2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2018-2019   **PROGRAM: ARCHITECTURE**
CLUSTER: VP ACADEMIC AFFAIRS   **LAST YEAR CPPR COMPLETED: 2018**
NEXT SCHEDULED CPPR: 2021-2022   **CURRENT DATE: 2/27/2019**

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 <u>same</u> program <u>may be consolidated</u> into one APPW.

This APPW encompasses the following degrees and/or certificates:
AS Architectural Technology

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*
Click here to enter text.

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.

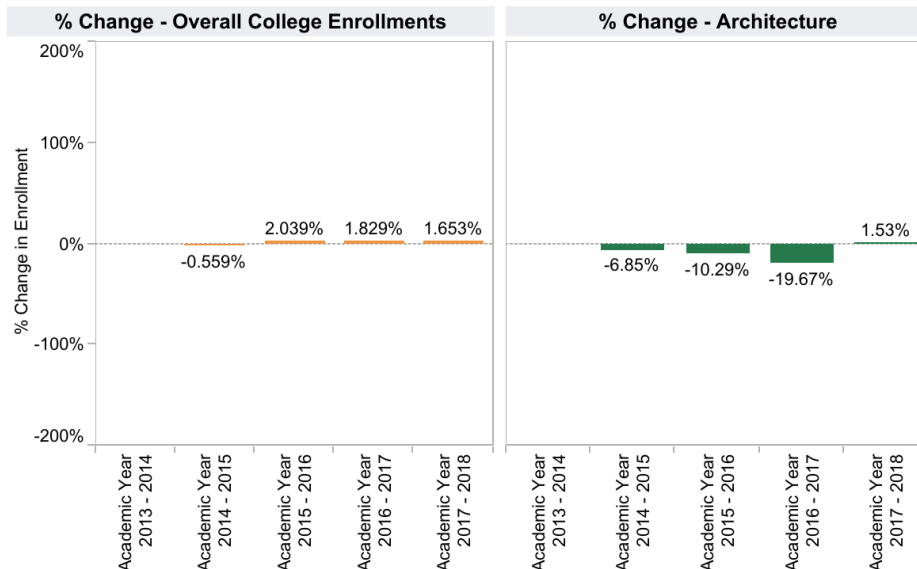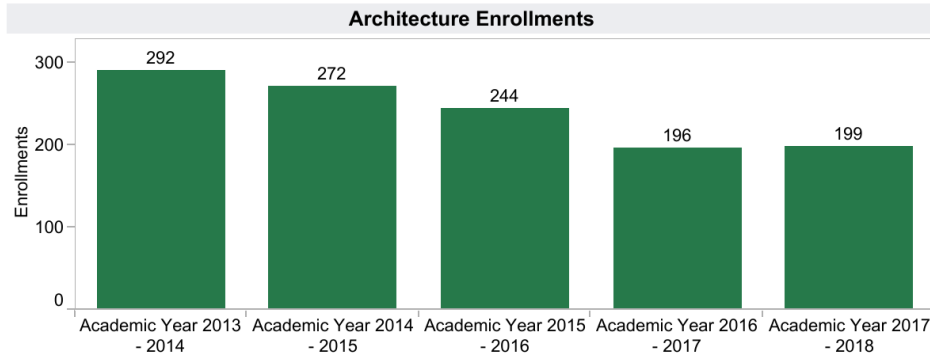## DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

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.

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General Enrollment

SLOCCCD Program Review Data - Enrollment

Department:	Course:	Dual Enrollment:	Prison:
Architecture	All	All	All

Architecture Enrollments

% Change - Overall College Enrollments

% Change - Architecture

Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Program enrollments grew last year. The duplicated architecture student count was up by 1.53%, closely matching an overall College enrollment increase of 1.66% for AY 2017-2018. Excluding dual and CMC Prison enrollments, the Architecture Program surpassed overall College enrollment growth by 0.365% for AY 2017-2018. While we are encouraged by this modest uptick in growth, we do recognize that much works remains.

During the last 15 months, faculty have logged over 85 hours volunteering at outreach events. We do the best we can visiting local high schools and participating in community outreach events, but it is

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simply not enough. For the better part a decade we have been asking the college to support and fund marketing/outreach efforts. Our reach could be far greater if faculty were reassigned time to market and develop the program. Architecture needs help. If the College values this program, the time is now to step up and support it.

Architecture Outreach Activities		
DATE	EVENT	HOURS
10/20/17	Promise Day Open House 2017	4
3/17/18	Educate- Sí Se Puede	2
3/23/18	CITEA Cuesta Conference Presenter	5
3/11/18	AG High Outreach Event	3
4/13/18	Cal Poly Open House	8
4/21/18	Cuesta Welcome Day Paso	5
4/28/18	Cuesta Welcome Day SLO	5
TBD	SLO High	0
TBD	MB High	0
TBD	PR High	0
5/18/18	Nipomo High Outreach Event	4
7/18- 10/18	4) Farmers Market Outreach booth	16
8/13,14,15/18	Opening week - Arch info. Booth 3 days	12
10/14/18	AG High Outreach	2.5
8/30/18	Student Success Fair	3
10/19/18	Tech Fair/Promise day	4
1/22,23/19	Opening week - Arch info. Booth	8
2/23/19	Skills USA Paso	3
Voluntary Outreach TOTAL		**84.5**

Only recently has the College even mentioned at all the existence of our program in any of its marketing campaigns. We have certainly appreciated the two billboards and fleeting appearances in some television ads, but more sustained and durable efforts are required.

A static Web presence is one way to reach prospective students within and, perhaps more importantly, beyond our immediate area. In fact, the architecture program developed and operated such a website from 2009 until August 2017, when the College forced us to abandon it. In addition to providing useful

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information in a highly professional way, our website had an online contact form that relayed inquiries directly to the architecture faculty, who would then communicate directly with the prospect. Of the prospective students who reached out to us via this form, 33 percent ended up enrolling in our program. We have no way to track how many others may have viewed our site and simply enrolled without initiating a contact beforehand. What we do know is that we have lost one of our most effective marketing tools, and the College has done nothing to replace it. We would willingly work with the marketing department to find an appropriate way to integrate the information and direct contact capability we used to have into the College's official website.
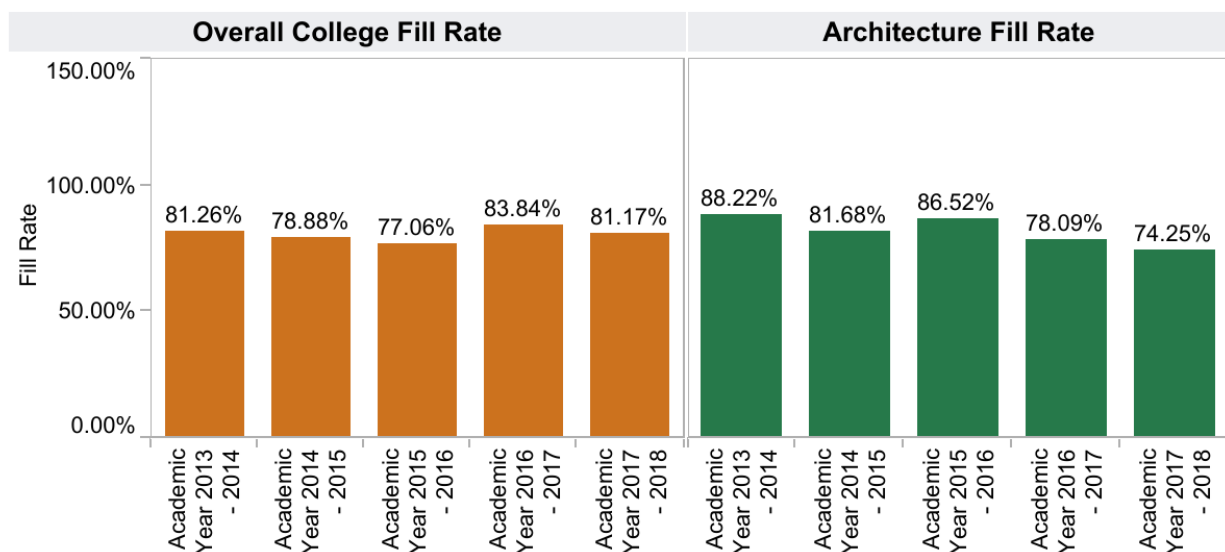
Fill Rates

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Architecture	All	Not Dual Enrollment	Not CMC:Prison

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Over the past five years, the architecture program's fill rates have compared favorably with those for the College overall. Architecture's fill rate for 2017–18 fell by 3.6% compared to a 2.6% overall college fill rate drop. It should be noted that architecture's fill rates exceeded the College's by a significant margin for three of the last five years.

Efficiency

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Architecture	All	Not Dual Enrollment	Not CMC:Prison
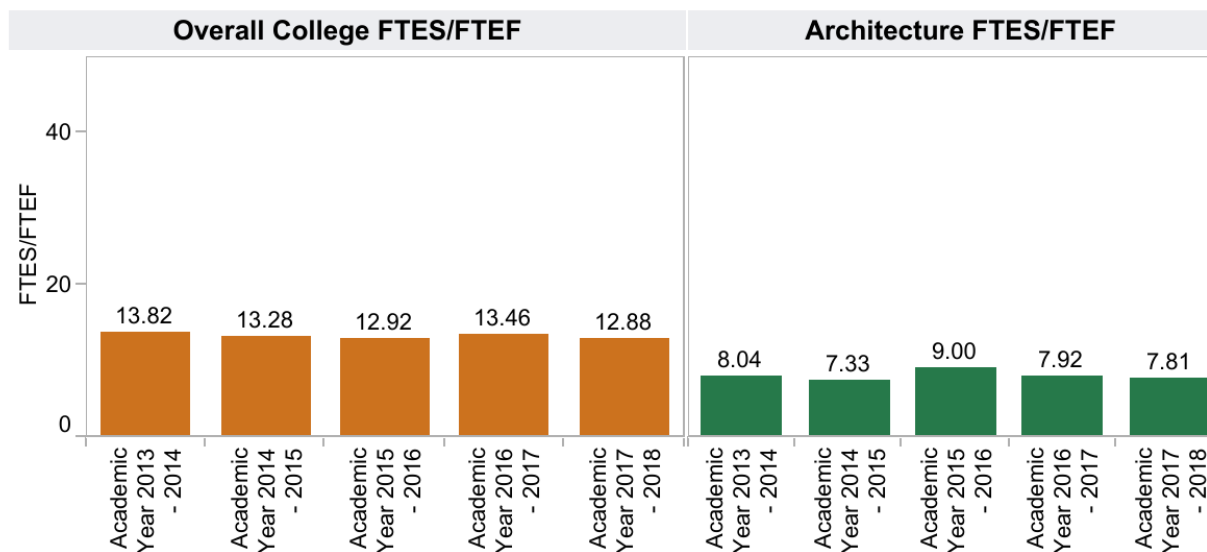
FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

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.

With respect to efficiency, the Achilles heel of the architecture program has been its lack of any large lecture courses that would offset the inefficiencies of the core studio/lab subjects. To this end, we have developed an architectural history sequence that will be offered in an appropriately large lecture format. These courses are transferable for architecture majors and fulfill general education Arts & Humanities requirements for AS and transfer degrees. Students outside of the Architecture major may take our history courses in lieu of, say, art history. We will begin offering these class in the 2019–20 year.

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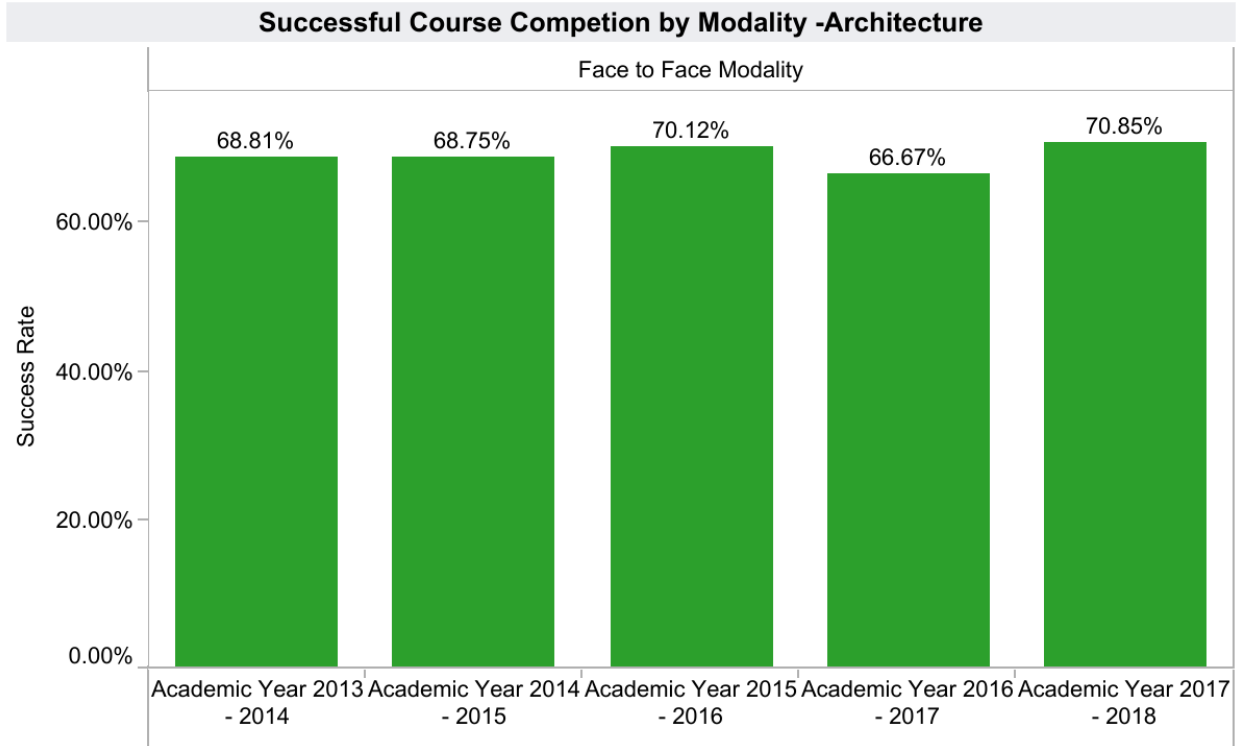
Student Success by Course Modality

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Architecture

Course:
All

Legend:
🟩 Face to Face Modality

Successful Course Competion by Modality -Architecture

Face to Face Modality

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Successful Course Competion by Modality Table - Architecture					
Face to Face Modality — Department Success Rate	68.81%	68.75%	70.12%	66.67%	70.85%
Face to Face Modality — Total Department Enrollments	295.0	272.0	241.0	192.0	199.0

All courses in the architecture program are taught in the face-to-face modality.

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Degrees

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:	**Award Type:**
Architecture & Architec. Tech	All

Program Awards
Top Code Description(s): Architecture & Architec. Tech
Award(s): Architectural Technology (AS)
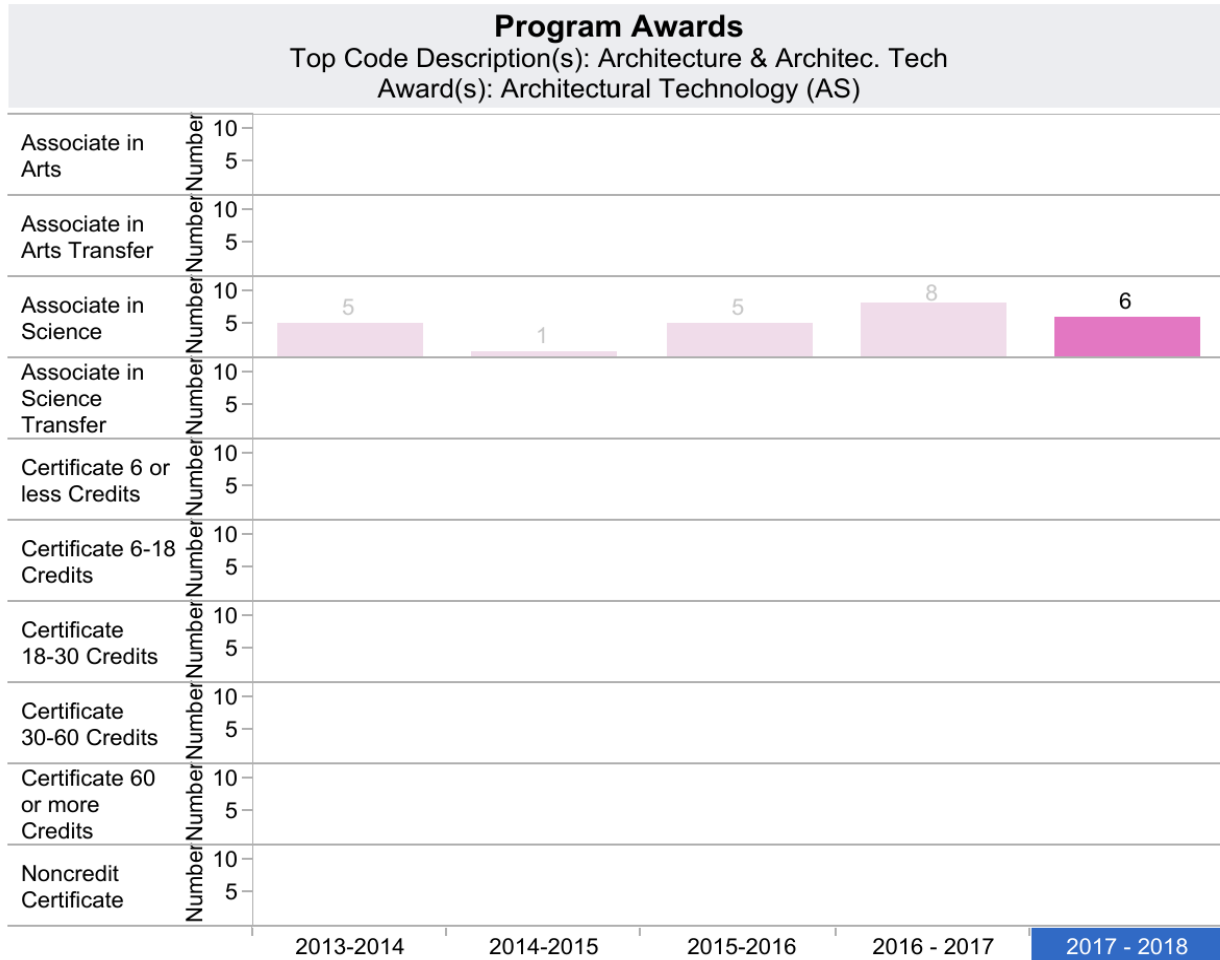
Program Awards Table

Award Type	Award	2013-2014	2014-2015	2015-2016	2016 - 2017	2017 - 2018
Associate in Science	Architectural Technology (AS)	5	1	5	8	6
	Total	5	1	5	8	6
Grand Total		5	1	5	8	6

Program Awards: The number of degress and certificates awarded by program type

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Data regarding university transfers is not included in the SLOCCCD Program Review Data. We do know, however, that transfer rates from our program to Cal Poly have generally remained strong, in most years constituting approximately 50% of Cal Poly architecture transfer admissions. In recent years, a substantial majority of our qualified second-year students who applied to Cal Poly were thus admitted. Small numbers of our students transfer to other B.Arch. programs, including NewSchool of Architecture and Design and Woodbury University. Others have entered B.Arch programs through student-initiated transfer, where no articulation has been established.

In recent years, program faculty have been proactively encouraging students to apply for the degree, and these efforts seem to be helping. The number of degrees our students were awarded jumped dramatically to eight for 2016–17, up from five the previous year, dipping only slightly for 2017–18.

Disaggregated Student Success

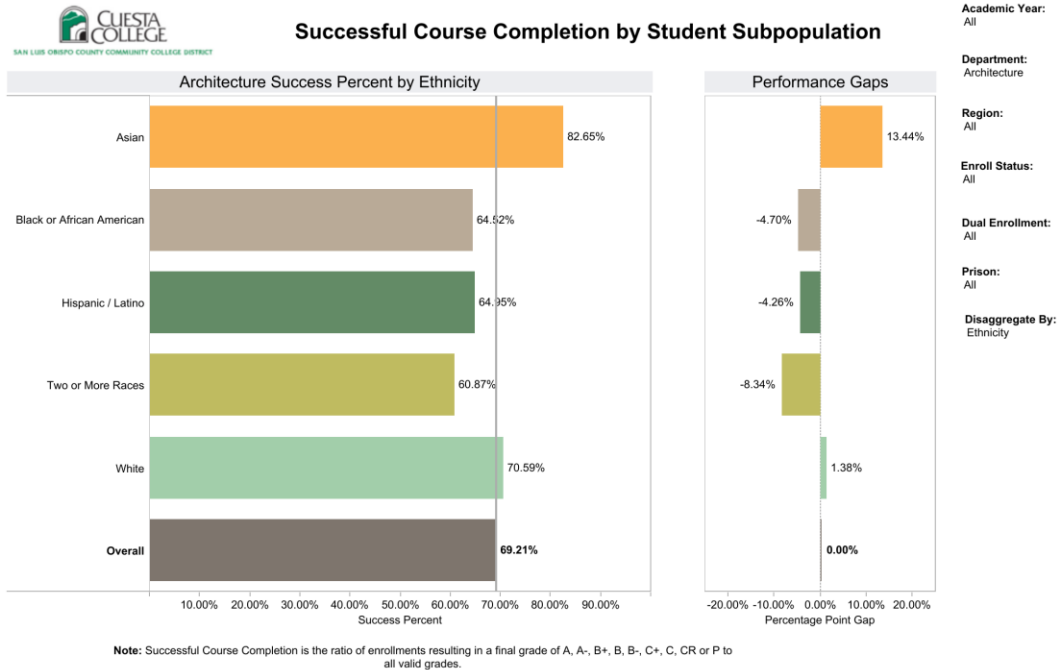### SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Architecture

COURSE
All

Measure Names
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - Architecture
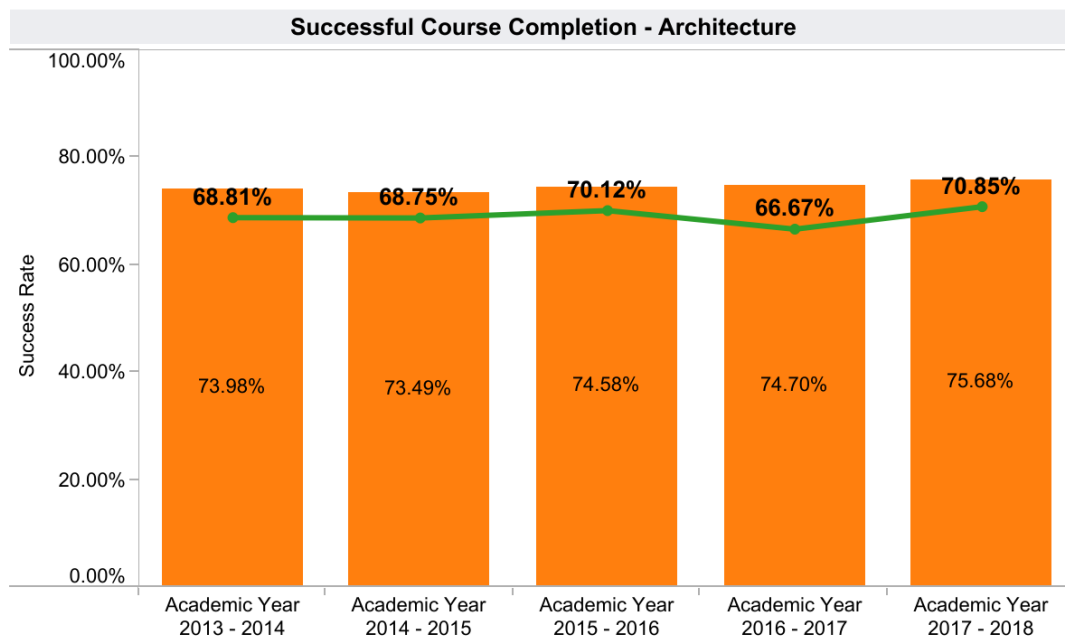
Architecture Success Rate Table

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	68.81%	68.75%	70.12%	66.67%	70.85%
Total Enrollments	295	272	241	192	199

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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 all valid grades.

Although success rates do vary by ethnicity, the data clusters fairly tightly, with Hispanic/Latino students trailing whites by several percentage points. Although Asian students surpass all other groups by a significant margin, and African-Americans lag behind, these two 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
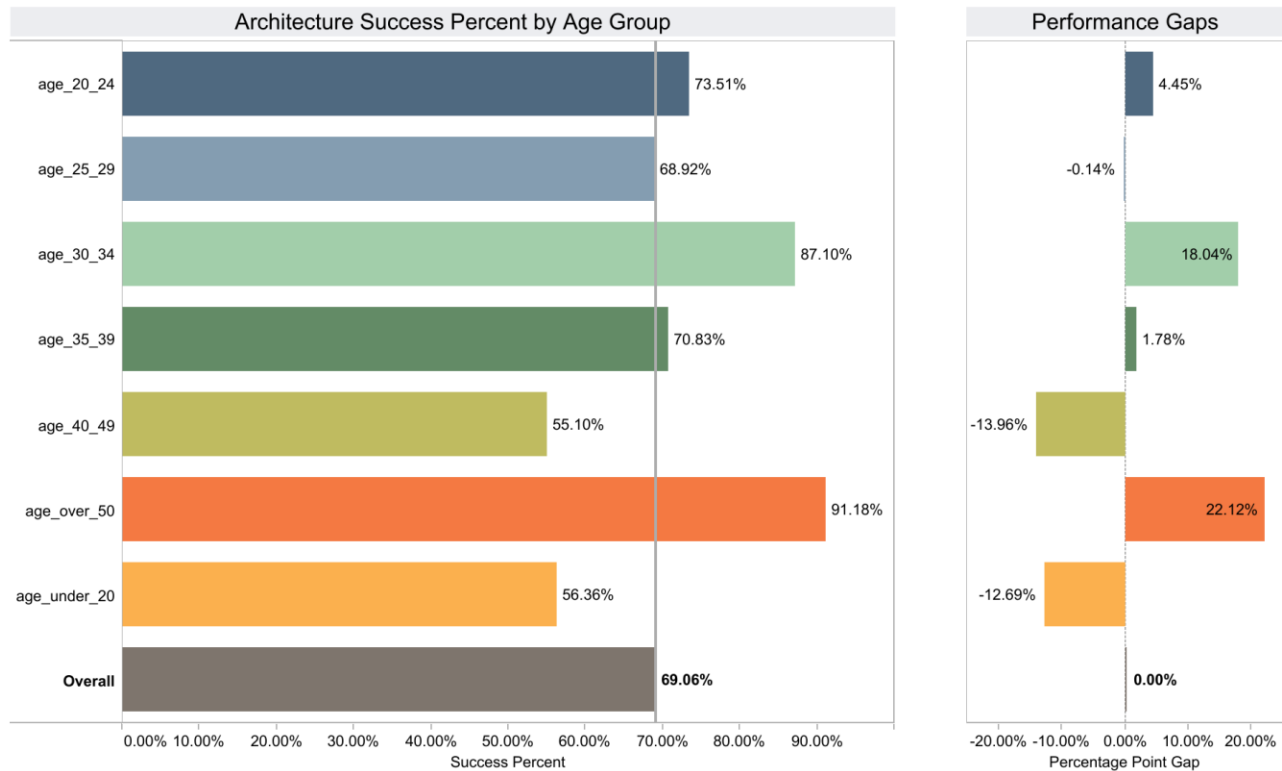
Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.
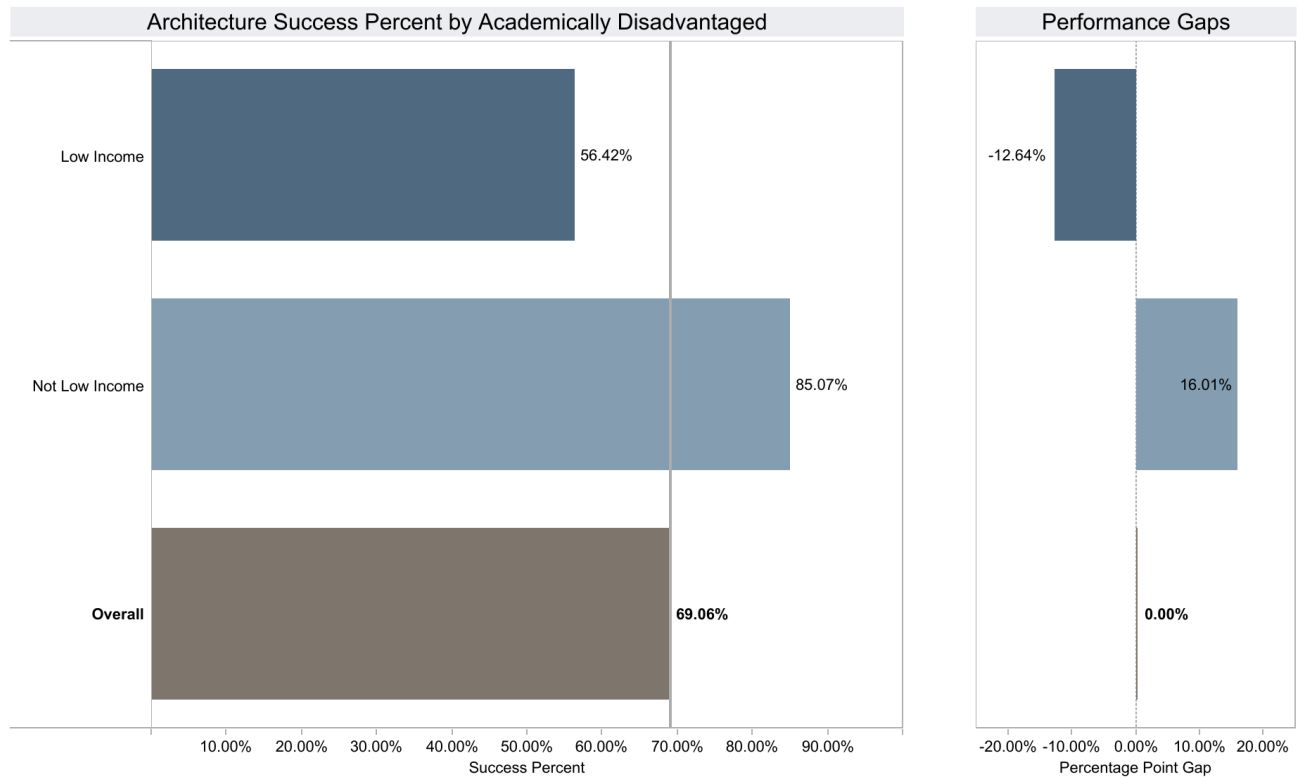
The same comment would apply for age groups, though not to the extent as for ethnicity. The architecture program has had a handful of students older than 50, for example, and most have performed quite well, but they are outliers. Some are retirees who are financially secure and use their maturity and career experience to good advantage. For students between 40 and 50, the picture is more complicated.

Our youngest students, those under 20, 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

Architecture Success Percent by Academically Disadvantaged

Low Income	56.42%
Not Low Income	85.07%
Overall	**69.06%**

Performance Gaps

-12.64%	
16.01%	
0.00%	

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 all valid grades.

..

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

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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.
B. Anticipated changes in curriculum, scheduling or delivery modality
   - Two lecture courses will launch in 2019–20: Arch 217, History of World Architectue I, in the fall; and Arch 218, History of World Architecture II, next spring.
C. Levels, delivery or types of services
   - None
D. Facilities changes
   - Upgrade drafting tables and chairs in 4115.
   - Fund new digital fabrication lab (CNC Laser Cutters and 3d printers)
   - Replace data projectors ceiling mounted camaras and instructor stations in 4115 and 4116.
   - Fund software purchases and upgrades.

E. Staffing projections
   - None
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
   - Ongoing funding for outside hosting of Cuesta's architecture program website.

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PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success— Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.

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