INSTITUTIONAL PROGRAM REVIEW 2010-11
Program Efficacy Phase, Spring, 2011

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs, and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:
- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

An efficacy team of two disinterested committee members will meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is included with this e-mail

When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Forms are due back to the Committee Chairs, Efficacy Team and Division Dean by March 17, 2011.
It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will interviews and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

Program Efficacy, Spring 2011

Complete and attach this cover sheet as the first page of your report.

Program Being Evaluated

Architecture

Name of Division

Science and Health Science

Name of Person Preparing this Report   **Extension**

John Stanskas	x8268

Name of Department Members Consulted

Judy Jorgensen

Name of Reviewers

Jose Recinos; Kathy Kafela

Program Review Committee Representatives

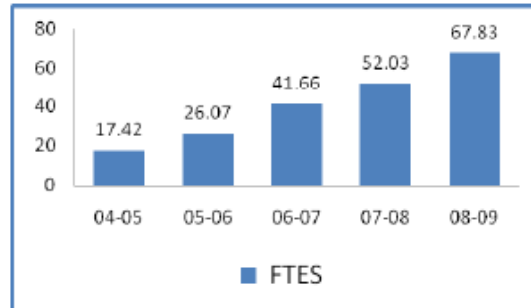| Sherri Lillard; Yolanda Simental; Sandra Waters |
| --- |

Work Flow	Due Date	Date Submitted
Date of initial meeting with department	Asynchronous online	
Final draft sent to the dean	March 26, 2011	
Report submitted to Program Review Team	March 28, 2011	
Meeting with Review Team		

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	Dean of Science		
Faculty	1		5
Classified Staff	None		
Total	1		5

Architecture

FTES

	04-05	05-06	06-07	07-08	08-09
Duplicated Enrollment	136	112	247	376	480
FTEF	1.52	1.93	3.76	5.24	6.30
WSCH per FTEF	344	405	332	298	323

	04-05	05-06	06-07	07-08	08-09
Success	58%	60%	56%	53%	53%
Retention	74%	79%	81%	83%	76%

	04-05	05-06	06-07	07-08	08-09
Sections	8	6	14	25	28
% of online enrollment		37%	37%	58%	59%
Degrees awarded				5	
Certificates awarded					1

Description:

The Architecture and Environmental Design Program serves a variety of students through instructional course offerings. The Architectural History courses serve both as major's preparation and as general education courses. The Architectural Design courses serve as major's preparation for transfer students and practicum classes for career and technical education students. The Architectural Computer Aided Drafting courses serve CTE students interested in acquiring job skills for employment.

Assessment:

- FTES generation has increased dramatically over the last five years as requested by the institution.
- The programs growth has come at a cost of efficiency, but the efficiency is increasing from 2007-2008 to 2008-2009 and again in 2009-2010 from current year reports.
- The success and retention rates are okay, but could be improved.
- The online sections have really increased enrollment.

Program Goals:

- Continue work with ROP projects and area high schools to articulate introductory drafting classes for students who then wish to take the more advanced classes at SBVC.
- Complete articulation requirements at four-year institutions.
- Convert some of the lecture content in the design classes to an online format for students.
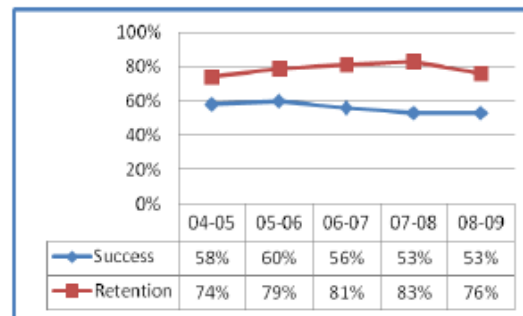
Challenges & Opportunities:

- With the push for higher efficiency, the laboratory nature of the design and drafting programs are less desirable to the college.
- There is also a challenge to expand into landscape architecture and urban planning while maintaining relevant curriculum in the current areas.
- One of the major accomplishments of the program is the number of students transferring to four-year institutions: 12 in the last three years. Since Architecture is often an impacted program at the university level, this is a great record.

Action Plan:

- The program will continue to find ways to improve efficiency and offer relevant curriculum for transfer students, general education, and career advancement.
- The program will explore on-line/hybrid offerings for the design classes during the next two years and assess their feasibility and pedagogical soundness.
- The program will begin to explore what would be required to expand the focus of the program to other segments of the field like urban planning and landscape design.

UPDATED EIS Data: Architecture 2004-2010

FTES

	FTES
04-05	17
05-06	26
06-07	42
07-08	52
08-09	68
09-10	78
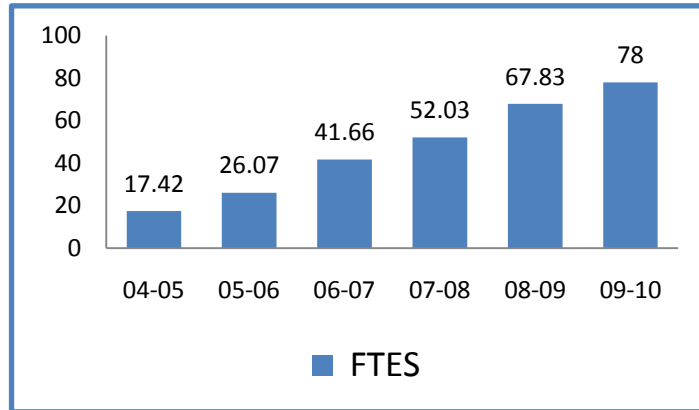
	04-05	05-06	06-07	07-08	08-09	09-10
Duplicated Enrollment	136	112	247	376	480	563
FTEF	1.52	1.93	3.76	5.24	6.30	5.74
WSCH per FTEF	344	405	332	298	323	363

	Success	Retention
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Success	58%	60%	56%	53%	53%	56%
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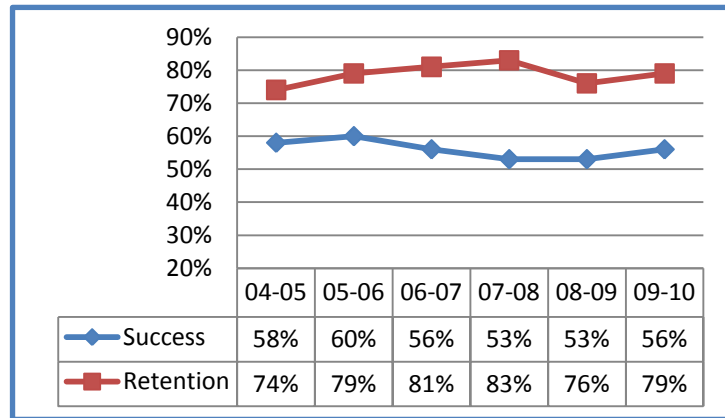
	04-05	05-06	06-07	07-08	08-09	09-10
Sections	8	6	14	25	28	26
% of online enrollment		37%	37%	58%	59%	10
Degrees awarded				5		
Certificates awarded					1	

Data includes: SBVC, SOFF and SBBHS

Part I. Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Demographic Information: Architecture 2007-2010

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		29	1.0	1.0	1.0
	F	1137	40.9	40.9	41.9
	M	1617	58.1	58.1	100.0
	Total	2783	100.0	100.0	

Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		361	13.0	13.0	13.0
	A	94	3.4	3.4	16.3
	B	292	10.5	10.5	26.8
	F	29	1.0	1.0	27.9
	H	1278	45.9	45.9	73.8
	N	28	1.0	1.0	74.8
	O	21	.8	.8	75.6
	P	14	.5	.5	76.1
	W	591	21.2	21.2	97.3
	X	75	2.7	2.7	100.0
	Total	2783	100.0	100.0	

Disability	Frequency	Dept. Percent	Campus Pct.
No disability	2681	96.3%	95.5%
Disabled	102	3.7%	4.5%
Total	2783	100%	100%

Average Age	N	Youngest	Oldest	Avg. Age Dept.	Avg. Age Campus
	2783	15	70	27.02	29.1

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

The program population is similar, but not the same, as the college's population. We are overrepresented in men and Hispanics. The overrepresentation in men, 58%, is nearly the inverse of the college's population. Historically, the drafting fields have been male dominated, while the design and architectural history fields have been less so. According to the Federal Civilian Workforce Statistics from 2002, 84% of architecture jobs are held by men (http://www.opm.gov/feddata/etsept02.pdf, p80). We attempt to recruit all students into the program, and message to students in the history and design classes regarding the opportunities for the drafting fields through instructor presentations and content specific assignments.

We are overrepresented slightly in Hispanic students, nearly 46%. This has not been a concern for the department as our district footprint is predominately Hispanic.

Pattern of Service
How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include as appropriate hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

We try to schedule evening and daytime classes for all three areas of architecture (design, drafting, and history). In addition, we offer online history classes as well as face-to-face classes. We have, before cutbacks, tried to offer drafting classes on Saturday for students working during the week.

Part II: Questions Related to Strategic Initiative: Student Success

Provide a brief analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the second two charts of the EMP One-Sheet on page 2 of this form)

Our retention rate hovers around 80% and our success rate is between 53 and 60%. Recently, our full-time faculty member has been having open laboratory hours as her office hours to assist students in the laboratory with drafting or design assignments. For students who utilize this service, there is an increase in the success rate. The growth of on-line instruction greatly increases student access to education, but comes with a decrease in student success. The department attributes this to the difficulty some on-line students have with self-motivation to schedule time every week to work on instruction.

Supplemental Data

Provide any additional information such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

The current recession proved to be a big hit to the drafting students' job prospects immediately out of college. We have seen a moderate improvement in the job market this past year. The 2008-2018 Occupational Employment Projections for the metropolitan Inland Empire area shows a 4.2% job growth rate, 36 jobs per year, a sufficient number to sustain the program.

In addition, the Computer Aided Drafting (C.A.D.), programs have recently been updated through donations of area businesses and the focus of C.A.D. applications to other fields, such as geographical information systems (GIS), water supply technology and water districts, surveying, etc. are being explored. The immediate employment as a drafter is available, but the application of C.A.D. to other fields is growing with the technological advancement of service and infrastructure fields.

Student Learning Outcomes

The list above shows the courses that have SLOs on file with the Office of Instruction.

If you have courses for which SLOs have not been developed, explain why. What are your plans to remedy this?

This list is incorrect and incomplete. All courses in the catalog have SLOs developed as well as certificate and degree SLOs. A copy is attached. In addition, an email was sent to the Instruction Office to correct this.

Attach your three-year plan for assessing SLOs.

What progress has the program made in its three-year plan? Have you implemented any program changes based on assessment results?

SLOs have been assessed for the history and design classes. The three-year plan is attached at the end of the SLOs .doc attachment. The drafting classes are currently being assessed this year.

The assessment of the history classes in year 1 showed some deficiencies in students understanding broad concepts. To correct for this, additional quiz assignments were created and implemented to improve student understanding. A follow-up assessment showed an improvement in student understanding. I hesitate to list actual results here because there is only one instructor for most of the history classes.

The design classes were assessed in year 2. The iterative and project based classes seem to show reasonable mastery of the desired outcomes by students. The desire to further improve results prompted the open-lab times by the full-time instructor to provide additional guidance and lab time to students completing design projects.

Year 3 results will be analyzed at the conclusion of data-collection this year.

Part III. Questions Related to Strategic Initiative: Institutional Effectiveness

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the purpose of the program?

> The purpose of the Architecture and Environmental Design program is to provide general education instruction, provide career and career enhancement training, and provide major's preparation for transfer students. The architectural history classes support general education requirements for graduation, the computer aided drafting classes provide career preparation and career enhancement training for a variety of fields, and the design classes prepare students to construct a portfolio required for transfer to bachelor's degree programs.

How does this purpose relate to the college mission?

> The mission of the college is to provide quality education to a diverse community of learners. The legislature and state chancellor's office defines our primary mission to support basic skills, career preparation, and transfer.   The Architecture and Environmental Design program provides quality education to students requiring transfer preparation as well as career preparation.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from the first two charts of the EMP One-Sheet on page 2 of this form)

> The FTES and FTEF of the program has steadily increased over the last five years. One of the programs goals was to improve the efficiency of the program. There has been a moderate increase in efficiency from 323 to 363. The program has low class caps in the design and drafting classes due to the nature of the curriculum. To enhance this, the program has tried to stack similar classes without compromising the integrity of instruction. We expect further growth in the efficiency, but probably not to the level of the campus as a whole, due to the safety considerations and instructional limitations on the number of seats. For example, all drafting classes have a cap of 24, the first-year design classes have a cap of 25. We have a site license for the drafting classes that is for 24 students at one time, and the design classes require space and supplies that are difficult to supervise for more than 25. This is much less than the 35 at census required to meet the arbitrarily determined "525" efficiency by the chancellor's office.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the following questions.

The Content Review Summary from Curricunet indicates the programs current curriculum status. If curriculum is out of date, explain the circumstances surrounding the error and plans to remedy the discrepancy.

Science

Architecture & Environmental Design

	Course	Status	Last Content Review	Next Review Date
	ENGR100 Engineering Career Exploration	Active	11/20/2006	11/20/2012
	ARCH100 Environmental Design I	Active	11/23/2009	11/23/2015
	ARCH101 Environmental Design II	Active	11/15/2005	11/15/2011
	ARCH120 Introduction to Computer Aided Drafting	Active	11/15/2005	11/15/2011
	ARCH145 HISTORY OF ARCHITECTURE: EARLY DESIGN TO GOTHIC	Active	11/15/2005	11/15/2011
	ARCH146 HISTORY OF ARCHITECTURE: RENAISSANCE TO MODERN	Active	11/15/2005	11/15/2011
	ARCH200 Architectural Design I	Active	11/15/2005	11/15/2011
	ARCH201 Architectural Design II	Active	04/15/2005	04/15/2011
	ARCH220 Architectural Computer Aided Drafting I	Active	04/15/2005	04/15/2011
	ARCH221 Architectural Computer Aided Drafting II	Active	04/15/2005	04/15/2011
	ARCH250 Materials and Construction	Active	04/15/2005	04/15/2011
	ARCH270 Portfolio Design	Active	04/15/2005	04/15/2011
	ENGR100 Engineering Career Exploration	Pending	11/20/2006	11/20/2012
	ARCH101 Environmental Design II	Pending	11/15/2005	11/15/2011
	ARCH120 Introduction to Computer Aided Drafting	Pending	11/15/2005	11/15/2011
	ARCH145 HISTORY OF ARCHITECTURE: EARLY DESIGN TO GOTHIC	Pending	11/15/2005	11/15/2011
	ARCH146 HISTORY OF ARCHITECTURE: RENAISSANCE TO MODERN	Pending	11/15/2005	11/15/2011
	ARCH201 Architectural Design II	Pending	04/15/2005	04/15/2011
	ARCH220 Architectural Computer Aided Drafting I	Pending	04/15/2005	04/15/2011
	ARCH221 Architectural Computer Aided Drafting II	Pending	04/15/2005	04/15/2011
	ARCH250-A Materials of Construction - Introduction	Pending	04/15/2005	04/15/2011
	ENGR265 Engineering Mechanics	Pending	12/05/2005	12/05/2011
	ARCH270x3 Portfolio Design	Pending	04/15/2005	04/15/2011
	ARCH100 Environmental Design I	Historical		

The courses above require content review next year. To that end, we have begun the review process and currently have a plan to enter all courses before the end of this academic year. Engineering is not part of the program and has been moved to Water Supply Technology for now.

<u>Articulation</u>

List Courses above 100 where articulation is **not** occurring	With CSU	With UC
All courses except the Architectural History courses (145 and 146) are not articulated course-to-course with CSU or UC.	The primary transfer schools of Cal Poly Pomona and San Luis Obispo are impacted and will not articulate, credits are offered and placement is based on space availability and portfolio review.	

Describe your plan to articulate these classes.

Articulation considerations are being reviewed during the content review process. However, Architecture is an impacted program at every California university. Student advance placement is also dependent on the space availability which may be limited to as few as 2 or 3 slots. The general consensus among the universities is that students should construct a portfolio that demonstrates their skills. Then, upon review of the university faculty, students are admitted or not into second or third year sequences. While this is not the most efficient or fair system, from the community college perspective, it is the most common for impacted university programs. We have had 12 students successfully transfer into impacted programs in Architecture from SBVC in the last three years. This is a major accomplishment and testament that our curriculum adequately prepares transfer students for the rigors expected by the universities.

We do have an articulation agreement with the private New School of Architecture in Los Angeles. The New School is a fully accredited institution through National Architectural Accrediting Board, NAAB.

<u>Currency</u>

Review the last college catalogue data given below. **OR**

Follow the link below and review the last college catalog data. Architecture begins on p. 51
http://www.valleycollege.edu/Instruction/Files/Catalog/2010-2011/SBVC_Catalog_1011_Complete.pdf

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If not, how does the program plan to remedy the discrepancy?

The program has not successfully offered ARCH250 or ARCH270 in the last three years. The program has been growing in students, but currently we are not allocated sufficient units to offer these courses without compromising the integrity of the introductory courses that feed them. We plan to keep the courses in the catalog hoping to build a base of students ready to take them in the future.

Planning

What are the trends, external to the institution, impacting your student enrollment/service utilization? How will these trends impact program planning?

The most important trend affecting the program is the economy. The decrease in construction and renovation impacts the program's CTE component directly, causing a decrease in interest in these programs. It also increases enrollment in the transfer/G.E. offerings of the program. This has impacted program planning by ensuring the focus of the drafting classes is broad and serves not only direct employment opportunities but also career enhancement opportunities for those individuals looking for marketable skills for career advancement as well as career planning.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The program has many accomplishments. The program identified challenges in efficiency and has worked to improve that with stacked labs and structured sequential offerings. The program identified its on-line offerings as a strength and is currently evaluating its curriculum through content review to identify innovative ways to improve access and efficiency through hybrid or alternatively structured offerings to improve access and efficiency. The program also used its SLO results to identify weaknesses in student learning and improve student learning through curriculum delivery innovations.

Weaknesses

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

The program identified the drafting component as a weakness and has incorporated plans to broaden the appeal of the courses to a variety of fields (engineering, GIS technicians, landscape design, and transportation planners) to improve the utility of the courses and enrollment. In addition, the program has secured the donation of additional software (REVIT) that will make the drafting program more competitive and directly applicable to the workforce.

V. Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships.

The program incorporates technology in all classes through the use of Blackboard shells to help faculty and students in the program achieve a consist level of rigor and information. The program also uses up-to-date software (REVIT) now, though we need to update the C.A.D. to the most current version. This provides training for students who wish to enter the workforce and ensure students are ready for workplace expectations.

The program has actively partnered with other programs on campus, including Culinary Arts, Welding, Child Development, the Grounds department, and DSPS through the Incredible Edible Gardens project funded by a grant from Lowes. The program was awarded the grant through the hard work of its faculty. The completion of this project will also impact the campus climate as a working garden for food production will be visible to the campus. This project is expected to be completed in the next year.

The program continues to partner with the city of San Bernardino to provide students the opportunity to design the front entry and patio area of the senior center at Perris Hill. With this success they were invited to prepare and present designs for a significantly larger activity area associated with the center. Students verbally and graphically presented design concepts and models of designs alternatives to city departments, officials and elected representatives. Students actively responded to a variety of design directions and project constraints.   Students followed the project through from initial site analysis to prepared detailed plans, cost estimates and turned the project over to the city for actual construction.

Another external partner is the Kimberley Mansion in Redlands. Several student teams are addressing a variety of projects at this registered Historic Site. One team of students is compiling an inventory of the historic documents located at the site including building plans, site development and landscape design. Students are experiencing proper archival and inventory techniques. A third project proposed for this historic structure is the preparation image documentation of both architectural details and landscape architectural details. Students will consult with the board and director in the selection of the features to be photographed. Informative narratives will be prepared for each of the images. A series of images will be prepared by students utilizing design and composition skills. The images will then be enhanced with informative factually and historically correct information.

Another student team is designing an informational brochure documenting landscape design information for the annual Garden Tour of Redlands. An architectural rendering of the structure is being prepared and will be used as a cover for the multi-page pamphlet that will be designed for the event. The garden tour pamphlet will include a student prepared site plan and circulation plan with a reference and informational directory of featured plantings. This pamphlet will be circulated at the event and will be made available at the public.

The Architecture and Environmental Design program is partnering with the Edward Dean Museum, located in Riverside County. This partnership is affording students the opportunity visit this remote site as they sponsor the transportation from the San Bernardino Valley College campus to this historically rich architectural site. Site design and interior design aspects, architectural documentation and resources are shared with the students by docents.

Partnerships with the Inland Empire AIA (American Institute of Architects) have afforded the students the

opportunity to experience mid-century architecture and meet the architects. This partnership has also provided students the first hand experience of landmark LEED certified structures in both Riverside and San Bernardino County exposing students to the latest environmental design considerations. Students will also be educated and then serving as docents at the AIA Home Tour open to the general public.