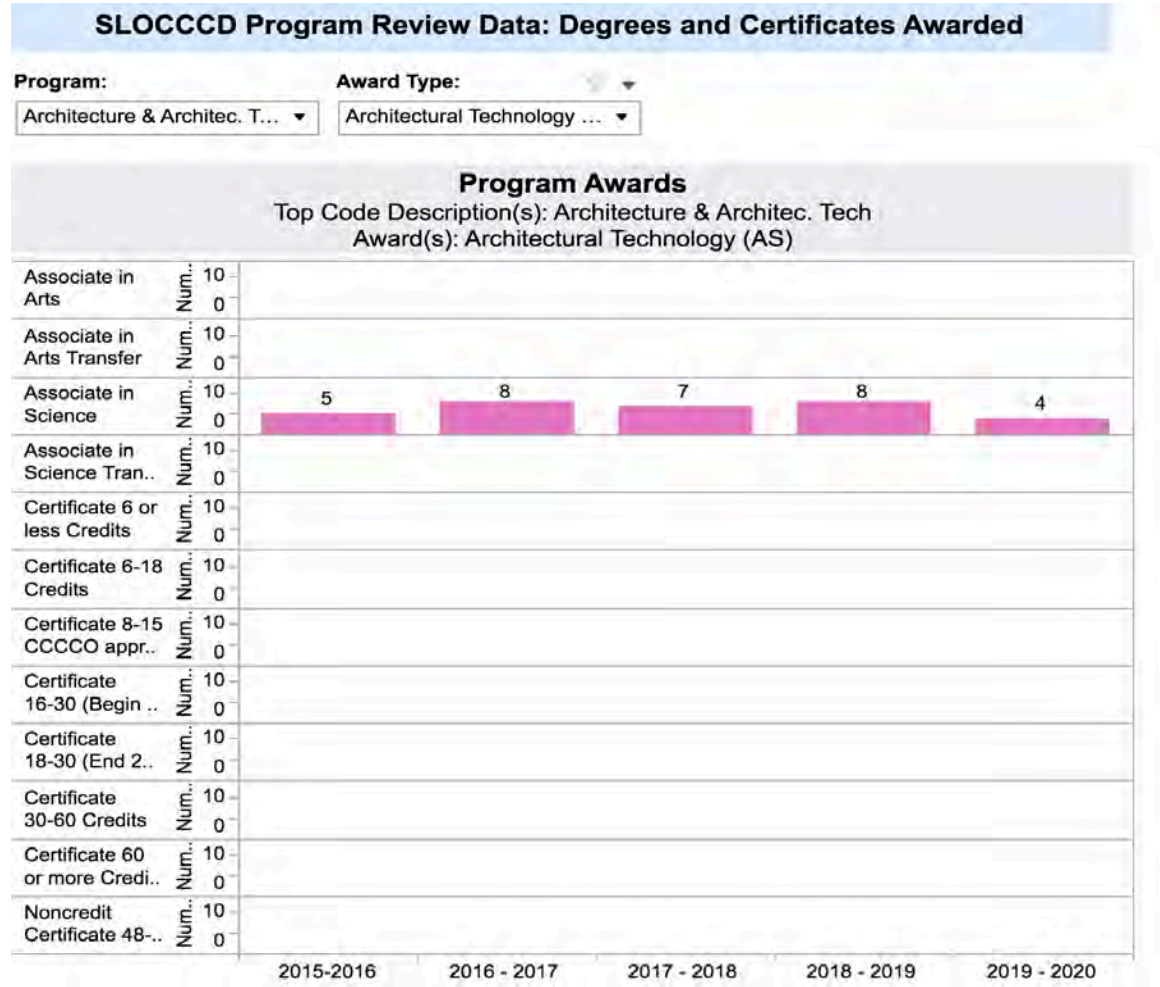
Face to Face Modality

Successful Course Completion by Modality -Architecture



DEGREES AWARDED

Program faculty and the Counseling Department proactively encourage students to apply for the associate degree. The number of degrees our students were awarded rose to eight for 2016–17, up from five the previous year, dipping only slightly for 2017–18 and back to (8) eight again for 2018-19. While the number of awarded degrees appear to have declined, it’s worth noting that 4 degrees is equivalent to the number students that finished our cap stone course, Arch 252. In other words, 100% of our qualified students were awarded degrees.



Program Awards Table

| Award Type | Award | 2015-2016 | 2016 - 2017 | 2017 - 2018 | 2018 - 2019 | 2019 - 2020 |
|----------------------|-------------------------------|-----------|-------------|-------------|-------------|-------------|
| Associate in Science | Architectural Technology (AS) | 5 | 8 | 7 | 8 | 4 |
| | Total | 5 | 8 | 7 | 8 | 4 |
| Grand Total | | 5 | 8 | 7 | 8 | 4 |

DISAGGREGATED STUDENT SUCCESS

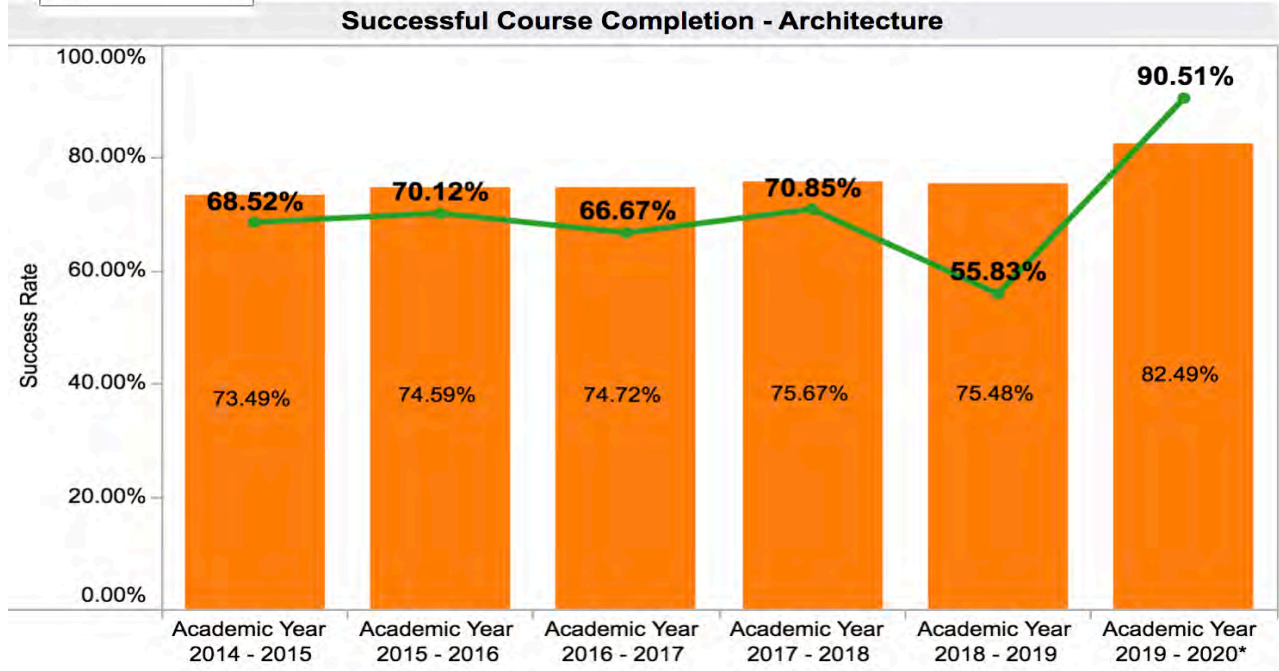
90.51% overall completion rate during a pandemic. This statistic is a testament to the quality work Architecture faculty put into supporting, encouraging and inspiring our students to succeed.

SLOCCCD Program Review Data: Successful Course Completion

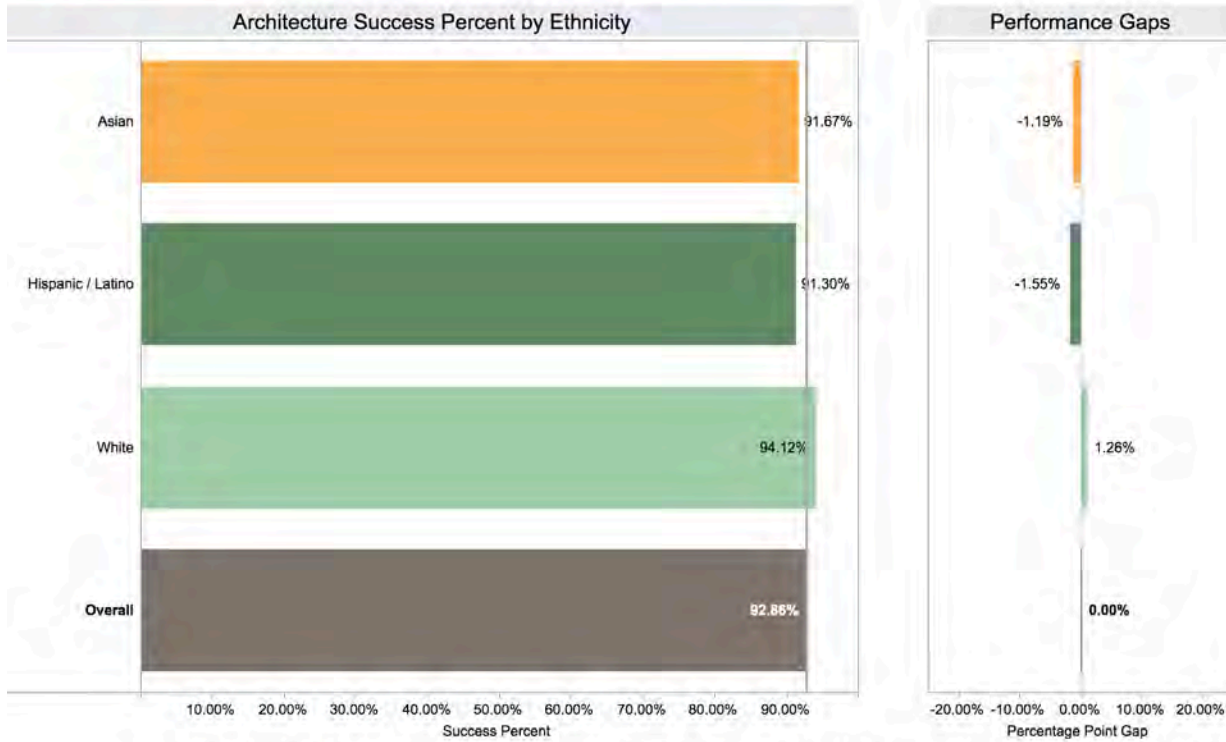
Select Department: Architecture ✕ **TERM_ID** (All) ▼

COURSE (All) ▼

Measure Names
■ Department Success Rate
■ Overall College Success ...



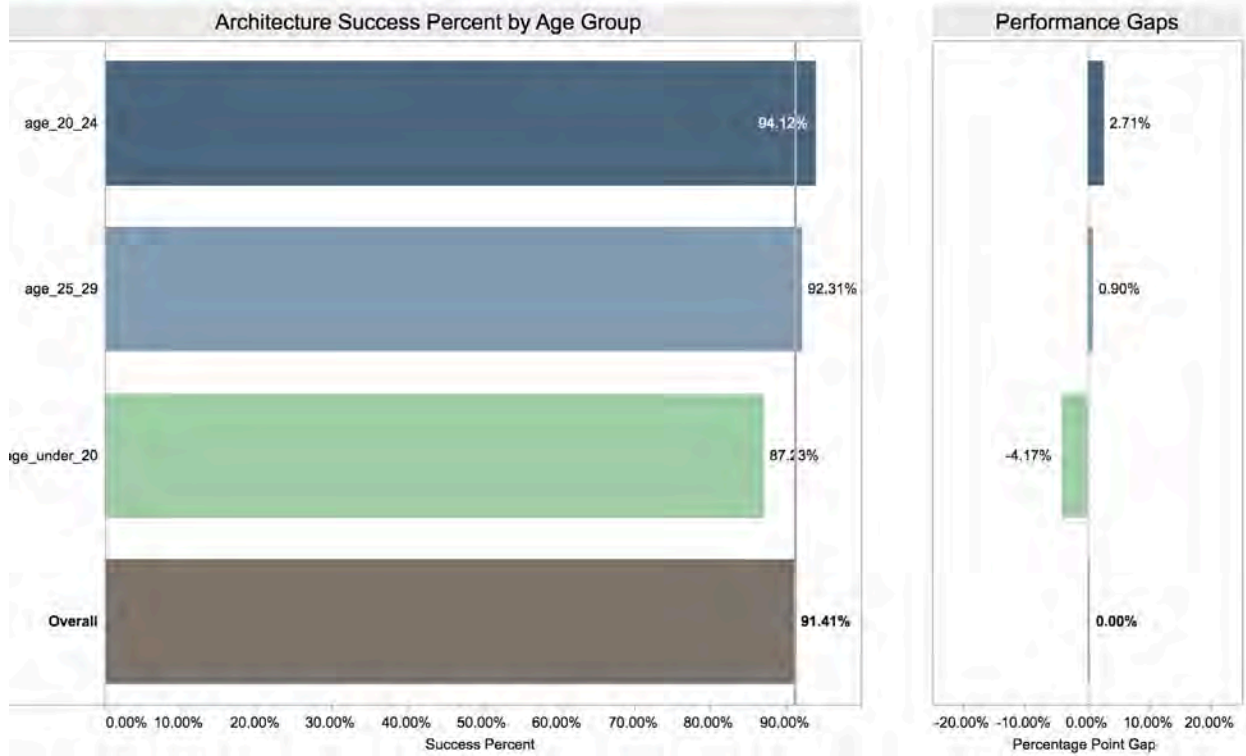
Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to

2019-20 ethnicity success rate data clusters very tightly, with minimal performance gaps. Hispanic/Latino students trailing whites by under 3% percentage points. Asian students also trail whites by a similar percentage. That said, Asian and Latino groups comprise relatively small populations within our program; consequently, any individual's success or failure has a disproportionate effect on a metric that uses percentages.

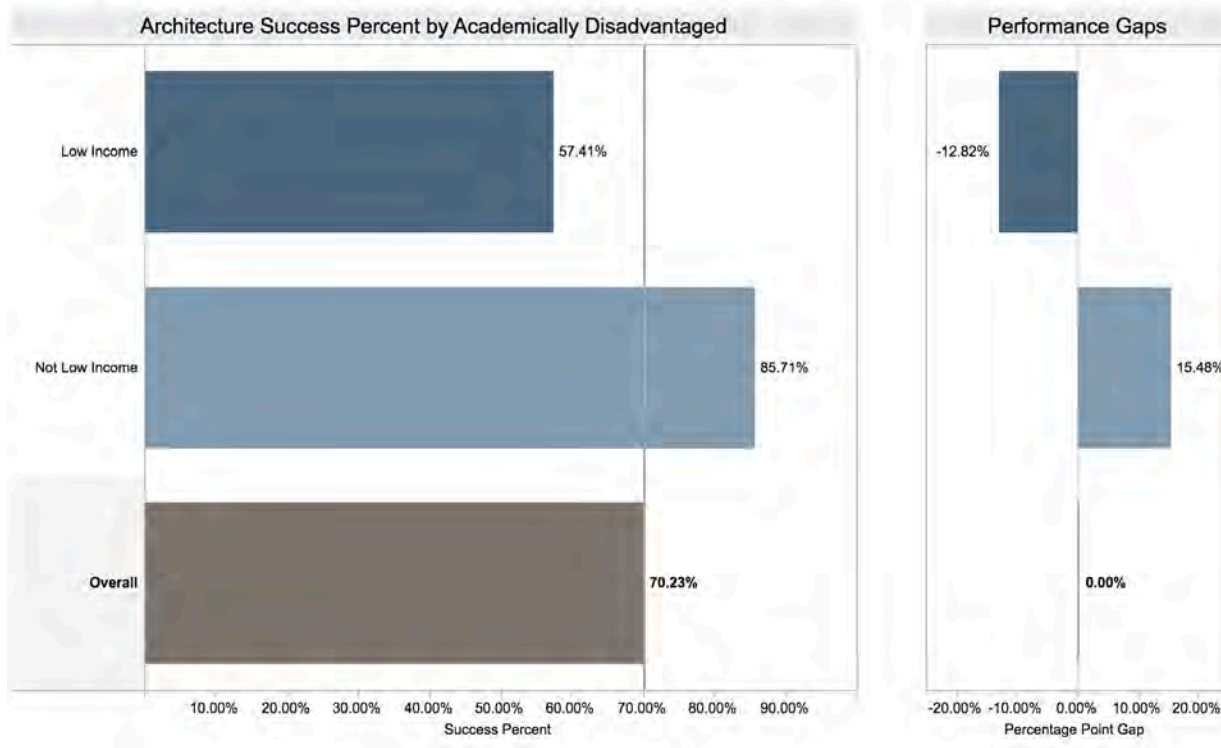
Successful Course Completion by Student Subpopulation



The architecture program has had a handful of students older than 50, and most have performed quite well, but they are outliers. Some are retirees who are financially secure and use their maturity and career experience to good advantage. Students between 40 and 50, are the poorest performing group but like the 50 plus group the sample is small which skews the results.

Our youngest students, those under 20, typically have the lowest success rates. The reasons vary, but often they come down to immaturity and academic deficiencies that require remediation. Financial security may also be a factor.

Successful Course Completion by Student Subpopulation



An individual's economic circumstances also affects success. We have noted for years that larger numbers of our students seem to be working longer hours at low-wage jobs to make ends meet, and this diverts their time and energy away from their studies. Accordingly, the success rate for students classified as low-income is significantly lower than for those who do not fall into that category. Where appropriate, we counsel such students to either reduce their course load or spend fewer hours on the job—sometimes what seems like the slower route turns out to be the faster way to achieve their goal.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

Architecture continues to make ongoing refinements to lectures and assignments based on SLO assessments, advisory committee feedback and daily observation of student performance.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes.
 - o We now offer an evening first year entry level studio Arch 221 and 222 and reassigned new instructors to both all sections.
- B. Anticipated changes in curriculum, scheduling or delivery modality
 - Not really a change because it's already done but all classes are now DE approved.
- C. Levels, delivery or types of services
 - None
- D. Facilities changes
 - Upgrade drafting tables and chairs in 4115.
 - Funding for a new 8" vent and 500cfm inline fan for the dFab lab in 4116
 - Replace data projectors ceiling mounted cameras and instructor stations in 4115 and 4116.
 - Fund software purchases and upgrades.
- E. Staffing projections
 - Hire more part-time faculty
- F. Other
 - Fund annual ACSA, AIA and USGBC membership fees. Funding for membership in the Coalition of Community College Architecture Programs (CCCAP).
 - Support and funding for out of state professional development opportunities such as the AIA national convention and Autodesk's national convention