2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024-25 **PROGRAM(S): ARCHITECTURE AS**
CLUSTER: 4 **AREA OF STUDY: ARCHITECTURE**
LAST YEAR CPPR COMPLETED: 2022 NEXT SCHEDULED CPPR: 2026CURRENT DATE: 3/3/2026

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**, which can be downloaded from the **IPPR Program Review Documents Folder**. Please review the **Resource Allocation Rubric** when preparing the 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 programs of study (degrees and/or certificates):

ARCHITECTURE AS

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps. No significant changes to note

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.

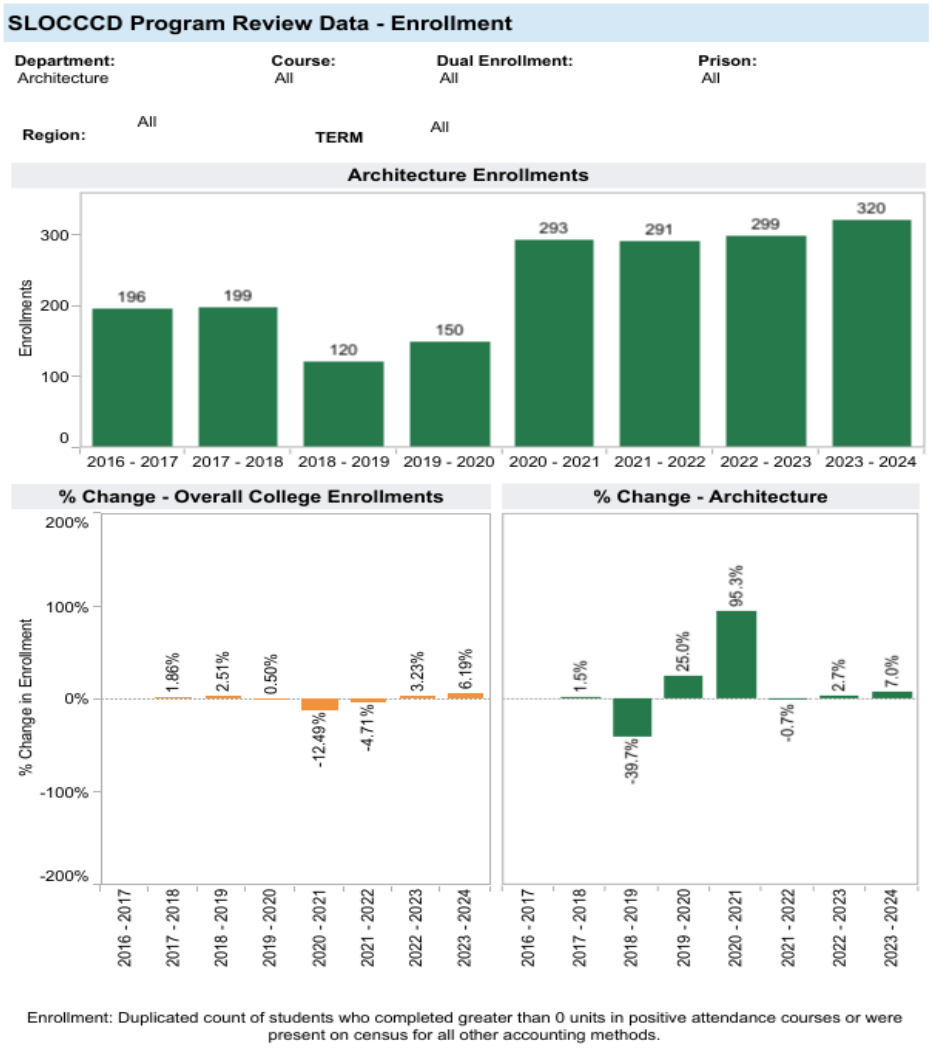
Data Analysis and Program-Specific Measurements

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.

A. **General Enrollment (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.



The general enrollment for Architecture 2023-24 increased. Factoring large gains in 2019-20 & 2020–2021, the 4-year average for Architecture is well above overall college growth for the same time frame. Last year's growth was up 7% and the overall college enrollments were up 6.19%. Gains in enrollment validate the popularity of the program.

Figure 1 Duplicated Architecture Program Enrollment to College Overall

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

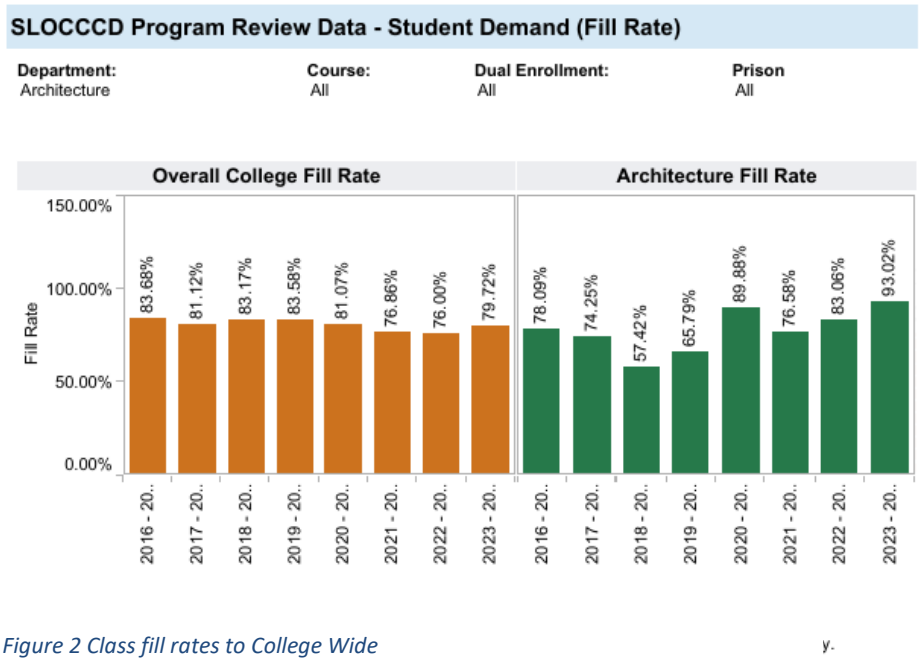


Figure 2 Class fill rates to College Wide

In the academic year 2019-20 & 2020-21, enrollments doubled, substantially out-performing the college during the pandemic. Exceeding expectations, Arch classes overfilled, improving fill rates. The proceeding years (2022-23) Fill rates appeared to normalized, keeping pace with overall college treads. Enrollment growth in 2021-22 were comparable to those of the previous year, which suggests that enrollments, and consequently fill rates have reset and are showing modest and sustained growth over the past two academic years. Last year enrollments and fill rates in Architecture out pacing the overall college rates by just over 13%. The data suggest student centered scheduling is contributing to steady fill rate improvements over the last 5 academic years.

B. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

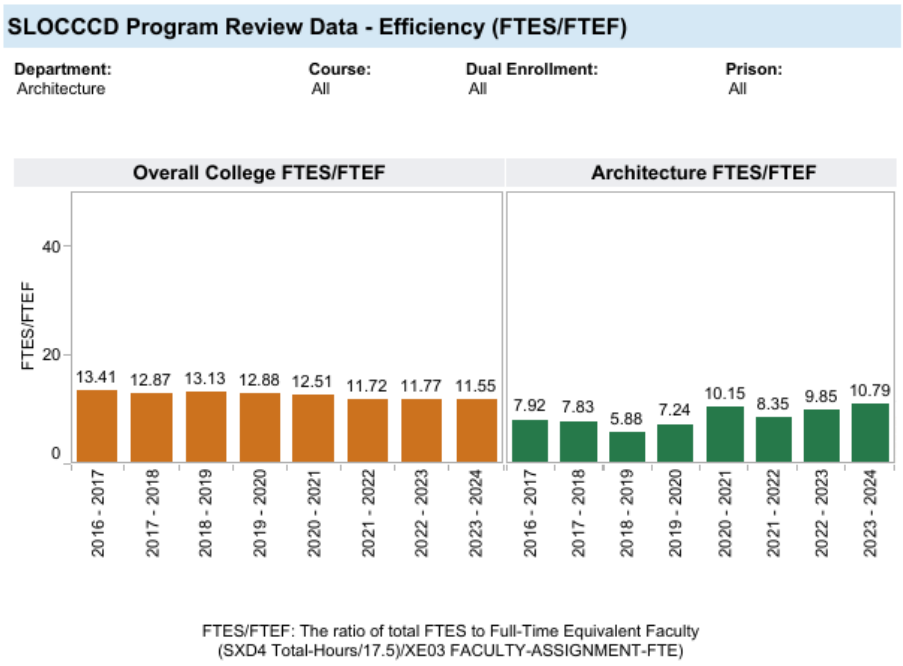
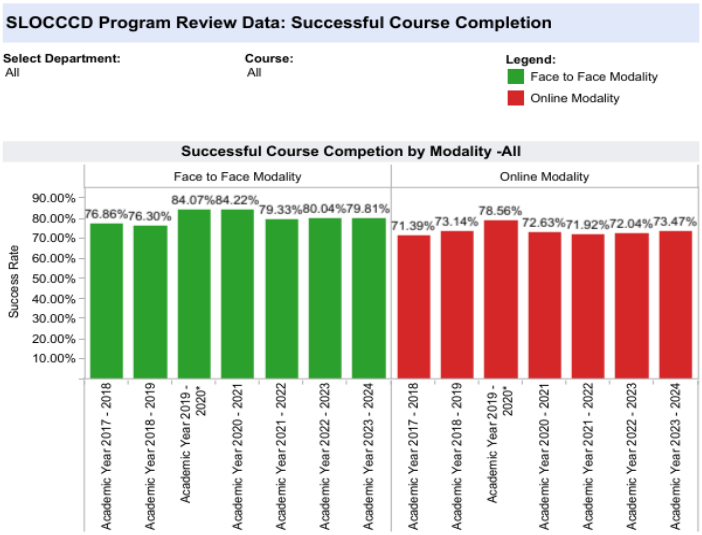


Figure 3 College wide student to faculty efficiency

Architecture's efficiency, (FTES/FTEF 10.79) increase by 1.21 points over last year's (2023-24) increase of 1.5, while the overall college rate decreased to 11.55. In fact, over the last 6 years, the overall college wide efficiency has been in a slow steady decline while the Architecture program has steadily increased. Architecture's efficiency has nearly doubled over the past 5 years, a remarkable achievement given that Cuesta's architecture program has always lagged behind 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. Increasing FTES and FTEF rates are encouraging and directly linked to fill rates.

C. **Student Success—Course Completion by Modality (Insert Data Chart)**

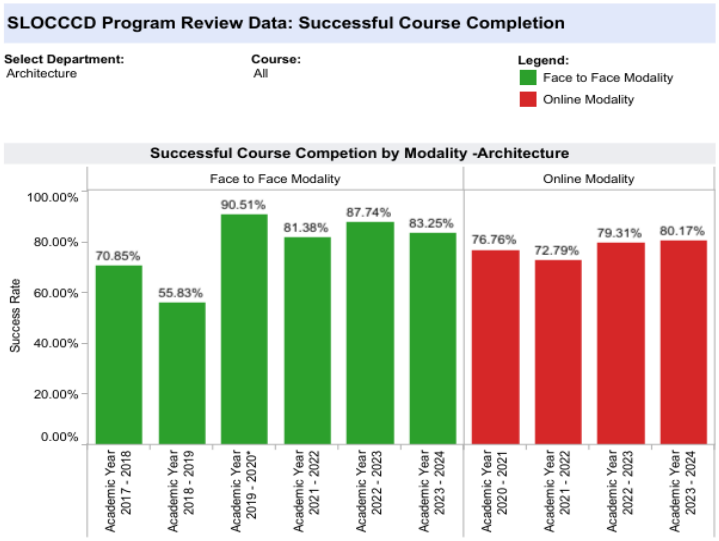
Insert the data chart and explain observed differences between the program and the college.



Successful Course Competion by Modality Table - All

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	76.86%	76.30%	84.07%	84.22%	79.33%	80.04%	79.81%
	Total Depart..	53,585	52,829	51,891	11,706	22,192	30,721	33,614
Online Modality	Department S..	71.39%	73.14%	78.56%	72.63%	71.92%	72.04%	73.47%
	Total Depart..	12,311	14,888	16,965	48,506	34,882	28,278	28,524

Figure 4 Overall College Efficiency



Successful Course Competion by Modality Table - Architecture

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	70.85%	55.83%	90.51%		81.38%	87.74%	83.25%
	Total Depart..	199.0	120.0	150.0		145.0	155.0	199.0
Online Modality	Department S..				76.76%	72.79%	79.31%	80.17%

Figure 5 Architecture Program Efficiency

The student success data indicate a slight increase in Architecture program online course completion compared to face-to-face modalities. The metrics are within 3% points 80.17% DE and 83.25% Face to Face (Figure 5). As with most other metrics, the Architecture program is slightly outpacing the overall college completion rates in face-to-face and online modalities (Figure 4).

D. **Degrees and Certificates Awarded (Insert Data Chart)**

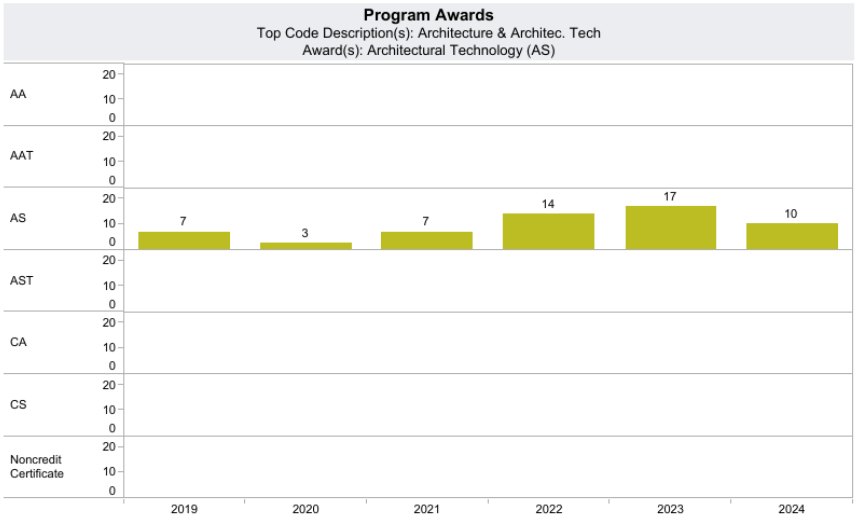
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Architecture & Architec. Tech

Award Type: All

Area of Study All



Program Awards Table

Award Type	Award	2019	2020	2021	2022	2023	2024
AS	Architectural Technology (AS)	7	3	7	14	17	10
	Total	7	3	7	14	17	10
Grand Total		7	3	7	14	17	10

Awarded degrees declined. For years, we have discussed with our students the value of applying for the Architecture AS degree. Noteworthy are the number of university transfers. The 2023 student cohort reports 11 transfers to accredited university programs. (9) nine to Cal Poly, San Luis Obispo, (1) one to New School of Design, San Diego, and (1) one to Texas Tech. 2024 was a banner year with 16 transfers to universities.

E. **General Student Success – Course Completion (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

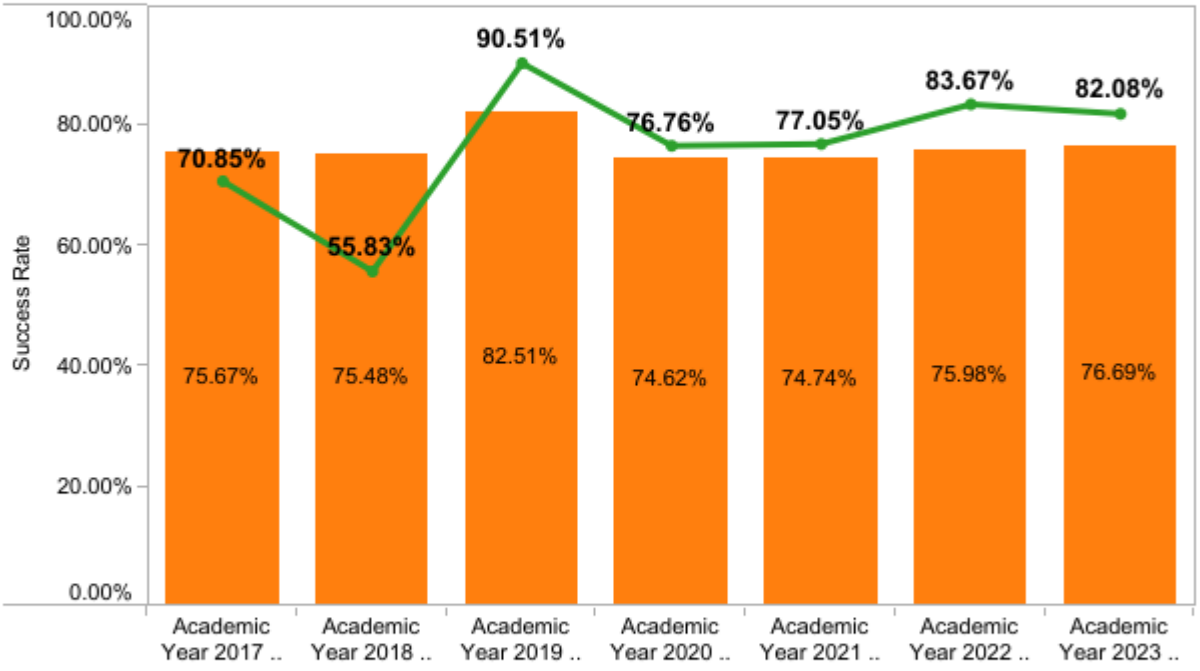
Select Department:
Architecture

TERM
All

COURSE
All

Measure Names
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - Architecture



Architecture Success Rate Table

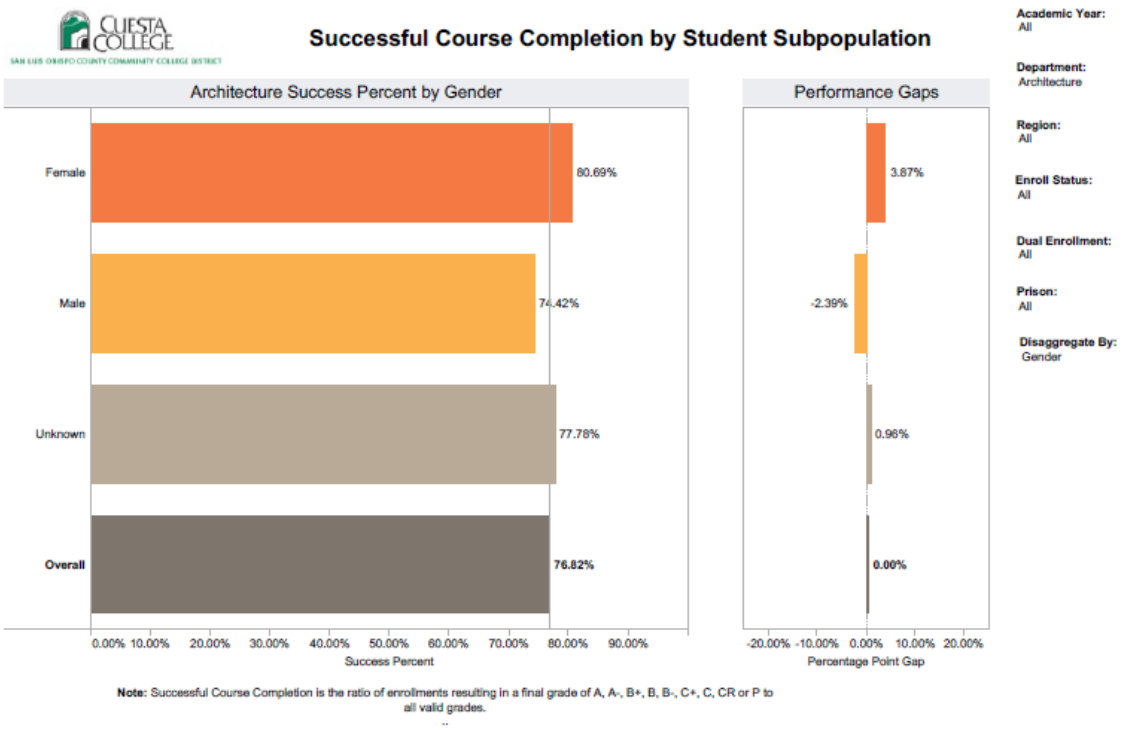
	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success..	70.85%	55.83%	90.51%	76.76%	77.05%	83.67%	82.08%
Total Enrollments	199	120	150	293	292	300	320

Architecture student success and course completion continues to track above the Institutional Set Standard. This is a testament to the quality work Architecture faculty put into supporting, encouraging and inspiring our students to succeed.

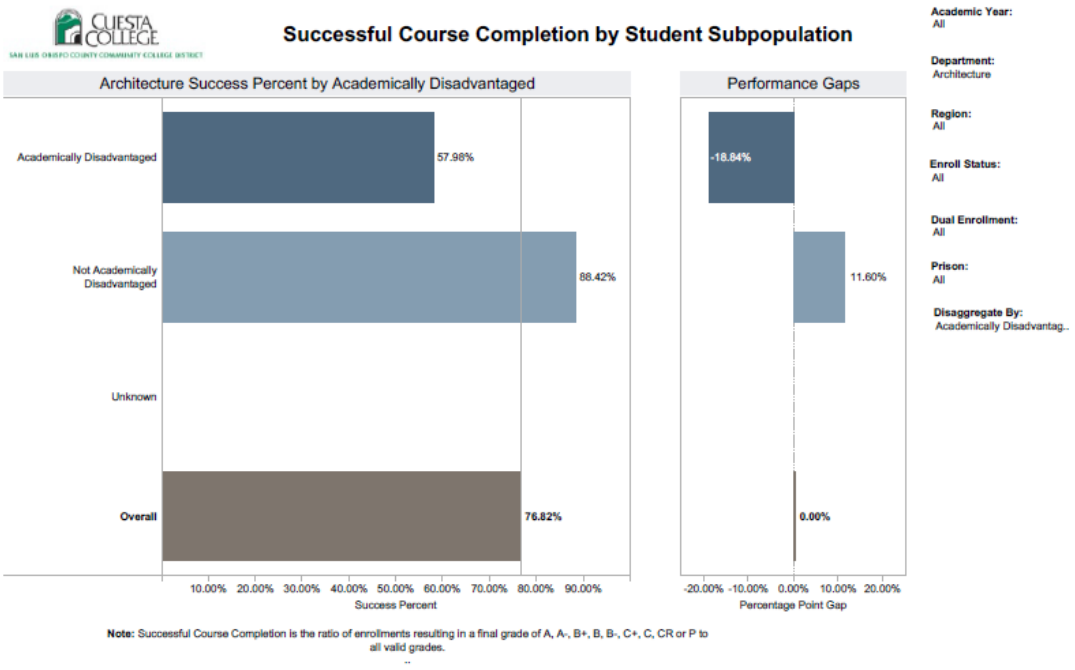
F. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

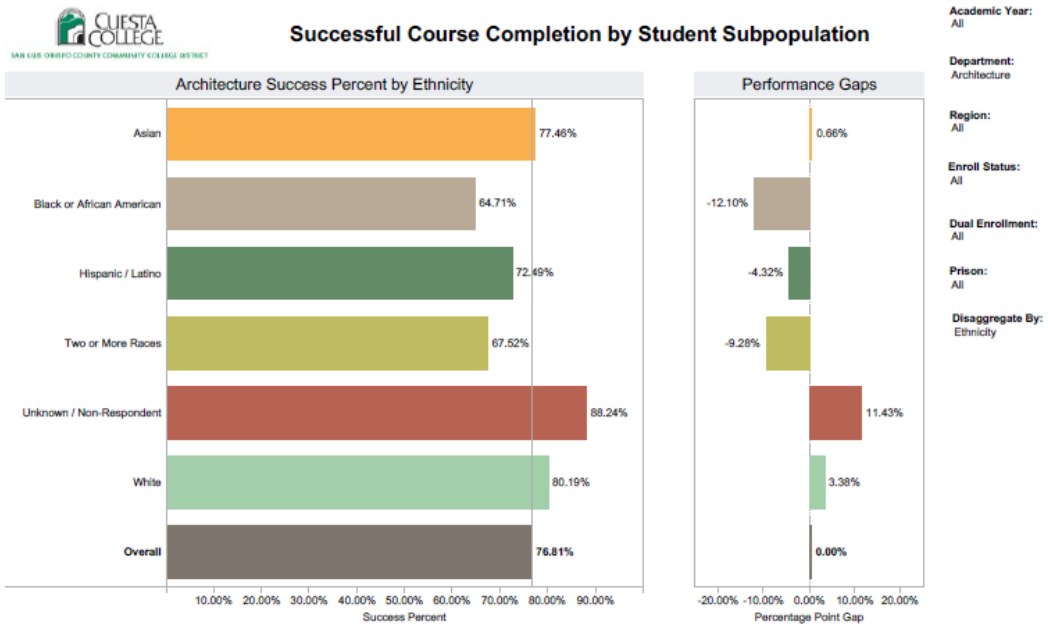
- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?



Gender: A slight gap exists between male and female students' success rates. While the exact percentages vary slightly across reporting periods, the trend remains consistent. This suggests that there are barriers preventing female students from achieving the same success rates as their male peers.



Academic Disadvantage: The data consistently shows a significant difference in success rates between students identified as academically disadvantaged and their non-disadvantaged counterparts. Students designated as academically disadvantaged have substantially lower success rates, indicating significant systemic challenges impacting this group's academic performance in the architecture program.



Ethnicity: The data shows varying success rates among different ethnic groups, though the differences are less pronounced than the gender and academic disadvantage gaps. Some ethnic

groups show success rates below the overall average, indicating possible challenges faced by specific ethnic populations in the program. The most significant disparity is between White students and other ethnic groups, but this disparity isn't as extreme as the gaps based on gender and academic disadvantage.

Overall: The analysis reveals that gender and academic disadvantage are the most significant factors contributing to inequitable outcomes in Cuesta College's architecture program. While ethnicity also plays a role, the impact is less pronounced compared to gender and academic disadvantage.

Recommendations: A comprehensive and multifaceted approach is needed to address these equity gaps:

- Targeted Support Services: Gender-Specific Support: Implement initiatives specifically designed to support female students, such as mentoring programs with successful female architects, gender-sensitive advising, and workshops addressing challenges specific to women in the field.
- Academically Disadvantaged Support: Provide intensive academic support services, such as tutoring, study skills workshops, and academic advising tailored to the needs of academically disadvantaged students. This might involve additional foundational courses or supplemental instruction.
- Ethnicity-Specific Support: While the ethnicity gaps are less pronounced, analyze the data further to understand the unique challenges each underrepresented ethnic group faces. This might involve culturally responsive teaching practices or targeted outreach.
- Curriculum Review: Bias Audit: Conduct a comprehensive review of the curriculum to identify and eliminate any potential gender, ethnic, or socioeconomic biases in course materials, teaching methods, or assessment practices. Ensure representation and inclusivity in case studies and examples.
- Accessibility: Ensure that the curriculum and learning materials are accessible to all students, regardless of their learning styles, backgrounds, or disabilities.
- Faculty Development: Inclusive Teaching Practices: Provide faculty with training on inclusive teaching practices, culturally responsive pedagogy, and strategies for addressing unconscious bias in the classroom.
- Awareness Training: Offer training to faculty and staff on diversity, equity, and inclusion issues that address specific challenges faced by the underrepresented groups identified in the data.
- Data-Driven Decision Making: Continuous Monitoring: Continue to regularly collect and analyze data on student outcomes, disaggregated by gender, academic disadvantage, and ethnicity, to track progress and make data-driven adjustments to the program.

- Qualitative Research: Complement quantitative data with qualitative data to gather a deeper understanding of the student experience and perspectives. Conduct interviews, focus groups, and surveys to explore the underlying reasons for disparities.
- Community Building: Mentoring and Peer Support: Encourage the development of peer mentoring programs and strong community networks to foster a supportive and inclusive environment for all students.

By implementing these recommendations, Cuesta College can proactively address equity gaps and ensure all students, regardless of their gender, academic background, or ethnicity, have a fair opportunity to succeed in the Architecture program.

Programs and Curriculum Review PROGRESS

Section 1: Progress Check on Scheduled Curriculum Updates from CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

   NONE

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study **OR** Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and	Past Due Date for	Briefly state why modification was not completed on	Re-scheduled date for modification

Course #	Modification	schedule	(must be within 1 year)

Section 2: Progress Check on Previously Out-of-Date Curriculum Updates from CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

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

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE. None*

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 and addressing equity gaps
    - N/A
B. Anticipated changes in curriculum, scheduling or delivery modality
    - N/A
C. Levels, delivery or types of services
    - N/A
D. Facilities changes
    - Classroom windows in 4115 & 4116
E. Staffing projections:
    - Need to hire a Full-time Architecture Instructor
F. Other

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.