**Program Efficacy Report  
Spring 2011**

**Name of Department**: Architecture

**Efficacy Team: Jose Recinos, Kathy Kafela**

**Overall Recommendation (include rationale): Continuation**

**Next Program Efficacy: 2013/2014**

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| The Architecture Program has provided and analyzed data to demonstrate that it has met institutional strategic initiatives. Architecture serves students taking design, computer aided drafting, and materials and construction courses. The program provides adequate access to its courses thru its different offerings, including evening, on-line and Saturday classes. Although the WSHC is relatively low, the department assesses the reasons and concentrates on the low cap numbers for most of its courses (24 vs. 35 for most classes).  The current economy affects certain areas more than others and architecture reflects the socioeconomic trends of the current fiscal year. The interest in their courses has decreased because the demand for construction and renovation in general has dwindled; however, their transfer and G.E. courses have gained interest as students are planning to transfer more so than getting a certificate.  Although the program hasn’t offered ARCH250 OR ARCH 270 because of budgetary reasons, introductory courses keep bringing students to the program as it tries to build a base of potential participants in those higher courses.  Architecture has partnered with Culinary Arts, Welding, Child Development, the Grounds Department and DSPS to give students the best opportunities available. In addition, the program has partnerships with the city of San Bernardino and the Kimberley Mansion in Redlands to enhance the senior center at Perris Hill and the historical mansion respectively. Architecture keeps on designing new models to establish cooperation and collegiality with other campus programs and external entities.  The report shows student success and retention rates and shows plans to spark interest in the field in spite of the low demand in the external construction and renovation fields. In the meantime, the program tries to keep abreast of the latest technology to support its academic programs including Computer Aided Drafting models and REVIT systems. Architecture has a mission that is also aligned with the college mission.  In the last three years, 12 students have transferred into the highly impacted field of architecture in California universities, and the 2008-2018 Occupational Employment Projections for the Inland Empire shows a 4.2% growth in the field which can sustain the current program at SBVC. |

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| **Part I: Access** | | |
| ***Demographics*** | *The program does not provide*  *an appropriate analysis regarding identified differences in the program’s population compared to that of the general population* | *The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.*  *If indicated, plans or activities are in place to recruit and retain underserved populations.* |
| **Efficacy Team Analysis and Feedback:**  **Meets: The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance. The writer notes that the overrepresentation of males in the program follows a national pattern where “84% of architecture jobs are held by men”. It is also noted that Hispanic men are nearly 46% in this program which reflects the community in which the college serves.** | | |
| ***Pattern of Service*** | *The program’s pattern of service is not related to the needs of students.* | *The program provides evidence that the pattern of service or instruction meets student needs.*    *If indicated, plans or activities are in place to meet a broader range of needs.* |
| **Efficacy Team Analysis and Feedback:**  **Meets: the program has provided evidence that the pattern of service meets student needs. Classes are offered daily during daytime and evening hours and online for students who prefer that format. In addition, the program has tried to offer Saturday classes, especially before the latest cutbacks.** | | |
| **Part II: Student Success** | | |
| ***Data demonstrating achievement of instructional or service success*** | *Program does not provide an adequate analysis of the data provided with respect to relevant program data.* | *Program provides an analysis of the data which indicates progress on departmental goals.*  *If applicable, supplemental data is analyzed.* |
| **Efficacy Team Analysis and Feedback:**  **Meets**: **In spite of having only one full-time faculty member in the department, the retention rates have reached 80%. Students utilizing her open hours and her individual tutoring have a higher success rate. Program provides an analysis of the data which indicates progress on departmental goals.****Supplemental data is analyzed and shows that the program offers Computer Aided Drafting systems to help future architecture graduates.** | | |
| ***Student Learning Outcomes*** | *Program has not submitted student learning outcomes for all courses certificates or degrees. Does not have a three-year plan on file.*  *Program has not analyzed assessment results and implemented changes where appropriate.* | *Program has submitted student learning outcomes for all courses certificates or degrees. Program has a three-year plan on file.*  *Program has analyzed assessment results and implemented changes where appropriate* |
| **Efficacy Team Analysis and Feedback:**  **Meets: The Office of Instructions seems to have the wrong data for Architecture SLOs; thus, the writer provided a copy of all the current SLOs for the program courses. Program has submitted student learning outcomes for all courses certificates or degrees. Program has a three-year plan on file.**  **Program has analyzed assessment results and implemented changes where appropriate. The drafting classes’ SLOs are being assessed this year.** | | |
| **Part III: Institutional Effectiveness** | | |
| ***Mission and Purpose*** | *The program does not have a mission, or it does not clearly link with the institutional mission.* | *The program has a mission and it links clearly with the institutional mission.* |
| **Efficacy Team Analysis and Feedback:**  **Meets: the program has a mission that includes increasing student success in transferable courses it services as well as career preparation that links this to the overall campus mission.** | | |
| ***Productivity*** | *The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.* | *The data shows the program is productive at an acceptable level.* |
| **Efficacy Team Analysis and Feedback:**  **Meets: Most of the courses in the program have low class caps: 24/25 vs. the standard 35. Thus, the desired WSCH per FTEF of 525 cannot be met. During the 2008-09 according to the One-Sheet EMP, the WSCH was 323. The nature of the curriculum requires these low class caps due to safety considerations as the site license limits the number of students to 24 per class. Therefore, the program is productive within the limitations of the drafting classes.** | | |
| ***Relevance, Currency, Articulation*** | *The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.* | *The program provides evidence that curriculum review process is up to date. Courses are relevant and current to the mission of the program.*  *Appropriate courses have been articulated with UC/CSU or plans are in place to articulate appropriate courses.* |
| **Efficacy Team Analysis and Feedback:**  **Meets: The program provides evidence that curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated with UC/CSU or plans are in place to articulate appropriate courses. Architecture is an impacted major at every California university; thus, every Architecture major goes thru an individual review and might be accepted into second or third year sequences. In spite of the highly competitive field, 12 SBVC students have transferred successfully into Architecture programs at California universities during the last three years.** | | |
| **Part IV: Planning** | | |
| ***Trends*** | *The program does not identify major trends, or the plans are not supported by the data and information provided.* | *The programidentifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provides data from internal research or research from the field for support.* |
| **Efficacy Team Analysis and Feedback:**  **Meets: the program has identified trends and described future goals. The biggest trend affecting the program is the current economy: as the construction and renovation fields decrease demand, the interest in the program also decreases. Nonetheless, that trend actually increases enrollment in the G.E. and transfer courses. The writer does not provide internal research or research from the field.** | | |
| ***Accomplishments*** | *The program does not incorporate accomplishments and strengths into planning.* | *The program incorporates substantial accomplishments and strengths into planning.* |
| **Efficacy Team Analysis and Feedback:**  **Meets: the program has identified accomplishments regarding access and success. The program offers stacked labs and structured sequential offerings. In addition, the program has enhanced and strengthened their online-offerings thru content review and has used the SLOs assessment results to improve access and efficiency.**    Start Here: 4/11: 3:30 pm | | |
| ***Weaknesses/challenges*** | *The program does not incorporate weaknesses and challenges into planning.* | *The program incorporates weaknesses and challenges into planning.* |
| **Efficacy Team Analysis and Feedback:**  **Meets: the program has identified weaknesses related to the drafting component. In addition, the program has incorporated plans to broaden the appeal of the courses to a variety of fields including engineering, GIS technicians, landscape design and transportation planners. Furthermore, additional software (REVIT) will make the drafting program more competitive.** | | |
| **Part V: Technology, Partnerships & Campus Climate** | | |
|  | *Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate.*  *Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate* | *Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.*  *Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.* |
| **Efficacy Team Analysis and Feedback:**  **Meets: the program has demonstrated and provided examples that relate to other college strategic initiatives regarding campus climate, partnerships and technology. Program is planning to further implement the strategic initiatives. The program uses Blackboard and REVIT technologies to enhance the learning environments. Additionally, Architecture has partnered with other college programs such as Culinary Arts, Welding, Child Development and DSPS. The program has worked with the city of San Bernardino to design the front entry and patio area of the senior center at Perris Hill. Other community resources and partnerships include:**   * **LEE Certification in both Riverside and San Bernardino County** * **AIA (American Institute of Architecture** * **Edward Dean Museum in Riverside** * **Kimberly Mansion-Riverside** | | |