Instructional Program Review
2016/17 UPDATE

Architecture

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General Information (Instructional Program Review 2016/17 UPDATE)

2016/17 Instructional Program Review UPDATE

◈ PROGRAM REVIEW DATA AND RESOURCES

> **File Attachments:**
>
> 1. **1 Final Program Matrix 21 Sept 2016_formatted.doc** (See appendix)
>
> 2. **ARCH_Annual_Student_Outcomes_2016.pdf** (See appendix)
>
> 3. **ARCH_Student_Characteristics.pdf** (See appendix)
>
> 4. **FHP_Report_ARCH.pdf** (See appendix)

◈ Participants (REQUIRED)

Participants

- Lead Writer: Ian J. Kay, Professor, Architecture & Environmental Design Department

- Liaison: Manny Bautista

- Department Chair: Ian J. Kay

- Manager/Service Area Supervisor: Charles Zappia, Dean, School of Social/Behavioral Sciences and Multicultural Studies

◈ Updates (REQUIRED)

Changes or Updates

List of New Faculty

- We hired two new Associate Professors beginning Spring 2016. They are listed below:
    1. Valerie Abe
    2. Robert Wong

List of New Staff

- We have not hired new staff since the previous Program Review cycle.

Mission Statement

- We have not revised our Mission Statement since the previous Program Review cycle.

Description

- We have not revised our Prgram Description since the previous Program Review cycle.

Degrees Offered

- Due to the number and complexity of the proposed revisions, we developed an *Architectural Program Curriculum Matrix* to track and explain all proposed revisions. We have attached a copy of that matrix. See Link to File below:

    Link to file: **1 Final Program Matrix 21 Sept 2016_formatted**

Curriculum Review

The following outlines, in greater detail, our **Curriculum Review** process for this period of Program Review**:**

1. **Landscape Architecture**

   A significant change in the Architecture Program will be the elimination, at the end of the Spring 2017 Semester, of all Landscape Architecture degrees and certificates. The Landscape Architecture *component* has never been a stand-alone program within the Department of Architecture and Environmental Design. Course offerings, degrees and certificates were offered under the Architecture Program heading. In addition, the only tenured faculty with a degree in Landscape Architecture retired in 2013.

   It proved difficult at best for the remaining adjuncts with expertise in landscape architecture to carry on without a tenured faculty member to handle the day-to-day requirements of the program. This, combined with ongoing low enrollment numbers and the possibility that a tenure track position would not be available for the foreseeable future, convinced the remaining faculty that the best thing for the health of the Architecture Program and the Department, was to deactivate the Landscape Architecture component of the Program.

2. **Architecture**

   Based on the elimination of the Landscape Architecture component and the ever changing needs of the profession, the faculty, tenured, tenure track and adjunct, came together over the Summer Break, to review the entire Architecture Program curriculum as well as degrees and certificates and to make changes as deemed appropriate.

   Revisions were made to course content, the number of units per course, sequencing, prerequisites, etc. In addition, we have proposed the deactivation of a number of courses and developed a number of new course outlines. Degrees and certificates were reviewed and revisions were made where deemed appropriate. All proposed program and course revisions have been reviewed and approved by the Mesa College Curriculum Review Committee. They are now working their way through the Curriculum Review process at the District level. Due to the number and complexity of the proposed revisions, we developed an *Architectural Program Curriculum Matrix* to track and explain all proposed revisions. We have attached a copy of that matrix. See Link to File below:

   Link to file: **1 Final Program Matrix 21 Sept 2016_formatted**

Program Vision

We see the Architecture Program's mission as twofold: the first is to prepare students for transfer to accredited university and college architectural programs. The second is to train students for entry-level employment in architectural offices. Many of our students are employed while attending our program and continue to be so after they have transferred to colleges and universities to complete their education. The following outlines, in greater detail, our **short and long term visioning**:

1. **Development of Four-Year Degree Option**

   Employers have increasingly required a four-year non-professional, or five-year professional degree for entry-level employment. Today the vast majority of our students are seeking acceptance into NAAB accredited architectural and landscape architectural programs. *Therefore, the most significant short term vision for our program is to establish a four-year Bachelor of Arts degree in Architecture.* Our students have been requesting this for a number of years and with the passage of Senate Bill (SB) 850, authored by State Senator Marty Block (D-San Diego), we feel the time is right. SB 850 stipulates that the four-year programs offered may not duplicate any currently available at the University of California (UC) or California State University (CSU). In San Diego, there are no UC or CSU Programs in Architecture though there are two private colleges offering five-year Bachelor of Architecture degrees, Woodbury University and New School of Architecture. These two colleges are private and quite expensive. The University of San Diego offers a Bachelor of Arts degree in Architecture, but again, this is a private university.

   There following two quotes have guided our program through the years will continue to guide us into the future:

   - "Architecture is the thoughtful making of space."Louis I. Kahn, Architect
   - "Architecture is first a social art." William Wurster, Architect

   The vision we perceive for the Architecture major is a focused, pre-professional program leading to a Bachelor of Arts degree within a four-year curriculum of the Department of Architecture and Environmental Design. Its primary goal will be to introduce students to architecture as a cultural practice that structures both the physical and social environment. The program will combine required courses in environmental design and architecture with opportunities for highly varied individual programs. Through its core courses, the program will offer a broad introduction to the field of architecture, and through studies in the various areas it could provide opportunities to prepare for specialization in the field in the areas of architectural design and graphic representation; architectural

technologies and building performance; architectural history; and society and culture. In addition to core courses in architectural history, analysis and design, Architecture majors will be introduced to a wide range of disciplines and creative studio practices that contribute to an architect's breadth of knowledge and problem-solving skills.

In addition to offering a sound and well-rounded education, the degree will provide pre-professional competency for entry-level employment in architecture, the option for graduate work in architecture, or further studies in a related environmental design field. Some graduates will be prepared to go on to obtain professional degrees in architecture or in other related fields; many others will work in architectural practice, construction, government, or industry. Employment opportunities exist also at the community level, particularly in those communities that traditionally have not been served by professional architectural practice. The overall aim of the undergraduate program would be to establish a strong foundation for a diversity of careers and to provide for mobility and flexibility to suit changing individual opportunities. The Architecture major would prepare students for graduate programs in architecture and the allied fields such as landscape architecture, interior design, urban design, urban planning, historic preservation, art and architectural history.

We agree with San Diego Community College District Chancellor Constance M. Carroll who stated that "It is imperative for community colleges to ensure that students are well prepared and competitive for the many jobs and careers that now require bachelor's degrees as entry-level preparation. Education for the workforce is one of the top community college missions and, thanks to Senator Block and Governor Brown; we have an important new pathway for that mission."

I can say without hesitation, that we are prepared to move forward with the four-year degree option as soon as we are given the go-ahead to do so. In the *Program Goals* section of this Program Review document, we have included the proposed degree sequence for the **Bachelor of Arts in Architecture 4-Year Degree Option**.

2. **Preparation for Transfer**

As stated previously, employers have increasingly required a four-year non-professional or five-year professional degree for entry-level employment. Today the vast majority of our students are seeking acceptance into accredited architecture programs. In addition, we have a number of students that are seeking acceptance into professional Master's of Architecture degree programs. These students enter our program with undergraduate non-architectural degrees. These students are required to produce a portfolio of significant architectural design work as part of their transfer application. They enter our program to accomplish this.

Therefore, a significant **short and long term vision** is to continue to prepare our students to transfer into accredited architecture programs. In addition to the traditional methods of transfer, we have established a *Memorandum of Understanding* with Woodbury University's NAAB Accredited Architecture Program here in San Diego and Burbank, California. Our program is the first two years of a Mesa College/Woodbury University 2+3 Bachelor of Architecture degrees. This unique program allows students completing the Mesa College two-year program into the Woodbury program as third-year students without portfolio review. We have been in discussions with the University of New Mexico regarding a comparable agreement.

3. **Computer Hardware Replacement**

Reinforcing the traditional aspects of our profession while at the same time train students and faculty in current and emerging architectural and related technologies is another important **short and long term vision**.   Traditional aspects include drafting, sketching, model building, analytical and observational skills, design, etc. Emerging technologies includes both new and updated versions of industry related software and the hardware that supports it. Enrollment statistics show that our computer courses, such as Revit, ArchiCAD and AutoCAD, close with waiting lists.

Updated hardware reflects an improvement and modernization of the learning environment and better model the current thinking in colleges, universities and workplace environments. By providing industry state-of-the-art hardware and software such as the most current versions of Revit, ArchiCAD and AutoCAD, we are increasing access to students who cannot afford the notoriously high purchase price of this software. The type and quality of the hardware goes hand-in-hand with the software employed. Fortunately, our hardware, then four years old, was upgraded during the 2015 Summer Break.

However, a major challenge is the future replacement of the hardware employed by the program. Unfortunately, our hardware, now only two years old, is rapidly becoming outdated due to the type of software programs we employ. Therefore, we still face a significant challenge in the replacement of hardware through the Campus Technology Replacement Program as we are already witnessing problems based on the rapidly changing software requirements utilized in our program.

4. **3D Model Building & Model Shop**

A **long term vision** is nearing completion. The Department is in the final stages of completing our model building facility. This space has been available on a limited basis to faculty and students since the beginning of the Spring Semester 2015. Initially, the facility housed two new 3D printers, drafting stations, workbenches, storage cabinets, shop tables, stools, Dremel tools and a number of hand and small power tools required for model building. In addition, we saw a need for a CNC routing machine which we acquired with BARC Funding. This machine will allow our students to build professional quality 3D models in wood and other materials. CNC routing machines are in use in virtually all of the professional degree programs as well as in architecture and landscape architecture offices across the country.   In order to complete the model shop, we required a minimum of two laser engravers. Laser engravers are in use in virtually all of the professional degree programs as well as in architecture offices across the country. Fortunately, we requested and received funding through the Perkins Committee to purchase three laser engravers. We have recieved those and are currently preparing to have them installed.

It should be noted, that the model building facility will support faculty and students in all programs within the Department of Architecture and Environmental Design.

5. **Improving Access to the Model Shop in Z201**

    A short term vision is to provide better access to Z201, the Model Shop. The main issue in need of resolution is the access to this space. A major goal is to provide better access to Z201. Developing and outfitting the 3D model building shop has been an important step forward for the program. We anticipate the fully completed facility will be open at the start of the Spring 2017 semester. The main issue in need of resolution is additional access to this space to increase the overall functionality. Currently, access occurs from two standard doors.

    We are proposing the addition of two, segmented glass, garage-type doors, a concrete slab and a metal fencing system to match existing, on the north side of the building. This would be relatively simple to accomplish as the openings in the north wall currently exist as fixed glazing, and the exterior at the north side is landscape only. Doing this would allow the students easy and free access to the exterior when the model shop is open for use. In addition, ventilation for the model shop would be improved.

    It should be noted, that the additional space will support faculty and students in all programs within the Department of Architecture and Environmental Design.

6. **Hiring a Classified Employee for the Model Shop**

    A significant **short term vision** is the hiring of a Classified Employee to staff the model shop. Developing and outfitting the 3D model building shop is an important step forward for the program and Department, but we face a significant challenge with respect to staffing the facility. When the completed facility opens in the Spring of 2017, students will be allowed to use the shop only when a faculty member is present. Obviously, this arrangement has limitations as there will be many hours during the week where faculty is not available. In addition, our expertise is not in running a 3D model building facility as there are a number of safety issues that are critical to the successful operation of such a facility. An important goal is to hire a classified employee, someone with a familiarity in working with 3D model building tools, to staff the facility. This individual, working with faculty in the Department of Architecture and Environmental Design, will develop training sessions, etc. for faculty and students and develop standards of safety, etc., that will be required as we incorporate new methods of model building into the curriculum.

    It should be noted, that the model building facility will support faculty and students in all programs within the Department of Architecture and Environmental Design.

7. **Travel & Continuing Education**

    A significant **long term vision** is to increase funding to maintain and enhance faculty expertise in a number of important areas of practice currently being used in the profession. These include, but are not limited to emerging design trends, materials technologies, industry software and educational trends related to the profession, and most importantly, issues related to sustainability in the built environment.   The importance of staying abreast of these and other issues cannot be overstated. Providing faculty members with the funding required to attend conventions, conferences, workshops and training seminars is paramount in maintaining faculty expertise in architecture and landscape architecture professions. There are a number of quality conferences, conventions, workshops, etc., but the cost to attend can be prohibitive for faculty members. We have discovered that information gathered at these events has a positive impact on teaching in the classroom through the integration of personal experiences and resources gathered at these events.

8. **Increased Classroom Access for Students**

    A significant **short term vision** is to increase student access to the Design Center studio classrooms. As stated, employers have increasingly required a four-year non-professional or five-year professional degree for entry-level employment. This is particularly true in the architecture and interior design fields. Today the vast majority of our architecture students are seeking acceptance into accredited architecture programs. In addition, we have a number of students that are seeking acceptance into professional master's degree programs. These students enter our program with non-architectural undergraduate degrees. Therefore, a significant goal is to continue to prepare our students to transfer into accredited architecture programs.

    In addition, the majority of all four-year, five-year and master's degree programs in the country, allow students to access the design studios twenty-four hours a day, seven days a week. Therefore, a significant goal is to increase the number of hours a day and days per week that at least one of our design studios could remain open. We anticipate utilizing the classified staff position as a means of accomplishing this.

    It should be noted that access to the design studios will be available for all programs within the Department of Architecture and Environmental Design.

9. **Under Utilized Space in the Z100 Building**

A **short term vision** is to better access an under-utilized space. After *living* with the Design Center for five years, we have discovered the need for additional space to expand certain areas of the services we provide to our students. For example, we have an existing Storage Space, Z108 of approximately 200 square feet with excellent natural light that is being used as storage when it could be better utilized. The main issue in need of resolution is the access to this space. Currently, access occurs from inside the Auditorium/Z102. Due to the heavy use of the Auditorium on a daily basis, it is difficult to gain access for anything other than long-term storage which is not the best use of this space. To better access this space would require the replacement of a door in the east wall of Z108 that was removed when the Design Center was remodeled in 2011. As this door would not meet current exiting requirement for width, the door opening would be required to be widened and the existing windows reworked to accept the larger door opening.

It should be noted, that the additional space will support faculty and students in all programs within the Department of Architecture and Environmental Design.

10. **Design Center Facilities Maintenance**

A long term vision is to resolve the lack of maintenance, primarily of the exterior of the buildings at the Design Center. After *living* with the Design Center for five years, we have discovered that there are many areas of the exterior and interior that need attention. Constructed in 1953, the Design Center buildings are over 60 years old, the oldest on Campus, and even though exterior improvements were made during the remodel, there are a number of areas that need immediate and long-term attention. Following is a list of items that need attention:

- Paint, particularly, wood trim, doors, etc.

- Roofs appear to be leaking in virtually every classroom, office, etc.

- Interior ceiling repairs due to roof leaks.

- Air conditioning and heating operation.

- Landscape maintenance.

It should be noted, that maintenance of the Design Center benefits faculty and students in all programs within the Department of Architecture and Environmental Design.

Program Strengths

The data presented reinforces the Program Review report findings that the Architecture and Environmental Design Department maintains an extremely high level of productivity and efficiency with regards to its Departmental course offerings. The following outlines, in greater detail, our **Strengths**:

1. An important strength is the diversity of our students. We actively encourage enrollment of minorities and women. The demographics of our student body, unlike the established architectural workforce are highly diverse, representing large numbers of women, Asian and Latino populations. The Architectural Program, which provides low cost local education, is open to all students for the first two undergraduate years, has been a leader in correcting this underrepresentation

2. The Architecture Program has established strong working connections with several professional organizations throughout San Diego including the American Institute of Architects. These relationships have allowed the faculty to assist students when seeking employment and/or internships. In addition, these relationships have brought members of these organizations into the classroom to act as guest speakers and design critics. This in turn has exposed our students to those outside the faculty working in the profession and to the individuals who may employ them in the future.

3. A number of our professors have worked closely with architecture programs in colleges and universities throughout California and the west to develop and maintain strong articulation agreements. This has allowed our students to transfer to four, five-year and graduate professional degree programs with the minimum amount of coursework overlap.

4. We have reestablished a *Memorandum of Understanding* with Woodbury University's NAAB Accredited Architecture Program here in San Diego and Burbank, California. This agreement allows our students guaranteed entrance to Woodbury as third-year students in the five-year professional degree program. This is a unique agreement, not only in California, but in the United States where there are few instances of such an arrangement. This has allowed many of our students, who might otherwise have found it impossible to leave San Diego, to pursue a professional degree in architecture while at the same time, saving thousands of dollars in the cost of their education by attending Mesa College prior to entering Woodbury.

5. Another of our strengths is our exceptional faculty and adjunct faculty. A majority of the faculty maintains or is employed in design

offices in San Diego which in turn allows for a direct connection between the teaching and practice of architecture. In addition, the faculty's educational backgrounds are extremely broad with degrees from institutions throughout the United States and the United Kingdom.

6. Our Department has prided itself on remaining on the cutting edge of computer technology and the application of said technology to the Architecture, Interior Design and Building Construction Technology programs for decades. This is not only a significant benefit to our students, but to the profession as well. Over the years, hundreds of working professionals have returned to our program to upgrade their computer skills and to obtain training with the latest available technology.

7. Members of our faculty have participated as guest speakers, critics and panelists for events sponsored by a number of organizations. In turn, we have invited guest speakers, design critics and lecturers onto our campus to offer presentations and design critiques to our students. In this way, we are working to establish a strong connection with the professional community that allows for us to reflect and address the issues pertinent to it and our students.

Program Challenges

The data presented reinforces the Program Review report findings that the Architecture and Environmental Design Department maintains an extremely high level of productivity and efficiency with regards to its Departmental course offerings. The following outlines, in greater detail, our **Challenges**:

1. **3D Model Building Facility**

   A significant challenge is our ongoing commitment to train students and faculty in current and emerging 3D model building methods. The importance of utilizing the appropriate 3D model building technology cannot be overstated. Scale 3D models are essential components in the presentation of design concepts. Scaled, 3D wood models are emerging as the standard in four and five-year architecture and landscape architecture programs as well as in our profession. Designing quality 3D scale model presentations requires an understanding of basic wood working methods and systems which in turn will affect the quality of representative student work in both the educational setting and to potential employers in industry. Showing and allowing students to produce educational and industry standard scale models can fully explain and clarify design presentation concepts. Designers must be able to select and specify from an ever widening array of model building methods. Issues regarding the use of cardboard, foamcore, Plexiglas, etc. as well as other model building materials versus wood model building methods could be clarified and more fully understood if students could see and utilize the model building tools utilized in four and five-year design programs and in the profession.

   Currently, students construct models in the design studio which is the traditional approach utilized in virtually all universities with programs in architecture and landscape architecture. However, a majority of these institutions do have 3D model building facilities. Generally, these universities with programs in architecture do provide training in the use and application of new and emerging model building techniques. This training generally begins in the first-year design studios. Nevertheless, transfer students are expected to become familiar with a wide range of 3D model-building methods and in turn, apply them to their projects.   As our students enter as second and third-year transfers, they are at a disadvantage to those who entered as first-year students and are already familiar with the model building facility. For example, we have established a *Memorandum of Understanding* with Woodbury University's NAAB Accredited Architecture Program here in San Diego and Burbank, California. Mesa College students entering Woodbury's program are expected to construct 3D models in a number of mediums, including wood where wood is the preferred method. Providing comprehensive training in wood-based model building for our students who intend to transfer to Woodbury and other four and five-year colleges and universities will ensure both their preparation and success in post-secondary programs. In addition to ensuring success in educational endeavors, it provides a means of entering the workforce while attending school.

   The majority of employers in architecture and landscape architecture do not provide comprehensive training in the use and application of new and emerging model building methods. Nevertheless, individuals entering the workforce are expected to become familiar with a wide range of 3D model building methods and apply them to various architectural projects in the office environment. In general, the ability to perform a variety of tasks utilizing a variety of model building techniques is considered essential for entry-level employment in virtually all offices today. Providing this learning experience for our students, who intend to enter directly into the workforce or to transfer to four-year, five-year and graduate programs, will ensure both their preparation and success in the industry and in their educational endeavors.

   The Department is in the final stages of completing our model building facility. This space has been available to faculty and students since the beginning of the Spring Semester 2015. Initially, the facility housed two new 3D printers, drafting stations, workbenches, storage cabinets, shop tables, stools, Dremel tools and a number of hand and small power tools required for model building. In addition, we saw a need for a CNC routing machine which we acquired with BARC Funding. This machine will allow our students to build professional quality 3D models in wood and other materials. CNC routing machines are in use in virtually all of the professional degree programs as well as in architecture and landscape architecture offices across the country.   In order to complete the model shop, we required a minimum of two laser engravers. Laser engravers are in use in virtually all of the professional degree programs as well as in architecture offices across the country. Fortunately, we requested and received funding through the Perkins Committee to purchase three laser engravers. We have recieved those and are currently preparing to have them installed.

Developing and outfitting the 3D model building shop is an important step forward for the program, but ***we face a significant challenge with respect to staffing the facility***. When the completed facility opens in the Spring of 2017, students will be allowed to use the shop only when a faculty member is present. Obviously, this arrangement has limitations as there will be many hours during the week where faculty is not available. In addition, our expertise is not in running a 3D model building facility as there are a number of training and safety issues that are critical to the successful operation of such a facility.   An important goal is to hire a classified employee, preferably someone with a familiarity in working with 3D model building tools, to staff the facility. This individual, working with faculty in the Department of Architecture and Environmental Design, will develop training sessions, etc. for faculty and students and develop standards of safety, etc, that will be required as we incorporate new methods of model building into the curriculum.

In addition, we would like to add additional access to this space to increase the overall functionality. Currently, access occurs from two standard doors. We are proposing the addition of two, segmented glass, garage-type doors, a concrete slab and a metal fencing system to match existing, on the north side of the building. This would be relatively simple to accomplish as the openings in the north wall currently exist as fixed glazing, and the exterior at the north side is landscape only. Doing this would allow the students easy and free access to the exterior when the model shop is open for use. In addition, ventilation for the model shop would be improved.

It should be noted, that the proposed model building facility will support faculty and students in all programs within the Department of Architecture and Environmental Design.

2. **Sufficient Power Outlets for the Student Breakroom & Jury Room**

Another challenge is to increase the number of wall outlets in the Design Center Student Breakroom and Jury Room.   The Student Breakroom gets heavy use all day and evening, particularly now with so many other Programs sharing our facilities. The majority of the students are using laptops in that room, but there are a very limited number of wall outlets and none on the south wall which has a majority of the seating. Students run cords from the few outlets we have and this causes problems as well. We have had a number of complaints regarding this issue. In addition, the Jury Room has no outlets on the north wall (the other side of the Student Breakroom south wall) and this has caused a number of problems. We would like to request additional outlets.

3. **Computer Hardware Replacement**

A major challenge facing us is the updating and/or replacement of the hardware employed by the program. Updated hardware and software reflect an improvement and modernization of the learning environment and better model the current workplace environment. By providing industry state-of-the-art hardware and software such as the most current versions of Revit, ArchiCAD and AutoCAD, we are increasing access to students who cannot afford the notoriously high purchase price of this software. The ability of all students to apply this software to architectural and landscape architectural projects increases the employability of these students and the success of students transferring to college and university programs. The type and quality of the hardware goes hand-in-hand with the software employed. Fortunately, our hardware, now five years old, was upgraded during the Summer 2015 Break.

However, a major challenge is the future replacement of the hardware employed by the program. Unfortunately, our hardware, now only two years old, is rapidly becoming outdated due to the type of software programs we employ. Therefore, we still face a significant challenge in the replacement of hardware through the Campus Technology Replacement Program as we are already witnessing problems based on the rapidly changing software requirements utilized in our program.   In addition, we have ceiling projectors that are analog and outdated and these should be replaced as soon as possible.

4. **Computer Software & Hardware**

A continuing challenge is the limitations put on the program due to the lack of a stable funding source for the hardware and software required to maintain and expand the computer technology so essential to our Program and Department.   Each year we are faced with the cost of upgrading a number of software programs and must rely on Perkins Funding to accomplish that. In addition, we currently do not have the necessary copies of the software programs required to accommodate the number of students who must have access to these programs on a daily basis. For example, we have five design studios outfitted with one hundred and thirty computers, but have limited access to a number of the required software programs. To understand why this is an issue, I will explain.

There are two basic steps we utilize to introduce and expand on the student's use of a given software program. The first step is to educate students in the basic application of the program through a series of problem solving exercises in our ArchiCAD, Revit and AutoCAD courses as well as our Design Communication courses. These courses focus exclusively on learning the fundamentals of the programs themselves and not their application to architectural problems. The second step is to guide the student in applying what they have learned in the basic courses to building and landscape projects of their own design, in our Architecture design courses. In these design courses there is no instruction in how to use the program, rather the student is expected to be proficient in the basics of the program and apply that knowledge to design problems. We do this to closely model the way in which these programs are utilized in the design of architecture projects in industry. Students who have advanced beyond the basic courses are expected to utilize the programs while designing their solutions to problems in advanced design courses without program focused instruction.

Many colleges and universities with programs in architecture do not provide comprehensive training in the use and application of new and emerging software, nor do they have available specific computer labs and equipment for students. Nevertheless, students are expected to become familiar with a wide range of software programs and in turn, apply them to their projects. Students are required to do so using their own computers. Providing comprehensive training for our students who intend to transfer to four and five-year colleges and universities will ensure both their preparation and success in post-secondary programs. In addition to ensuring success in educational endeavors, it provides a means of entering the workforce while attending school.

The majority of employers in architecture do not provide comprehensive training in the use and application of new and emerging software. Nevertheless, individuals entering the workforce are expected to become familiar with a wide range of software programs and apply them to various architectural and landscape architectural projects in the office environment. In general, the ability to perform a variety of tasks utilizing software programs such as Revit, ArchiCAD, AutoCAD as well as SketchUp, Rhino and Adobe Creative Suite are considered essential for entry-level employment in virtually all offices today. Providing this learning experience for our students, who intend to enter directly into the workforce or to transfer to four and five-year programs, will ensure both their preparation and success in the industry and in their educational endeavors.

It is imperative that we have the required number of copies of the software programs available to our students at all times so they can pursue their educational goals without delay. Again, currently purchasing additional copies of software must come from Perkins Funding which is much sought after by a number of programs on Campus.

It should be noted, that the upgraded computer software and hardware will support faculty and students in all programs within the Department of Architecture and Environmental Design.

5. **Graphic Reproduction**

Another challenge is our ongoing commitment to train students and faculty in current and emerging graphic reproduction methods. The importance of utilizing the appropriate graphic reproduction technology cannot be overstated. Just as the use of computers has significantly impacted our industry, so has the use of graphic reproduction technology. There are currently two printing areas in the Design Center, each equipped with large-format HP and Oce' printer/scanners. These printers /scanners are quite sophisticated and allow our students to produce professional, high quality reproductions in black and white and color. In addition, unlike the standard small-format printers, our students can scan large images that in turn can be utilized in the documentation of their work for the classroom and portfolios. Designing quality graphic presentations requires an understanding of these reproduction methods and systems which in turn will affect the quality of representative student work in both the educational setting and to potential employers in industry.

Showing and allowing students to produce industry standard graphics can fully explain and clarify graphic presentation concepts. Demonstrating concepts such as small and large-format scanning and color printing would teach the benefits of selecting the correct reproduction method for a specific type of design project. Designers must be able to select and specify from the ever widening types of graphic reproduction methods. Issues regarding the use of black and white versus color reproduction, large-format scanning and methods of digital image storage could be clarified and more fully understood if students could see and utilize the examples of these types of graphic reproduction methods. Our intent for improving our program also includes a continuing effort to provide our students with an understanding of current and emerging graphic reproduction methods for architecture design and related vocational skills courses.

As we currently own the two referenced HP and Oce' printers, are needs are in the area of future replacement of these printers as they become obsolete. Fortunately, they are functioning properly at this time, but we do see a time, in the near future where these printers will need to be replaced.

It should be noted that the large-format HP and Oce' printers are and will be available for all programs within the Department of Architecture and Environmental Design.

6. **Travel & Continuing Education**

Another challenge is to maintain and enhance faculty expertise in a number of important areas of practice currently being used in the profession. These include, but are not limited to emerging design trends, materials technologies, industry software and educational trends related to the profession, and most importantly, issues related to sustainability in the built environment. The importance of staying abreast of these and other issues cannot be overstated. Providing faculty members with the funding required to attend conventions, conferences, workshops and training seminars is paramount in maintaining faculty expertise in architecture profession. There are a number of quality conferences, conventions, workshops, etc., but the cost to attend can be prohibitive for faculty members. We have discovered that information gathered at these events has a positive impact on teaching in the classroom through the integration of personal experiences and resources gathered at these events.

Our goals for improving our program include a continuing effort to provide our faculty members with the means to enhance their understanding of emerging trends in the profession. Attending conventions, conferences, seminars, workshops, etc. provide faculty with the necessary tools to enhance the classroom experience through integration of seminar materials into the curriculum.

7. **Increased Classroom Access for Students**

Another challenge is to increase studnet access to the Design Center studio classrooms. As stated, employers have increasingly required a four-year non-professional or five-year professional degree for entry-level employment. This is particularly true in the architecture and interior design fields. Today the vast majority of our architecture students are seeking acceptance into accredited architecture programs. In addition, we have a number of students that are seeking acceptance into professional master's degree programs. These students enter our program with non-architectural undergraduate degrees. Therefore, a significant goal is to continue to prepare our students to transfer into accredited architecture programs.

In addition, the majority of all four-year, five-year and master's degree programs in the country, allow students to access the design studios twenty-four hours a day, seven days a week. Therefore, a significant goal is to increase the number of hours a day and days per week that at least one of our design studios could remain open. We anticipate utilizing the classified staff position as a means of accomplishing this.

It should be noted that access to the design studios will be available for all programs within the Department of Architecture and Environmental Design.

8. **Permanent Tech Space**

A continuing challenge is the lack of a proper space for our on-site technical support person. The Department/Program had not engaged any classified employees until the Fall semester 2014. Working directly with David Fierro, Dean of Learning Resources and Technology, he arranged to have a technical   support person, Chris Horvath, Network Specialist, assigned to assist us with the significant number of computers, printers and computer software needs of the Department on a daily basis. Chris divided her time between the Department of Architecture and Environmental Design and the School of Health Sciences/Public Service where she has an office. This particular position had not existed in our Department/Program before. In 2015, David Fierro arranged to locate a permanent technical support person, James Jaworski, Technology Services Specialist, at the Design Center. This has had a positive impact on the day-to-day operations at the Design Center. Unfortunately, James is working in a former storage closet and does not have a permanent space for himself or his equipment.

It should be noted, that the permanent technical space will support faculty and students in all programs within the Department of Architecture and Environmental Design.

9. **Under Utilized Space in the Z100 Building**

A major challenge is to provide better access to Z108. After *living* with the Design Center for five years, we have discovered the need for additional space to expand certain areas of the services we provide to our students.   For example, we have an existing Storage Space, Z108 of approximately 200 square feet with excellent natural light that is being used as storage when it could be better utilized. The main issue in need of resolution is the access to this space. Currently, access occurs from inside the Auditorium/Z102. Due to the heavy use of the Auditorium on a daily basis, it is difficult to gain access for anything other than long-term storage which is not the best use of this space. To better access this space would require the replacement of a door in the east wall of Z108 that was removed when the Design Center was remodeled in 2011. As this door would not meet current exiting requirement for width, the door opening would be required to be widened and the existing windows reworked to accept the larger door opening.

It should be noted, that the additional space will support faculty and students in all programs within the Department of Architecture and Environmental Design.

10. **Tool Storage**

Another challenge is to provide additional tool storage. After *living* with the Design Center for five years, we have discovered the need for additional storage space for the tools required for Building Construction Technology courses and students as well as the Architecture courses and students who enroll in Building Construction Technology courses. We are proposing the purchase of a free-standing *container* that would be located to the north of the Z100 Building adjacent to the Building Construction Technology *temporary build site*.

It should be noted, that the additional tool storage will support faculty and students in all programs within the Department of Architecture and Environmental Design.

11. **Design Center Facilities Maintenance**

A continuing challenge is the lack of maintenance, primarily of the exterior of the buildings at the Design Center. After *living* with the Design Center for five years, we have discovered that there are many areas of the exterior that need attention. Constructed in 1953, the Design Center buildings are over 60 years old, the oldest on Campus, and even though exterior improvements were made during the remodel, there are a number of areas that need immediate and long-term attention. Following is a list of items that need attention:

- Paint, particularly, wood trim, doors, etc.
- Roofs appear to be leaking in virtually every classroom, office, etc.
- Interior ceiling repairs due to roof leaks.
- Air conditioning and heating operation.
- Landscape maintenance.

It should be noted, that maintenance of the Design Center benefits faculty and students in all programs within the Department of Architecture and Environmental Design.

Program Advisory Committee

The following outlines, in greater detail, our **Advisory Committee** modifications for this period of Program Review**:**

1. As outlined in our Mission Statement, the Architecture Program's mission is twofold: the first is to prepare students for transfer to accredited university architectural programs. The second is to train students for entry-level employment in architectural and landscape architectural offices. The Mesa Architecture Program began over forty years ago. At that time, the program was mainly an architectural drafting program for students seeking employment as drafters and was designed to meet the needs of local employers. Employers have increasingly required a four-year non-professional or five-year professional for entry-level employment. This shift in the profession necessitated a significant shift in the program. As the program has evolved, the committee has been involved, offering guidance in both the educational and practical skills required by those entering the profession.

The Architecture Program Advisory Committee is the sounding board for our program. As the program has evolved over the years, the committee has been involved as a voice for the profession. We are fortunate in that the majority of our tenured and adjunct faculty are practicing architects and landscape architects. In addition, a significant number of these faculty members are involved in an ongoing basis with the Advisory Committee. The advantage is that faculty working in the profession brings first-hand knowledge of the skills students must posses and how best to integrate these skill sets into the curriculum as educators as well as practicing professionals. This has a significant impact on the program in general.

2. Working with the Advisory Committee, faculty have revised and refined the program to reflect the profession as it has gone through significant changes. Many of these changes are minor and have evolved as the profession and the program have evolved. Many are significant and have had a lasting impact on the program. For example, computer-based drafting entered the profession over thirty years ago, significantly impacting the profession and education. In response, much of the technical aspects of our program is now devoted to computer aided drafting (CAD) training, often to established professionals wishing to keep pace with the latest technology in order to advance professionally. Our intent is to continually upgrade hardware and software, and review and revise the curriculum as necessary to train students to apply these new technical skills to appropriate drafting and design studio projects. In addition, we intend to train faculty on the use of the new software in Department training workshops, and require project-based application of the software across the curriculum. As this aspect of the profession evolves so will the program which in turn will involve the Advisory Committee.

A prime example is where new digital technology has been integrated into the program. In this case, the Advisory Committee has assisted in the development of new course content. For example, we offer three Graphic Design Communication courses, Architecture 100, Architecture 220 and Architecture 221. These courses train students to integrate not only traditional methods of graphic communication such as drafting, sketching, etc., but digital methods of graphic communication as well. These courses have undergone significant changes as the integration of digital media has emerged. As these courses evolved, the Advisory Committee provided input as to appropriate course content based on the needs of the profession.

As stated previously, we are fortunate in that the majority of our tenured and adjunct faculty are practicing architects and landscape architects. In addition, there are a number of faculty members involved in teaching at the baccalaureate and master's degree level locally that are involved in an ongoing basis with the Advisory Committee. This has had a significant impact to the program as they bring first-hand knowledge of the skills students must posses to transfer to four-year, five-year and master's degree programs and how best to integrate these skill sets into the curriculum as educators. As preparing students for transfer to accredited university architectural and landscape architectural programs is our first priority, input from these committee members is key to our program's mission within the College.

3. Based on the elimination of the Landscape Architecture component of the Architecture Program, we have made adjustments to our Advisory Committee Membership for 2016-2017. Following is the list of current members:

Carl L. Strona, Carl L. Strona, FAIA, Inc.

Jon Linton, Colkitt&Co

Norman Barrett, Smith Consulting Architects

Lance Lareau, San Diego Community College District

Stan Bertheaud, Woodbury University

Catherine Herbst, Woodbury University

Harlan Tande, Harlan Tande AIA Architect

Manuel Oncina , Manuel Oncina Architects , Inc.

Michael A. Comulada, Michael Comulada, Architect

Mel McGee, McGee Sharon Architects, Inc.

Larry Horsman, Professor, Architecture & Environmental Design Department, San Diego Mesa College

◈ Outcomes and Assessment (REQUIRED)

Form: Outcomes and Assessment 2016/17 - Instructional Questions (See appendix)

File Attachments:

1. **Course Assessment Summary Form.docx** (See appendix)
   Course Summary Assessment Form

2. **Course Categories.doc** (See appendix)
   Course Categories

3. **Current Architecture PLO's.doc** (See appendix)
   Current PLO's as they appear in the current catalog.

4. **Current CLOs Assessment Reporting Form--Communication ARCH Fall 2016.docx** (See appendix)
   Current CLO Communication

5. **Current CLOs Assessment Reporting Form--Critical Thinking ARCH Fall 2016.doc** (See appendix)
   Current CLO Critical Thinking

6. **Current CLOs Assessment Reporting Form--Global Awareness ARCH Fall 2016.docx** (See appendix)
   Current CLO Global Awareness

7. **Current CLOs Assessment Reporting Form--Self-Awareness ARCH Fall 2016.docx** (See appendix)
   Current CLO Self-Awareness

8. **Current CLOs Assessment Reporting Form--Technological Awareness ARCH Fall 2016.docx** (See appendix)
   Current CLO Technological Awareness

9. **Revised Architecture PLO's.doc** (See appendix)
   Revised Architecture PLO's.

10. **Revised CLOs Assessment Reporting Form--Communication ARCH Fall 2016.docx** (See appendix)
    Revised CLO Communication

11. **Revised CLOs Assessment Reporting Form--Critical Thinking ARCH Fall 2016.doc** (See appendix)
    Revised CLO Critical Thinking

12. **Revised CLOs Assessment Reporting Form--Global Consciousness ARCH Fall 2016.docx** (See appendix)
    Revised CLO Global Consciousness

13. **Revised CLOs Assessment Reporting Form--Information & Technological Literacy ARCH Fall 2016.docx** (See appendix)
    Revised CLO Information & Technological Literacy

14. **Revised CLOs Assessment Reporting Form--Professional & Ethical Behavior ARCH Fall 2016.docx** (See appendix)
    Revised CLO Professional & Ethical Behavior

15. **Revised CLO's.doc** (See appendix)

◈ IE Data Analysis (REQUIRED)

Form: Instructional Data Analysis - Program Review 2016/17 (See appendix)

◆ Program Goals

Architecture Program Goal Set 2014-2015

Goal	
Goal	**Mapping**
Computer Hardware Replacement in Classrooms and Podiums. A major challenge facing us is the updating and/or replacement of the hardware employed by the program. Updated hardware and software reflect an improvement and modernization of the learning environment and better model the current workplace environment. By providing industry state-of-the-art hardware and software such as the most current versions of Revit, ArchiCAD and AutoCAD, we are increasing access to students who cannot afford the notoriously high purchase price of this software. The ability of all students to apply this software to architectural and landscape architectural projects increases the employability of these students and the success of students transferring to college and university programs. The type and quality of the hardware goes hand-in-hand with the software employed. Unfortunately, our hardware, now three years old, is out dated due to the type of software programs we employ so maintenance has been relatively high this year.	**Architecture Program Goal Set 2014-2015:** Computer Hardware Replacement in Classrooms and Podiums., **CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.2, **Institutional Learning Outcomes:** Communication:, Critical Thinking:, Global Awareness:, Technological Awareness:, **Mesa College- Architecture SLO's (Copy 1):** Communication, Critical Thinking, Global Consciousness, Information & Technological Literacy
Development of a Four-Year Bachelor of Arts Degree in Architecture As stated, employers have increasingly required a four-year non-professional or five-year professional degree for entry-level employment. Today the vast majority of our students are seeking acceptance into accredited architectural and landscape architectural programs. Our goal is to develop a focused, pre-professional program leading to a Bachelor of Arts degree in Architecture within a four-year curriculum of the Department of Architecture and Environmental Design. Its primary goal will be to introduce students to architecture as a cultural practice that structures both the physical and social environment. Through its core courses, the program will offer a broad introduction to the field of architecture, and through studies in the various areas it could provide opportunities to prepare for specialization in the field in the areas of architectural design and representation, architectural technologies and building performance, architectural history, and society and culture.	**Architecture Program Goal Set 2014-2015:** Development of a Four-Year Bachelor of Arts Degree in Architecture, **CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1, Strategic Goal 5.2, **Institutional Learning Outcomes:** Communication:, Critical Thinking:, Global Awareness:, Personal Actions and Civic Responsibility:, Self-awareness and Interpersonal Skills:, Technological Awareness:, **Mesa College- Architecture SLO's (Copy 1):** Communication, Critical Thinking, Global Consciousness, Information & Technological Literacy, Professional & Ethical Behavior
Complete the 3D Model Building Shop The Department is in the process of developing a model building facility. This space will be available to faculty and students at the beginning of the Spring Semester 2015. Initially, the facility will house two new 3D printers, drafting stations and workbenches. Additional funding will be required to purchase storage cabinets, computers for use with the 3D printers, Dremel tools and a number of hand and small power tools required for model building. In addition, we see a need for a CNC routing machine. This machine will allow our students to build professional quality 3D models in wood and other materials. Developing and outfitting the 3D model building shop is an important step forward for the program, but we face a significant challenge with respect to staffing the facility. Hiring a classified	**Architecture Program Goal Set 2014-2015:** Complete the 3D Model Building Shop, **CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.2, Strategic Goal 6.1, **Institutional Learning Outcomes:** Communication:, Critical Thinking:, Technological Awareness:, **Mesa College- Architecture SLO's (Copy 1):** Communication, Critical Thinking, Global Consciousness, Information & Technological Literacy, Professional & Ethical Behavior

employee, preferably someone with a familiarity in working with 3D model building tools, to staff the facility is paramount if students are to have maximum access to the facility.

Establish Landscape Architecture as a Stand-Alone Program.

There is the lack of awareness, at the campus, local and regional level, of the Landscape Architecture component of our Department. Currently, Landscape Architecture exists as a degree option under the Architecture Program. The prospective student, the counselor, the administrator, the prospective employer, or the working professional searching for information about Landscape Architecture. This lack of visibility creates significant challenges in the areas of student recruitment, campus awareness, accurate student educational and career counseling, job shadowing, internship possibilities, and prospective student employment.

Therefore, a significant goal is to establish Landscape Architecture as a stand-alone program within the Architecture and Environmental Design Department. To achieve this goal we must hire a tenure track faculty member who can lead that effort.

Architecture Program Goal Set 2014-2015: Establish Landscape Architecture as a Stand-Alone Program.,
CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.3, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1, Strategic Goal 6.2,
Institutional Learning Outcomes: Communication:, Critical Thinking:, Global Awareness:, Personal Actions and Civic Responsibility:, Self-awareness and Interpersonal Skills:, Technological Awareness:,
Mesa College- Architecture SLO's (Copy 1): Communication, Critical Thinking, Global Consciousness, Information & Technological Literacy, Professional & Ethical Behavior

Hiring a Classified Employee

Developing and outfitting the 3D model building shop is an important step forward for the program and Department, but we face a significant challenge with respect to staffing the facility. Our expertise is not in running a 3D model building facility as there are a number of safety issues that are critical to the successful operation of such a facility. An important goal is to hire a classified employee, someone with a familiarity in working with 3D model building tools, to staff the facility. This individual, working with faculty in the Department of Architecture and Environmental Design, will develop training sessions, etc. for faculty and students and develop standards of safety, etc., that will be required as we incorporate new methods of model building into the curriculum.

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.2, Strategic Goal 6.1, Strategic Goal 6.2,
Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior,
Mesa College- Architecture SLO's (Copy 1): Communication, Critical Thinking, Global Consciousness, Information & Technological Literacy, Professional & Ethical Behavior

Improving Access to Z108

After living with the Design Center for five years, we have discovered the need for additional space to expand certain areas of the services we provide to our students. For example, we have an existing Storage Space, Z108 of approximately 200 square feet with excellent natural light that is being used as storage when it could be better utilized. Currently, access occurs from inside the Auditorium/Z102. Due to the heavy use of the Auditorium on a daily basis, it is difficult to gain access for anything other than long-term storage which is not the best use of this space.

To better access this space would require the replacement of a door in the east wall of Z108 that was removed when the Design Center was remodeled in 2011. As this door would not meet current exiting requirement for width, the door opening would be required to be widened and the existing windows reworked to accept the larger door opening.

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.2, Strategic Goal 6.1, Strategic Goal 6.2,
Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Information Literacy,
Mesa College- Architecture SLO's (Copy 1): Communication, Critical Thinking, Global Consciousness, Information & Technological Literacy, Professional & Ethical Behavior

Additional Tool Storage

Our goal is to provide additional tool storage. After living with the Design Center for five years, we have discovered the need for additional storage space for the tools required for Building Construction Technology courses and students as well as the Architecture courses and students who enroll in Building Construction Technology courses.

We are proposing the purchase of a free-standing container that would be located to the north of the Z100 Building adjacent to the Building Construction Technology temporary build site.

It should be noted, that the additional tool storage will support faculty and students in all programs within the Department of Architecture and Environmental Design.

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2,
Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Information Literacy, Professional & Ethical Behavior,
Mesa College- Architecture SLO's (Copy 1): Communication, Critical Thinking, Information & Technological Literacy, Professional & Ethical Behavior

Laser Printer Replacement

CA- Mesa College Strategic Directions and Goals:

Another important goal is the replacement of the small format laser printers utilized by all programs in the Department. Currently, we have five small format laser printers, one for each of our five design studio classrooms. The laser printers are used daily by faculty and students. Five years of heavy use have taken a toll on this equipment and we are now seeing frequent breakdowns.

It should be noted, that the replacement of laser printers will support faculty and students in all programs within the Department of Architecture and Environmental Design.

Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 4.2, Strategic Goal 4.3,
Institutional Learning Outcomes 2016/17: Critical Thinking, Information Literacy,
Mesa College- Architecture SLO's (Copy 1): Communication, Critical Thinking, Information & Technological Literacy

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Ceiling Document Camera, Ceiling Projector Replacement & Related Podium Upgrades

A major goal is the replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades. The current equipment is analog based and must be upgraded to a digital based system if we are to keep pace with industry standards.

It should be noted, that ceiling camera replacement and related podium upgrades will support faculty and students in all programs within the Department of Architecture and Environmental Design.

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.2,
Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior,
Mesa College- Architecture SLO's (Copy 1): Communication, Critical Thinking, Global Consciousness, Information & Technological Literacy, Professional & Ethical Behavior

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Sufficient Power Outlets for the Student Breakroom & Jury Room

Another goal is to increase the number of wall outlets in the Design Center Student Breakroom and Jury Room. The Student Breakroom gets heavy use all day and evening, particularly now with so many other Programs sharing our facilities. The majority of the students are using laptops in that room, but there are a very limited number of wall outlets and none on the south wall which has a majority of the seating. Students run cords from the few outlets we have and this causes problems as well. We have had a number of complaints regarding this issue. In addition, the Jury Room has no outlets on the north wall (the other side of the Student Breakroom south wall) and this has caused a number of problems. We would like to request additional outlets.

It should be noted, that the additional power outlets will support faculty and students in all programs within the Department of Architecture and Environmental Design.

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.6, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 6.1,
Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Information Literacy,
Mesa College- Architecture SLO's (Copy 1): Communication, Critical Thinking, Information & Technological Literacy

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Travel & Continuing Education

Another important goal is providing faculty members with the funding required to attend conventions, conferences, workshops and training seminars is paramount in maintaining faculty expertise in profession. There are a number of quality conferences, conventions, workshops, etc., but the cost to attend can be prohibitive for faculty members. We have discovered that information gathered at these events has a positive impact on teaching in the classroom through the integration of personal experiences and resources gathered at these
events.

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1, Strategic Goal 5.2,
Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior,
Mesa College- Architecture SLO's (Copy 1): Communication, Critical Thinking, Global Consciousness, Information & Technological Literacy, Professional & Ethical Behavior

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Permanent Tech Space

A major goal is to find a proper space for our on-site technical support person. In 2015, David Fierro arranged to locate a permanent technical support person, James Jaworski, Technology Services Specialist, at the Design Center. This has had a positive impact on the day-to-day operations at the Design Center. Unfortunately, James is working in a former storage closet and does not have a permanent space for himself or his equipment.

It should be noted, that the permanent technical space will support faculty and students in all programs within the Department of Architecture and Environmental Design.

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 6.1,
Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior,
Mesa College- Architecture SLO's (Copy 1): Communication, Critical Thinking, Global Consciousness, Information & Technological Literacy, Professional & Ethical Behavior

Design Center Building Maintenance

A major goal for the Department is to improve the overall maintenance of the Design Center, particularly, the exterior of the buildings. After living with the Design Center for five years, we have discovered that there are many areas of the exterior that need attention. Constructed in 1953, the Design Center buildings are over 60 years old, the oldest on Campus, and even though exterior improvements were made during the remodel, there are a number of areas that need immediate and long-term attention. Following is a list of items that need attention:

• Paint, particularly, wood trim, doors, etc.
• Roofs appear to be leaking in virtually every classroom, office, etc.
• Interior ceiling repairs due to roof leaks.
• Air conditioning and heating operation.
• Landscape maintenance.

CA- Mesa College Strategic Directions and Goals:
Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.6, Strategic Goal 6.1

Computer Hardware Replacement in Classrooms and Podiums

A major challenge is the replacement of the hardware employed by the program. Updated hardware reflects an improvement and modernization of the learning environment and better models the current workplace environment.

By providing state-of-the-art hardware, access is increased to students who cannot afford the notoriously high purchase price. The ability of all students to utilize this hardware for architectural projects increases the employability and success of students transferring to college and university programs. The quality of the hardware goes hand-in-hand with the software employed. Unfortunately, our hardware, now only two years old, is rapidly becoming outdated due to the type of software programs we employ.

Therefore, we still face a significant challenge in the replacement of hardware through the Campus Technology Replacement Program as we are already witnessing problems based on the rapidly changing software requirements utilized in our program.

CA- Mesa College Strategic Directions and Goals:
Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.2, Strategic Goal 6.1, Strategic Goal 6.2,
Institutional Learning Outcomes 2016/17:
Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Improving Access to Z201

A major goal is to provide better access to Z201. Developing and outfitting the 3D model building shop has been an important step forward for the program. We anticipate the fully completed facility will be open at the start of the Spring 2017 semester. The main issue in need of resolution is additional access to this space to increase the overall functionality. Currently, access occurs from two standard doors.

What we are proposing is the addition of two, segmented glass, garage-type doors, a concrete slab and a metal fencing system to match existing, on the north side of the building. This would be relatively simple to accomplish as the openings in the north wall currently exist as fixed glazing, and the exterior at the north side is landscape only. Doing this would allow the students easy and free access to the exterior when the model shop is open for use. In addition, ventilation for the model shop would be improved.

CA- Mesa College Strategic Directions and Goals:
Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 3.2, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.2, Strategic Goal 6.1,
Institutional Learning Outcomes 2016/17:
Communication, Critical Thinking, Information Literacy

◈ Objectives and Plans

Actions

Architecture Program Goal Set 2014-2015

Goal

Computer Hardware Replacement in Classrooms and Podiums.

A major challenge facing us is the updating and/or replacement of the hardware employed by the program. Updated hardware and software reflect an improvement and modernization of the learning environment and better model the current workplace environment. By providing industry state-of-the-art hardware and software such as the most current versions of Revit, ArchiCAD and AutoCAD, we are increasing access to students who cannot afford the notoriously high purchase price of this software. The ability of all students to apply this software to architectural and landscape architectural projects increases the employability of these students and the success of students transferring to college and university programs. The type and quality of the hardware goes hand-in-hand with the software employed. Unfortunately, our hardware, now three years old, is out dated due to the type of software programs we employ so maintenance has been relatively high this year.

▼ **Action:** Computer Hardware Replacement in Classrooms and Podiums

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Compile list of all computer hardware to be replaced including classroom and podium computers. This list to be compiled by Michael Davis, Supervisor, Academic Computing Labs.
2. Obtain cost of all computer hardware to be replaced including classroom and podium computers. This cost to be compiled by Michael Davis, Supervisor, Academic Computing Labs.
3. Purchase all required computer hardware to be replaced including classroom and podium computers.
4. Install all required computer hardware to be replaced including classroom and podium computers and associated software.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair, Architecture & Environmental Design Department
2. Michael Davis, Supervisor, Academic Computing Labs

Provide a timeline for the actions: The timeline for this action is as follows: 1. Purchase all required computer hardware by the end of the Spring Semester 2015. 2. Start installation of computer hardware at the beginning of the Summer Session 2015. 3. Complete installation of all computer hardware and associated software prior to the beginning of the Fall Semester 2015.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair, Architecture & Environmental Design Department will develop an assessment survey that will be utilized to determine if the new computer hardware is functioning properly. This survey will be conducted after the first two weeks of the Fall Semester 2015 has concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding to purchase all required computer hardware as determined by Michael Davis, Supervisor, Academic Computing Labs

2. Classified Staff as follows:

• Michael Davis, Supervisor, Academic Computing Labs
• Chris Horvath, Network Specialist
• Additional Classified Staff as determined by Michael Davis, Supervisor, Academic Computing Labs

3. A complete list of all computer hardware with the associated costs has been attached.

Supporting Attachments:

Southland Technology Partial Podium Sales Quote (Adobe Acrobat Document) (See appendix)
Southland Technology Sales Quote for replacement of the hardware in the podiums at the San Diego Mesa College Design Center.
Southland Technology Sales Quote (Adobe Acrobat Document) (See appendix)
Southland Technology Sales Quote for replacement of computer hardware at the San Diego Mesa College Design Center.

Development of a Four-Year Bachelor of Arts Degree in Architecture

As stated, employers have increasingly required a

▼ **Action:** Development of a Four-Year Bachelor of Arts Degree in Architecture

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:
.
1. Develop initial Bachelor of Arts in Architecture Program Degree Sequence. The degree sequence

four-year non-professional or five-year professional degree for entry-level employment. Today the vast majority of our students are seeking acceptance into accredited architectural and landscape architectural programs.

Our goal is to develop a focused, pre-professional program leading to a Bachelor of Arts degree in Architecture within a four-year curriculum of the Department of Architecture and Environmental Design. Its primary goal will be to introduce students to architecture as a cultural practice that structures both the physical and social environment.

Through its core courses, the program will offer a broad introduction to the field of architecture, and through studies in the various areas it could provide opportunities to prepare for specialization in the field in the areas of architectural design and representation, architectural technologies and building performance, architectural history, and society and culture.

to be compiled by Ian J. Kay, Chair, Architecture & Environmental Design Department and Carl L. Strona, Emeritus Professor and Adjunct Instructor, Architecture.
2. Develop Class Scheduling Matrix for the San Diego Mesa College Design Center. Scheduling Matrix to be compiled by Ian J. Kay, Chair, Architecture & Environmental Design Department and Carl L. Strona, Emeritus Professor and Adjunct Instructor, Architecture.
4. Develop list of Faculty Assignments based on the Program Degree Sequence and Class Scheduling Matrix.
5. Obtain approval at the State, District and Campus levels to initiate a Bachelor of Arts in Architecture Four-Year Degree Option
6. Coordinate the Faculty Assignments, Program Degree Sequence and Class Scheduling Matrix with appropriate individuals at the San Diego Mesa College Campus and San Diego Community College District levels.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible initially for overseeing the completion of this objective:

1. Ian J. Kay, Chair, Architecture & Environmental Design Department
2. Carl L. Strona, Emeritus Professor and Adjunct Instructor, Architecture

Provide a timeline for the actions: The timeline for this action is as follows: 1. Develop initial Bachelor of Arts in Architecture Program Degree Sequence prior to the beginning of the Fall Semester 2015. 2. Develop Class Scheduling Matrix for the San Diego Mesa College Design Center prior to the beginning of the Fall Semester 2015. 3. Develop a tentative list of Faculty Assignments prior to the beginning of the Fall Semester 2015. 4. Obtain approval at the State, District and Campus levels to initiate a Bachelor of Arts in Architecture Four-Year Degree Option. Timing is dependent upon the State Legislator expanding the Pilot Program allowing Community College's to grant Four-Year Bachelor of Art Degrees. Based on the assumption that we would gain approval to move forward, the following timeline is proposed: a. Obtain approval by District Curriculum Committee to initiate a Bachelor of Arts in Architecture Four-Year Degree Option one semester after State approval allowing the granting of additional Four-Year Bachelor of Art Degrees by SDCCD. b. Coordinate the Program Degree Sequence, Class Scheduling Matrix and Faculty Assignments with appropriate individuals at the San Diego Mesa College Campus and San Diego Community College District levels by one semester after State approval allowing the granting of additional Four-Year Bachelor of Art Degrees by SDCCD. c. Finalize the Program Degree Sequence, Class Scheduling Matrix and Faculty Assignments with appropriate individuals at the San Diego Mesa College Campus and San Diego Community College District levels by one semester after State approval allowing the granting of additional Four-Year Bachelor of Art Degrees by SDCCD. 5. Offer first instruction for the Bachelor of Arts in Architecture Four-Year Degree Option at the beginning of the Fall Semester one year after State approval allowing the granting of additional Four-Year Bachelor of Art Degrees by SDCCD.

Describe the assessment plan you will use to know if the objective was achieved and effective: We will know if the objective was achieved and effective if the Bachelor of Arts in Architecture Four-Year Degree Option is in place and courses are being offered.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

The resources needed to achieve this objective are as follows:

1. Funding for travel and conference as required to complete the following:

• To obtain approval for Bachelor of Arts in Architecture Four-Year Degree Option at the State, District and Campus levels.
• To develop initial Bachelor of Arts in Architecture Program Degree Sequence.
• To develop Class Scheduling Matrix.

2. Involvement from the following individuals will be required to assist in the development and completion of this objective:

• Ian J. Kay, Chair, Architecture & Environmental Design Department
• Carl L. Strona, Emeritus Professor and Adjunct Instructor, Architecture
• Tenured and/or tenure track faculty in the Architecture Program.
• Charles Zappia, Dean of Social/Behavioral Sciences and Multicultural Studies
• Tim McGrath, Vice President of Instruction
• Appropriate individuals at the San Diego Mesa College Campus and San Diego Community College District levels as deemed necessary.

3. A proposed Program Degree Sequence has been attached.

Supporting Attachments:

Bachelor of Arts in Architecture Degree Course Sequence (Microsoft Word) (See appendix)

The Degree Course Sequence outlines the course requirements for the four-year degree option.

Complete the 3D Model Building Shop

The Department is in the process of developing a model building facility. This space will be available to faculty and students at the beginning of the Spring Semester 2015.

Initially, the facility will house two new 3D printers, drafting stations and workbenches. Additional funding will be required to purchase storage cabinets, computers for use with the 3D printers, Dremel tools and a number of hand and small power tools required for model building. In addition, we see a need for a CNC routing machine. This machine will allow our students to build professional quality 3D models in wood and other materials.

Developing and outfitting the 3D model building shop is an important step forward for the program, but we face a significant challenge with respect to staffing the facility. Hiring a classified employee, preferably someone with a familiarity in working with 3D model building tools, to staff the facility is paramount if students are to have maximum access to the facility.

Action: Complete the 3D Model Builidng Shop

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Compile list of all Dremel and other miscellaneous tools required. This list to be compiled by Carl L. Strona, Emeritus Professor and Adjunct Instructor, Architecture
2. Obtain cost of all Dremel and other miscellaneous tools required. This list to be compiled by Carl L. Strona, Emeritus Professor and Adjunct Instructor, Architecture
3. Compile information regarding the CNC router. This information to be compiled by Ian J. Kay, Chair, Architecture & Environmental Design Department.
4. Obtain cost of the CNC router. This cost to be compiled by Ian J. Kay, Chair, Architecture & Environmental Design Department.
5. Compile list of computers required. This list to be compiled by Michael Davis, Supervisor, Academic Computing Labs.
6. Obtain cost of computers required. This cost to be compiled by Michael Davis, Supervisor, Academic Computing Labs.
7. Compile list of all storage units, tables and stools required. This list to be compiled by Ian J. Kay, Chair, Architecture & Environmental Design Department.
8. Obtain cost of all storage units, tables and stools required. This cost to be compiled by Ian J. Kay, Chair, Architecture & Environmental Design Department.
9. Purchase the following:

• Dremel and other miscellaneous tools.
• CNC Machine
• Computers
• Storage Units
• Tables
• Stools

10. Install CNC router, computers and associated software, storage units, tables and chairs.
11. Train faculty in use of all Dremel and miscellaneous tools, CNC router and computer hardware as needed.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair, Architecture & Environmental Design Department
2. Carl L. Strona, Emeritus Professor and Adjunct Instructor, Architecture
3. Michael A. Comulada, Adjunct Instructor, Architecture
4. Michael Davis, Supervisor, Academic Computing Labs

Provide a timeline for the actions: The timeline for this action is as follows: 1. Purchase all required Dremel and miscellaneous tools, CNC router, computer hardware, storage cabinets, tables and stools outlined above by the end of the Spring Semester 2015. 2. Start installation of required Dremel and miscellaneous tools, CNC router, computer hardware, storage cabinets, tables and stools outlined above at the beginning of the Summer Session 2015. 3. Complete the installation of required Dremel and miscellaneous tools, CNC router, computer hardware, storage cabinets, tables and stools outlined above prior to the beginning of the Fall Semester 2015. 4. Faculty training to occur prior to the beginning of the Fall Semester 2015.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair, Architecture & Environmental Design Department will develop an assessment survey that will be utilized to determine if the 3D Model Building Shop is serving the needs of our students and to determine if tools and equipment are functioning properly. This survey will be conducted at the end of the Fall Semester 2015.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

The resources needed to achieve this objective are as follows:

1. Funding to purchase all Dremel and miscellaneous tools, CNC router, computer hardware, storage cabinets, tables and stools outlined above.

2. Classified Staff for computer installation as follows:

• Michael Davis, Supervisor, Academic Computing Labs
• Additional Classified Staff as determined by Michael Davis, Supervisor, Academic Computing Labs

3. Part-time Classified Staff position to oversee the running, maintenance, etc. of the model building shop on a permanent basis.

4. A complete list of all Dremel and miscellaneous tools, CNC router, computer hardware, storage cabinets, tables and stools with the associated costs has been attached.

Supporting Attachments:

3D Model Building Shop CNC Router Sales Quote (Adobe Acrobat Document) (See appendix)
Torchmate CNC Routing Package Quote.
3D Model Building Shop Stool Quote (Microsoft Excel) (See appendix)
Global Industrial stool quote.
3D Model Building Shop Storage Cabinet Sales Quote (Microsoft Excel) (See appendix)
Global Industrial storage cabinet sales quote.
3D Model Building Shop Table Quote (Microsoft Excel) (See appendix)
Global Industrial table sales quote.
Miscellaneous Hand Tool Costs (Microsoft Word) (See appendix)
These tools are available from a number of major suppliers. Therefore, this cost estimate was developed by Emeritus Professor, Adjunct Instructor Carl L. Strona based on the latest cost information available at the time of Program Review submittal.
Southland Technology Sales Quote for Two New Computers (Adobe Acrobat Document) (See appendix)
Southland Technology Sales Quote for two new complete computer setups for the 3D Model Building Shop.

Establish Landscape Architecture as a Stand-Alone Program.

There is the lack of awareness, at the campus, local and regional level, of the Landscape Architecture component of our Department. Currently, Landscape Architecture exists as a degree option under the Architecture Program. The prospective student, the counselor, the administrator, the prospective employer, or the working professional searching for information about Landscape Architecture. This lack of visibility creates significant challenges in the areas of student recruitment, campus awareness, accurate student educational and career counseling, job shadowing, internship possibilities, and prospective student employment.

Therefore, a significant goal is to establish Landscape Architecture as a stand-alone program

▼ **Action:** Establish Landscape Architecture as Stand Alone Program

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Obtain approval for stand alone Landscape Architecture Program Option at the State, District and Campus levels.
2. Determine if existing Landscape Architecture Program Degree Sequence is in need of revision. The degree sequence to be compiled by Ian J. Kay, Chair, Architecture & Environmental Design Department and Tim Smith, Adjunct Instructor, Architecture.
3. Develop list of Faculty Assignments based on the Program Degree Sequence.
4. Coordinate the Faculty Assignments and Program Degree Sequence with appropriate individuals at the San Diego Mesa College Campus and San Diego Community College District levels.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair, Architecture & Environmental Design Department
2. Tim Smith, Adjunct Instructor, Architecture

Provide a timeline for the actions: The timeline for this action is as follows: 1. Obtain approval for Landscape Architecture Program Option prior to the beginning of the Fall Semester 2015. 2. Determine if existing Landscape Architecture Program Degree Sequence is in need of revision prior to the beginning of the Fall Semester 2015. 3. Develop list of Faculty Assignments prior to the beginning of the Spring Semester 2016. 4. Coordinate the Program Degree Sequence and Faculty Assignments with appropriate individuals at the San Diego Mesa College Campus and San Diego Community College District levels prior to the beginning of the Spring Semester 2016. 5. Finalize the Program Degree Sequence and Faculty Assignments with appropriate individuals at the San Diego Mesa College Campus and San Diego Community College District levels by the end of the Spring Semester 2016. 6. Offer first instruction for the Landscape Architecture Program Option at the beginning of the Fall Semester 2016.

within the Architecture and Environmental Design Department. To achieve this goal we must hire a tenure track faculty member who can lead that effort.

Describe the assessment plan you will use to know if the objective was achieved and effective: We will know if the objective was achieved and effective if the Landscape Architecture Program Option is in place and courses are being offered.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding for travel and conference as required to obtain approval for Landscape Architecture Program Option at the State, District and Campus levels.

2. Involvement from the following individuals will be required to assist in the development and completion of this objective:

• Ian J. Kay, Chair, Architecture & Environmental Design Department
• Tim Smith, Adjunct Instructor, Architecture
• Tenured and/or tenure track faculty in the Architecture Program.
• Charles Zappia, Dean of Social/Behavioral Sciences and Multicultural Studies
• Tim McGrath, Vice President of Instruction
• Appropriate individuals at the San Diego Mesa College Campus and San Diego Community College District levels as deemed necessary.

3. .200 FTEF Release Time for faculty member working on this objective.

4. Faculty position to oversee the Landscape Architecture Program Option.

Hiring a Classified Employee

Developing and outfitting the 3D model building shop is an important step forward for the program and Department, but we face a significant challenge with respect to staffing the facility. Our expertise is not in running a 3D model building facility as there are a number of safety issues that are critical to the successful operation of such a facility. An important goal is to hire a classified employee, someone with a familiarity in working with 3D model building tools, to staff the facility. This individual, working with faculty in the Department of Architecture and Environmental Design, will develop training sessions, etc. for faculty and students and develop standards of safety, etc., that will be required as we incorporate new methods of model building into the curriculum.

▼ **Action:** Hiring a Classified Employee for the 3D Model Shop

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Complete Classified Staff Request
2. Receive approval for Classified Staff hire.
3. Coordinate job placement notification, hiring interviews, etc. with District Office of Human Resources.
4. Complete interview process and hire classified employee.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department
2. Valerie Abe, Associate Professor, Architecture & Environmental Design Department
3. Robert Wong, Associate Professor, Architecture & Environmental Design Department
4. Carl. L. Strona, Emeritus Professor, Adjunct Instructor, Architecture & Environmental Design Department
5. Charles Zappia, Dean, School of Social/Behavioral Sciences & Multicultural Studies

Provide a timeline for the actions: The timeline for this action is as follows: 1. Complete Classified Staff Request with and submit with 2016-17 Instructional Program Review. 2. Receive approval for Classified Staff hire Spring 2017. 3. Coordinate job placement notification, hiring interviews, etc. with District Office of Human Resources shortly thereafter. 4. Complete interview process and hire classified employee no later than Summer 2017. 5. Classified Employee begins employment Fall 2017.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department, will develop an assessment survey that will be utilized to determine if the Classified Employee is assisting students in their use of the model shop and meeting the objectives set forth by the Architecture & Environmental Design Department faculty. This survey will be conducted after the first eight weeks of the Fall Semester 2017 has concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding to hire full-time Classified Employee.

Improving Access to Z108

After living with the Design Center for five years, we have discovered the need for additional space to expand certain areas of the services we provide to our students. For example, we have an existing Storage Space, Z108 of approximately 200 square feet with excellent natural light that is being used as storage when it could be better utilized. Currently, access occurs from inside the Auditorium/Z102. Due to the heavy use of the Auditorium on a daily basis, it is difficult to gain access for anything other than long-term storage which is not the best use of this space.

To better access this space would require the replacement of a door in the east wall of Z108 that was removed when the Design Center was remodeled in 2011. As this door would not meet current exiting requirement for width, the door opening would be required to be widened and the existing windows reworked to accept the larger door opening.

▼ **Action:** Improving Access to Z108 at the Design Center

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review.
2. Receive approval for proposed construction upgrades Spring 2017.
3. Receive funding to proceed with proposed construction upgrades Spring 2017.
4. Coordinate proposed construction changes with Lance Lareau, District Architect and Rachelle Agatha, Vice President of Administrative Services Spring 2017.
5. District Architect to provide drawings as required for proposed construction upgrades Spring 2017.
6. District Architect to coordinate hiring of approved contractor Spring 2017.
7. Approved contractor to complete proposed construction upgrades by beginning of Fall 2017.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department
2. Robert Wong, Associate Professor, Architecture & Environmental Design Department
3. Valerie Abe, Associate Professor, Architecture & Environmental Design Department
4. Lance Lareau, District Architect
5. Rachelle Agatha, Vice President of Administrative Services
6. Taj George, Administrative Services
7. Charles Zappia, Dean, School of Social/Behavioral Sciences & Multicultural Studies

Provide a timeline for the actions: The timeline for this action is as follows: 1. Submit as New Goal with 2016-17 Instructional Program Review. 2. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review. 3. Receive approval for New Goal Spring 2017. 4. Coordinate proposed construction changes with Lance Lareau, District Architect and Rachelle Agatha, Vice President of Administrative Services and Taj George, Administrative Services shortly thereafter. 5. District Architect to complete drawings as required for proposed construction upgrades Spring 2017. 6. District Architect to coordinate hiring of approved contractor Spring 2017. 7. Approved contractor to complete proposed construction upgrades by beginning of Fall 2017.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department, will develop an assessment survey for faculty to determine if the construction upgrades have improved access. This survey will be conducted after the first eight weeks of the Fall Semester 2017 has concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Approval of proposed construction upgrades.
2. Funding approval for proposed construction upgrades including, but not limited to, cost of document preparation, cost of construction and coordination.

Supporting Attachments:
　Z108 Improved Access Floor Plans (Adobe Acrobat Document) (See appendix)
Drawings depict proposed demolition and addition of new code compliant access door.

Additional Tool Storage

Our goal is to provide additional tool storage. After living with the Design Center for five years, we

▼ **Action:** New Tool Storage for the Design Center

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

have discovered the need for additional storage space for the tools required for Building Construction Technology courses and students as well as the Architecture courses and students who enroll in Building Construction Technology courses.

We are proposing the purchase of a free-standing container that would be located to the north of the Z100 Building adjacent to the Building Construction Technology temporary build site.

It should be noted, that the additional tool storage will support faculty and students in all programs within the Department of Architecture and Environmental Design.

1. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review.
2. Receive approval for proposed tool storage container Spring 2017.
3. Receive funding to proceed with purchase of proposed tool storage container Spring 2017.
4. Coordinate location of proposed tool storage container with Lance Lareau, District Architect and Rachelle Agatha, Vice President of Administrative Services Spring 2017.
5. Complete purchase, delivery and placement of proposed tool storage container by beginning of Fall 2017.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department
2. Larry Horsman, Professor, Building Construction Technology
3. Valerie Abe, Associate Professor, Architecture & Environmental Design Department
4. Lance Lareau, District Architect
5. Rachelle Agatha, Vice President of Administrative Services
6. Charles Zappia, Dean, School of Social/Behavioral Sciences & Multicultural Studies

Provide a timeline for the actions: The timeline for this action is as follows: 1. Submit as New Goal with 2016-17 Instructional Program Review. 2. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review. 3. Receive approval for New Goal Spring 2017. 4. Coordinate location of proposed tool storage container with Lance Lareau, District Architect and Rachelle Agatha, Vice President of Administrative Services Spring 2017. 5. Complete purchase, delivery and placement of proposed tool storage container by beginning of Fall 2017.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department, will develop an assessment survey for faculty to determine if the additional tool storage has met expectations. This survey will be conducted after the first eight weeks of the Fall Semester 2017 has concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding for purchase and delivery of tool storage container.

Supporting Attachments:
Container Quote (Adobe Acrobat Document) (See appendix)

Laser Printer Replacement

Another important goal is the replacement of the small format laser printers utilized by all programs in the Department. Currently, we have five small format laser printers, one for each of our five design studio classrooms. The laser printers are used daily by faculty and students. Five years of heavy use have taken a toll on this equipment and we are now seeing frequent breakdowns.

It should be noted, that the replacement of laser printers will support faculty and students in all programs within the Department of Architecture and Environmental Design.

▼ **Action:** Laser Printer Replacement

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review.
2. Receive approval for proposed laser printer replacement Spring 2017.
3. Receive funding to proceed with purchase of laser printers Spring 2017.
4. Coordinate purchase of laser printers with Darrin Lee, Southland Technology, Spring 2017.
5. Complete purchase, delivery and placement of proposed laser printers by beginning of Fall 2017.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department
2. David Fierro, Vice President, College Technology Services
3. James Jaworski, ILT\Computer Science, College Technology Services
4. Charles Zappia, Dean, School of Social/Behavioral Sciences & Multicultural Studies

Provide a timeline for the actions: The timeline for this action is as follows: 1. Submit as New Goal with 2016-17 Instructional Program Review. 2. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review. 3. Receive approval for proposed laser printer replacement Spring 2017. 4. Receive funding to proceed with purchase of laser printers Spring 2017. 5. Coordinate purchase of laser printers with Darrin Lee, Southland Technology, Spring 2017. 6. Complete purchase, delivery and placement of proposed laser printers by beginning of Fall 2017.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department, will develop an assessment survey for faculty to determine if the replacement of the existing laser printers has met expectations. This survey will be conducted after the first eight weeks of the Fall Semester 2017 has concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding for purchase and delivery of the five laser printers.

Supporting Attachments:
Laser Printer Quote.pdf (Adobe Acrobat Document) (See appendix)
Laser PrinterCatalog Cut, Southland Technology (Adobe Acrobat Document) (See appendix)

Ceiling Document Camera, Ceiling Projector Replacement & Related Podium Upgrades

A major goal is the replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades. The current equipment is analog based and must be upgraded to a digital based system if we are to keep pace with industry standards.

It should be noted, that ceiling camera replacement and related podium upgrades will support faculty and students in all programs within the Department of Architecture and Environmental Design.

▼ **Action:** AV Upgrades at the Design Center

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review.
2. Receive approval for proposed replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades Spring 2017.
3. Receive funding to proceed with purchase of replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades Spring 2017.
4. Coordinate purchase of replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades with Darrin Lee, Southland Technology, Spring 2017.
5. Complete purchase, delivery and placement of proposed replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades by beginning of Fall 2017.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department
2. David Fierro, Vice President, College Technology Services
3. James Jaworski, ILT\Computer Science, College Technology Services
4. Carlos Wales, ILT\Computer Science, College Technology Services
5. Charles Zappia, Dean, School of Social/Behavioral Sciences & Multicultural Studies

Provide a timeline for the actions: The timeline for this action is as follows: 1. Submit as New Goal with 2016-17 Instructional Program Review. 2. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review. 3. Receive approval for proposed replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades Spring 2017. 4. Receive funding to proceed with purchase of replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades Spring 2017. 5. Coordinate purchase of replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades with Darrin Lee, Southland Technology, Spring 2017. 6. Complete purchase, delivery and placement of replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades by beginning of Fall 2017.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department, will develop an assessment survey for faculty to determine if the replacement of the existing replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades has met expectations. This survey will be conducted after the first eight weeks of the Fall Semester 2017 has concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding for purchase and delivery of the replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades.

Supporting Attachments:

Analog Equipment Replacement Quote (Adobe Acrobat Document) (See appendix)

Sufficient Power Outlets for the Student Breakroom & Jury Room

Another goal is to increase the number of wall outlets in the Design Center Student Breakroom and Jury Room. The Student Breakroom gets heavy use all day and evening, particularly now with so many other Programs sharing our facilities. The majority of the students are using laptops in that room, but there are a very limited number of wall outlets and none on the south wall which has a majority of the seating. Students run cords from the few outlets we have and this causes problems as well. We have had a number of complaints regarding this issue. In addition, the Jury Room has no outlets on the north wall (the other side of the Student Breakroom south wall) and this has caused a number of problems. We would like to request additional outlets.

It should be noted, that the additional power outlets will support faculty and students in all programs within the Department of Architecture and Environmental Design.

▼ **Action:** Sufficient Power Outlets in Student Breakroom and Jury Room

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review.
2. Receive approval for proposed electrical upgrades Spring 2017.
3. Receive funding to proceed with proposed electrical upgrades Spring 2017.
Coordinate proposed construction changes with Lance Lareau, District Architect, Rachelle Agatha, Vice President of Administrative Services, Taj George, Administrative Services and Mark Doubleday, Senior Planner/Scheduler/Energy Systems/District Facilities Maintenance Spring 2017.
4. District Architect to provide existing construction documents to Mark Doubleday for review and coordination of proposed electrical upgrades Spring 2017.
5. Mark Doubleday to complete proposed construction upgrades by beginning of Fall 2017.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department
2. Valerie Abe, Associate Professor, Architecture & Environmental Design Department
3. Lance Lareau, District Architect
4. Rachelle Agatha, Vice President of Administrative Services
5. Taj George, Administrative Services
6. Mark Doubleday, Senior Planner/Scheduler/Energy Systems/District Facilities Maintenance
7. Charles Zappia, Dean, School of Social/Behavioral Sciences & Multicultural Studies

Provide a timeline for the actions: The timeline for this action is as follows: 1. Submit as New Goal with 2016-17 Instructional Program Review. 2. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review. 3. Receive approval for New Goal Spring 2017. 4. Coordinate proposed electrical upgrades with Lance Lareau, District Architect, Rachelle Agatha, Vice President of Administrative Services, Taj George, Administrative Services and Mark Doubleday, Senior Planner/Scheduler/Energy Systems/District Facilities Maintenance shortly thereafter. 5. Mark Doubleday, Senior Planner/Scheduler/Energy Systems/District Facilities Maintenance to complete proposed electrical upgrades by beginning of Fall 2017.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department, will develop an assessment survey for faculty to determine if the electrical upgrades have improved access to electrical services. This survey will be conducted after the first eight weeks of the Fall Semester 2017 has concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding approval for proposed electrical upgrades including, but not limited to, cost of document preparation if required, cost of construction and coordination.

Travel & Continuing Education

Another important goal is providing faculty members with the funding required to

▼ **Action:** Travel & Continuing Education

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

attend conventions, conferences, workshops and training seminars is paramount in maintaining faculty expertise in profession. There are a number of quality conferences, conventions, workshops, etc., but the cost to attend can be prohibitive for faculty members. We have discovered that information gathered at these events has a positive impact on teaching in the classroom through the integration of personal experiences and resources gathered at these events.

1. Complete BARC Request and submit with 2016-17 Instructional Program Review.
2. Receive approval for Travel and Continuing Education Spring 2017.
3. Receive funding to proceed with Travel and Continuing Education Spring 2017.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department
2. Valerie Abe, Associate Professor, Architecture
3. Robert Wong, Associate Professor, Architecture
4. Charles Zappia, Dean, School of Social/Behavioral Sciences & Multicultural Studies

Provide a timeline for the actions: The timeline for this action is as follows: 1. Submit as New Goal with 2016-17 Instructional Program Review. 2. Complete BARC Request and submit with 2016-17 Instructional Program Review. 3. Receive approval for New Goal Spring 2017. 4. Coordinate proposed Travel and Continuing Education with Valerie Abe and Robert Wong, Associate Professors, Architecture.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department, will develop an assessment survey for faculty to determine how travel and continuing education have had an impact on professional development. This survey will be conducted at the conclusion of the Fall Semester 2018 assuming travel and continuing education occurs during the period from the beginning of Fall 2017 to the beginning of Fall 2018.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding approval for proposed travel and education.

Permanent Tech Space

A major goal is to find a proper space for our on-site technical support person. In 2015, David Fierro arranged to locate a permanent technical support person, James Jaworski, Technology Services Specialist, at the Design Center. This has had a positive impact on the day-to-day operations at the Design Center. Unfortunately, James is working in a former storage closet and does not have a permanent space for himself or his equipment.

It should be noted, that the permanent technical space will support faculty and students in all programs within the Department of Architecture and Environmental Design.

▼ **Action:** Permanent Technician Space

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review.
2. Receive approval for research to determine best location of permanent technician space Spring 2017.
3. Receive funding to proceed with resolution of permanent technician space Spring 2017.
4. Coordinate proposed permanent technician space with Lance Lareau, District Architect, Rachelle Agatha, Vice President of Administrative Services, Taj George, Administrative Services, David Fierro, Vice President, College Technology Services and James Jaworski, ILT\Computer Science, College Technology Services Spring 2017.
5. District Architect to provide drawings as required for proposed construction upgrades as deemed appropriate Spring 2017.
6. District Architect to coordinate hiring of approved contractor, if required, Spring 2017.
7. Approved contractor to complete proposed construction upgrades as deemed appropriate by beginning of Fall 2017.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department
2. Valerie Abe, Associate Professor, Architecture
3. David Fierro, Vice President, College Technology Services
4. James Jaworski, ILT\Computer Science, College Technology Services
5. Lance Lareau, District Architect
6. Rachelle Agatha, Vice President of Administrative Services
7. Taj George, Administrative Services
8. Charles Zappia, Dean, School of Social/Behavioral Sciences & Multicultural Studies

Provide a timeline for the actions: The timeline for this action is as follows: 1. Submit as New Goal with 2016-17 Instructional Program Review. 2. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review. 3. Receive approval for New Goal Spring 2017. 4. Coordinate proposed permanent technician space with Lance Lareau, District Architect, Rachelle

Agatha, Vice President of Administrative Services, Taj George, Administrative Services David Fierro, Vice President, College Technology Services and James Jaworski, ILT\Computer Science, College Technology Services shortly thereafter. 5. District Architect to complete drawings as deemed appropriate for proposed construction upgrades Spring 2017. 6. District Architect to coordinate hiring of approved contractor Spring 2017. 7. Approved contractor to complete proposed construction upgrades by beginning of Fall 2017.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department, will develop an assessment survey for faculty to determine how the permanent technician space has an impact on technology issues at the Design Center. This survey will be conducted after the first eight weeks of the Fall Semester 2018 has concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding approval for proposed construction upgrades including, but not limited to, cost of document preparation, cost of construction and coordination.

Design Center Building Maintenance

A major goal for the Department is to improve the overall maintenance of the Design Center, particularly, the exterior of the buildings. After living with the Design Center for five years, we have discovered that there are many areas of the exterior that need attention. Constructed in 1953, the Design Center buildings are over 60 years old, the oldest on Campus, and even though exterior improvements were made during the remodel, there are a number of areas that need immediate and long-term attention. Following is a list of items that need attention:

• Paint, particularly, wood trim, doors, etc.
• Roofs appear to be leaking in virtually every classroom, office, etc.
• Interior ceiling repairs due to roof leaks.
• Air conditioning and heating operation.
• Landscape maintenance.

▼ **Action:** Design Center Building Maintenance

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review.
2. Receive approval for resolution of documented maintenance issues Spring 2017.
3. Receive funding to proceed with resolution of documented maintenance issues Spring 2017.
4. Coordinate proposed resolution of documented maintenance issues with Lance Lareau, District Architect, Rachelle Agatha, Vice President of Administrative Services and Taj George, Administrative Services Spring 2017.
5. Develop comprehensive list of outstanding maintenance issues Spring 2017.
6. Develop schedule for repair of documented maintenance issues Spring 2017.
7. Facilities to proceed with repairs during Summer Break 2017 and complete proposed repairs by beginning of Fall 2018.

Who will be responsible for overseeing the completion of this objective:
The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department
2. Larry Horsman, Professor, Building Construction Technology
3. Lance Lareau, District Architect
4. Rachelle Agatha, Vice President of Administrative Services
5. Taj George, Administrative Services
6. Charles Zappia, Dean, School of Social/Behavioral Sciences & Multicultural Studies

Provide a timeline for the actions: The timeline for this action is as follows: 1. Submit as New Goal with 2016-17 Instructional Program Review. 2. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review. 3. Receive approval for New Goal Spring 2017. 4. Coordinate proposed resolution of documented maintenance issues with Lance Lareau, District Architect, Rachelle Agatha, Vice President of Administrative Services, Taj George, Administrative Services shortly thereafter. 5. Facilities completes repair of documented maintenance issues by beginning of Fall 2018.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department, will develop an assessment survey for faculty to determine if the maintenance issues have been resolved. This survey will be conducted after the first eight weeks of the Fall Semester 2018 has concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding approval for proposed repairs to documented maintenance issues including, but not limited to, development of comprehensive list of outstanding maintenance issues, cost of document preparation as required, cost of construction and coordination.

Supporting Attachments:

Design Center Facilities Assessment (Microsoft PowerPoint) (See appendix)

Computer Hardware Replacement in Classrooms and Podiums

A major challenge is the replacement of the hardware employed by the program. Updated hardware reflects an improvement and modernization of the learning environment and better models the current workplace environment.

By providing state-of-the-art hardware, access is increased to students who cannot afford the notoriously high purchase price. The ability of all students to utilize this hardware for architectural projects increases the employability and success of students transferring to college and university programs. The quality of the hardware goes hand-in-hand with the software employed. Unfortunately, our hardware, now only two years old, is rapidly becoming outdated due to the type of software programs we employ.

Therefore, we still face a significant challenge in the replacement of hardware through the Campus Technology Replacement Program as we are already witnessing problems based on the rapidly changing software requirements utilized in our program.

▼ **Action:** Computer Hardware Replacement in Classrooms and Podiums

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Compile list of all computer hardware to be replaced including classroom and podium computers. This list to be compiled by Michael Davis, Supervisor, Academic Computing Labs.
2. Obtain cost of all computer hardware to be replaced including classroom and podium computers. This cost to be compiled by Michael Davis, Supervisor, Academic Computing Labs.
3. Purchase all required computer hardware to be replaced including classroom and podium computers.
4. Install all required computer hardware to be replaced including classroom and podium computers and associated software.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair, Architecture & Environmental Design Department
2. Michael Davis, Supervisor, Academic Computing Labs

Provide a timeline for the actions: The timeline for this action is as follows: 1. Purchase all required computer hardware by the end of the Spring Semester 2017. 2. Start installation of computer hardware at the beginning of the Summer Session 2017. 3. Complete installation of all computer hardware and associated software prior to the beginning of the Fall Semester 2017.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair, Architecture & Environmental Design Department will develop an assessment survey that will be utilized to determine if the new computer hardware is functioning properly. This survey will be conducted after the first two weeks of the Fall Semester 2017 has concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding to purchase all required computer hardware as determined by Michael Davis, Supervisor, Academic Computing Labs

2. Classified Staff as follows:

• Michael Davis, Supervisor, Academic Computing Labs
• James Jaworski, ILT\Computer Science, College Technology Services
• Chris Horvath, Network Specialist
• Additional Classified Staff as determined by Michael Davis, Supervisor, Academic Computing Labs

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Improving Access to Z201

A major goal is to provide better access to Z201. Developing and outfitting the 3D model building shop has been an important step forward for the program. We anticipate the fully completed facility will be open at the start of the Spring 2017 semester. The main issue in need of resolution is additional access to this space to increase the overall

▼ **Action:** Improving Access to the Model Shop in Z201

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review.
2. Receive approval for proposed classroom upgrades Spring 2017.
3. Receive funding to proceed with proposed classroom upgrades Spring 2017.
Coordinate proposed construction changes with Lance Lareau, District Architect, Rachelle Agatha, Vice President of Administrative Services, Taj George, Administrative Services and Mark Doubleday, Senior Planner/Scheduler/Energy Systems/District Facilities Maintenance Spring 2017.
4. District Architect to provide existing construction documents for review and coordination of proposed classroom upgrades Spring 2017.
5. Selected contractor to complete proposed construction upgrades by beginning of Fall 2017.

functionality. Currently, access occurs from two standard doors.

What we are proposing is the addition of two, segmented glass, garage-type doors, a concrete slab and a metal fencing system to match existing, on the north side of the building. This would be relatively simple to accomplish as the openings in the north wall currently exist as fixed glazing, and the exterior at the north side is landscape only. Doing this would allow the students easy and free access to the exterior when the model shop is open for use. In addition, ventilation for the model shop would be improved.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department
2. Lance Lareau, District Architect
3. Rachelle Agatha, Vice President of Administrative Services
4. Taj George, Administrative Services
5. Charles Zappia, Dean, School of Social/Behavioral Sciences & Multicultural Studies

Provide a timeline for the actions: The timeline for this action is as follows: 1. Submit as New Goal with 2016-17 Instructional Program Review. 2. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review. 3. Receive approval for New Goal Spring 2017. 4. Coordinate proposed classroom upgrades with Lance Lareau, District Architect, Rachelle Agatha, Vice President of Administrative Services and Taj George, Administrative Services shortly thereafter. 5. Selected contractor to complete proposed electrical upgrades by beginning of Fall 2017.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department, will develop an assessment survey for faculty to determine if the electrical upgrades have improved access to electrical services. This survey will be conducted after the first eight weeks of the Fall Semester 2017 has concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Approval of proposed classroom upgrades.
2. Funding approval for proposed classroom upgrades including, but not limited to, cost of document preparation if required, cost of construction and coordination.

Supporting Attachments:

Z201 Improved Access Floor Plan (Adobe Acrobat Document) (See appendix)

Drawings depict proposed addition of 2 new segmented garage doors, concrete slab and metal fence and gate system.

Z201 Improved Access Proposal Letter (Adobe Acrobat Document) (See appendix)

General Contractors estimated cost of construction for the improved access to the Z201 Model Shop.

◆ Goals Status Report (REQUIRED)

Action Statuses

Architecture Program Goal Set 2014-2015

Goal

Computer Hardware Replacement in Classrooms and Podiums.

A major challenge facing us is the updating and/or replacement of the hardware employed by the program. Updated hardware and software reflect an improvement and modernization of the learning environment and better model the current workplace environment. By providing industry state-of-the-art hardware and software such as the most

▼ **Action:** Computer Hardware Replacement in Classrooms and Podiums

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Compile list of all computer hardware to be replaced including classroom and podium computers. This list to be compiled by Michael Davis, Supervisor, Academic Computing Labs.
2. Obtain cost of all computer hardware to be replaced including classroom and podium computers. This cost to be compiled by Michael Davis, Supervisor, Academic Computing Labs.
3. Purchase all required computer hardware to be replaced including classroom and podium computers.
4. Install all required computer hardware to be replaced including classroom and podium computers and associated software.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

current versions of Revit, ArchiCAD and AutoCAD, we are increasing access to students who cannot afford the notoriously high purchase price of this software. The ability of all students to apply this software to architectural and landscape architectural projects increases the employability of these students and the success of students transferring to college and university programs. The type and quality of the hardware goes hand-in-hand with the software employed. Unfortunately, our hardware, now three years old, is out dated due to the type of software programs we employ so maintenance has been relatively high this year.

1. Ian J. Kay, Chair, Architecture & Environmental Design Department
2. Michael Davis, Supervisor, Academic Computing Labs

Provide a timeline for the actions: The timeline for this action is as follows: 1. Purchase all required computer hardware by the end of the Spring Semester 2015. 2. Start installation of computer hardware at the beginning of the Summer Session 2015. 3. Complete installation of all computer hardware and associated software prior to the beginning of the Fall Semester 2015.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair, Architecture & Environmental Design Department will develop an assessment survey that will be utilized to determine if the new computer hardware is functioning properly. This survey will be conducted after the first two weeks of the Fall Semester 2015 has concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding to purchase all required computer hardware as determined by Michael Davis, Supervisor, Academic Computing Labs

2. Classified Staff as follows:

• Michael Davis, Supervisor, Academic Computing Labs
• Chris Horvath, Network Specialist
• Additional Classified Staff as determined by Michael Davis, Supervisor, Academic Computing Labs

3. A complete list of all computer hardware with the associated costs has been attached.

Supporting Attachments:

Southland Technology Partial Podium Sales Quote (Adobe Acrobat Document) (See appendix)
Southland Technology Sales Quote for replacement of the hardware in the podiums at the San Diego Mesa College Design Center.
Southland Technology Sales Quote (Adobe Acrobat Document) (See appendix)
Southland Technology Sales Quote for replacement of computer hardware at the San Diego Mesa College Design Center.

Status for Computer Hardware Replacement in Classrooms and Podiums

Current Status: Completed

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Development of a Four-Year Bachelor of Arts Degree in Architecture

As stated, employers have increasingly required a four-year non-professional or five-year professional degree for entry-level employment. Today the vast majority of our students are seeking acceptance into accredited architectural and landscape architectural programs.

Our goal is to develop a

▼ **Action:** Development of a Four-Year Bachelor of Arts Degree in Architecture

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:
.
1. Develop initial Bachelor of Arts in Architecture Program Degree Sequence. The degree sequence to be compiled by Ian J. Kay, Chair, Architecture & Environmental Design Department and Carl L. Strona, Emeritus Professor and Adjunct Instructor, Architecture.
2. Develop Class Scheduling Matrix for the San Diego Mesa College Design Center. Scheduling Matrix to be compiled by Ian J. Kay, Chair, Architecture & Environmental Design Department and Carl L. Strona, Emeritus Professor and Adjunct Instructor, Architecture.
4. Develop list of Faculty Assignments based on the Program Degree Sequence and Class Scheduling Matrix.
5. Obtain approval at the State, District and Campus levels to initiate a Bachelor of Arts in Architecture Four-Year Degree Option
6. Coordinate the Faculty Assignments, Program Degree Sequence and Class Scheduling Matrix with

focused, pre-professional program leading to a Bachelor of Arts degree in Architecture within a four-year curriculum of the Department of Architecture and Environmental Design. Its primary goal will be to introduce students to architecture as a cultural practice that structures both the physical and social environment.

Through its core courses, the program will offer a broad introduction to the field of architecture, and through studies in the various areas it could provide opportunities to prepare for specialization in the field in the areas of architectural design and representation, architectural technologies and building performance, architectural history, and society and culture.

appropriate individuals at the San Diego Mesa College Campus and San Diego Community College District levels.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible initially for overseeing the completion of this objective:

1. Ian J. Kay, Chair, Architecture & Environmental Design Department
2. Carl L. Strona, Emeritus Professor and Adjunct Instructor, Architecture

Provide a timeline for the actions: The timeline for this action is as follows: 1. Develop initial Bachelor of Arts in Architecture Program Degree Sequence prior to the beginning of the Fall Semester 2015. 2. Develop Class Scheduling Matrix for the San Diego Mesa College Design Center prior to the beginning of the Fall Semester 2015. 3. Develop a tentative list of Faculty Assignments prior to the beginning of the Fall Semester 2015. 4. Obtain approval at the State, District and Campus levels to initiate a Bachelor of Arts in Architecture Four-Year Degree Option. Timing is dependent upon the State Legislator expanding the Pilot Program allowing Community College's to grant Four-Year Bachelor of Art Degrees. Based on the assumption that we would gain approval to move forward, the following timeline is proposed: a. Obtain approval by District Curriculum Committee to initiate a Bachelor of Arts in Architecture Four-Year Degree Option one semester after State approval allowing the granting of additional Four-Year Bachelor of Art Degrees by SDCCD. b. Coordinate the Program Degree Sequence, Class Scheduling Matrix and Faculty Assignments with appropriate individuals at the San Diego Mesa College Campus and San Diego Community College District levels by one semester after State approval allowing the granting of additional Four-Year Bachelor of Art Degrees by SDCCD. c. Finalize the Program Degree Sequence, Class Scheduling Matrix and Faculty Assignments with appropriate individuals at the San Diego Mesa College Campus and San Diego Community College District levels by one semester after State approval allowing the granting of additional Four-Year Bachelor of Art Degrees by SDCCD. 5. Offer first instruction for the Bachelor of Arts in Architecture Four-Year Degree Option at the beginning of the Fall Semester one year after State approval allowing the granting of additional Four-Year Bachelor of Art Degrees by SDCCD.

Describe the assessment plan you will use to know if the objective was achieved and effective: We will know if the objective was achieved and effective if the Bachelor of Arts in Architecture Four-Year Degree Option is in place and courses are being offered.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

The resources needed to achieve this objective are as follows:

1. Funding for travel and conference as required to complete the following:

• To obtain approval for Bachelor of Arts in Architecture Four-Year Degree Option at the State, District and Campus levels.
• To develop initial Bachelor of Arts in Architecture Program Degree Sequence.
• To develop Class Scheduling Matrix.

2. Involvement from the following individuals will be required to assist in the development and completion of this objective:

• Ian J. Kay, Chair, Architecture & Environmental Design Department
• Carl L. Strona, Emeritus Professor and Adjunct Instructor, Architecture
• Tenured and/or tenure track faculty in the Architecture Program.
• Charles Zappia, Dean of Social/Behavioral Sciences and Multicultural Studies
• Tim McGrath, Vice President of Instruction
• Appropriate individuals at the San Diego Mesa College Campus and San Diego Community College District levels as deemed necessary.

3. A proposed Program Degree Sequence has been attached.

Supporting Attachments:
   Bachelor of Arts in Architecture Degree Course Sequence (Microsoft Word) (See appendix)
   The Degree Course Sequence outlines the course requirements for the four-year degree option.

Status for Development of a Four-Year Bachelor of Arts Degree in Architecture

Current Status: Not started

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps: As stated throughout this document, employers have increasingly required a four-year non-professional or five-year professional degree for entry-level employment. Today the vast majority of our students are seeking acceptance into accredited architectural and landscape architectural programs. Our students have been requesting this for years and with the passage of Senate Bill (SB) 850, authored by State Senator Marty Block (D-San Diego), we feel the time is right.

Our goal is to develop a focused, pre-professional program leading to a Bachelor of Arts degree in Architecture within a four-year curriculum of the Department of Architecture and Environmental Design. Its primary goal will be to introduce students to architecture as a cultural practice that structures both the physical and social environment. The program will combine required courses in environmental design and architecture with opportunities for highly varied individual programs. Through its core courses, the program will offer a broad introduction to the field of architecture, and through studies in the various areas it could provide opportunities to prepare for specialization in the field in the areas of architectural design and representation, architectural technologies and building performance, architectural history, and society and culture. In addition to core courses in architectural history, analysis and design, Architecture majors will be introduced to a wide range of disciplines and creative studio practices that contribute to an architect's breadth of knowledge and problem-solving skills.

In addition to Senate Bill (SB) 850, this goal is supported by the following College Goals:

1. To deliver and support exemplary teaching and learning in the areas of transfer education, associate degrees, career and technical education, certificates, and basic skills.

2. To provide a learning environment that maximizes student access and success, and employee well-being.

3. To respond to and meet community needs for economic and workforce development.

4. To cultivate an environment that embraces and is enhanced by diversity.

Again, I can say without hesitation, that we are prepared to move forward with the four-year degree option as soon as we are given the go-ahead to do so. In this section of the Program Review document, we have attached the proposed degree sequence for the Bachelor of Arts in Architecture 4-Year Degree Option. This document is a concise, semester-by-semester breakdown of the course sequence that will be required for the four-year degree.

Complete the 3D Model Building Shop

The Department is in the process of developing a model building facility. This space will be available to faculty and students at the beginning of the Spring Semester 2015.

Initially, the facility will house two new 3D printers, drafting stations and workbenches. Additional funding will be required to purchase storage cabinets, computers for use with the 3D printers, Dremel tools and a number of hand and small power tools required for model building. In addition, we see a need for a CNC routing machine. This machine will allow our students to build professional quality 3D models in wood and other

▼ **Action:** Complete the 3D Model Builidng Shop

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Compile list of all Dremel and other miscellaneous tools required. This list to be compiled by Carl L. Strona, Emeritus Professor and Adjunct Instructor, Architecture
2. Obtain cost of all Dremel and other miscellaneous tools required. This list to be compiled by Carl L. Strona, Emeritus Professor and Adjunct Instructor, Architecture
3. Compile information regarding the CNC router. This information to be compiled by Ian J. Kay, Chair, Architecture & Environmental Design Department.
4. Obtain cost of the CNC router. This cost to be compiled by Ian J. Kay, Chair, Architecture & Environmental Design Department.
5. Compile list of computers required. This list to be compiled by Michael Davis, Supervisor, Academic Computing Labs.
6. Obtain cost of computers required. This cost to be compiled by Michael Davis, Supervisor, Academic Computing Labs.
7. Compile list of all storage units, tables and stools required. This list to be compiled by Ian J. Kay, Chair, Architecture & Environmental Design Department.
8. Obtain cost of all storage units, tables and stools required. This cost to be compiled by Ian J. Kay, Chair, Architecture & Environmental Design Department.
9. Purchase the following:

• Dremel and other miscellaneous tools.
• CNC Machine

materials.

Developing and outfitting the 3D model building shop is an important step forward for the program, but we face a significant challenge with respect to staffing the facility. Hiring a classified employee, preferably someone with a familiarity in working with 3D model building tools, to staff the facility is paramount if students are to have maximum access to the facility.

- Computers
- Storage Units
- Tables
- Stools

10. Install CNC router, computers and associated software, storage units, tables and chairs.
11. Train faculty in use of all Dremel and miscellaneous tools, CNC router and computer hardware as needed.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair, Architecture & Environmental Design Department
2. Carl L. Strona, Emeritus Professor and Adjunct Instructor, Architecture
3. Michael A. Comulada, Adjunct Instructor, Architecture
4. Michael Davis, Supervisor, Academic Computing Labs

Provide a timeline for the actions: The timeline for this action is as follows: 1. Purchase all required Dremel and miscellaneous tools, CNC router, computer hardware, storage cabinets, tables and stools outlined above by the end of the Spring Semester 2015. 2. Start installation of required Dremel and miscellaneous tools, CNC router, computer hardware, storage cabinets, tables and stools outlined above at the beginning of the Summer Session 2015. 3. Complete the installation of required Dremel and miscellaneous tools, CNC router, computer hardware, storage cabinets, tables and stools outlined above prior to the beginning of the Fall Semester 2015. 4. Faculty training to occur prior to the beginning of the Fall Semester 2015.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair, Architecture & Environmental Design Department will develop an assessment survey that will be utilized to determine if the 3D Model Building Shop is serving the needs of our students and to determine if tools and equipment are functioning properly. This survey will be conducted at the end of the Fall Semester 2015.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

The resources needed to achieve this objective are as follows:

1. Funding to purchase all Dremel and miscellaneous tools, CNC router, computer hardware, storage cabinets, tables and stools outlined above.

2. Classified Staff for computer installation as follows:

- Michael Davis, Supervisor, Academic Computing Labs
- Additional Classified Staff as determined by Michael Davis, Supervisor, Academic Computing Labs

3. Part-time Classified Staff position to oversee the running, maintenance, etc. of the model building shop on a permanent basis.

4. A complete list of all Dremel and miscellaneous tools, CNC router, computer hardware, storage cabinets, tables and stools with the associated costs has been attached.

Supporting Attachments:

3D Model Building Shop CNC Router Sales Quote (Adobe Acrobat Document) (See appendix)
Torchmate CNC Routing Package Quote.
3D Model Building Shop Stool Quote (Microsoft Excel) (See appendix)
Global Industrial stool quote.
3D Model Building Shop Storage Cabinet Sales Quote (Microsoft Excel) (See appendix)
Global Industrial storage cabinet sales quote.
3D Model Building Shop Table Quote (Microsoft Excel) (See appendix)
Global Industrial table sales quote.
Miscellaneous Hand Tool Costs (Microsoft Word) (See appendix)
These tools are available from a number of major suppliers. Therefore, this cost estimate was developed by Emeritus Professor, Adjunct Instructor Carl L. Strona based on the latest cost information available at the time of Program Review submittal.
Southland Technology Sales Quote for Two New Computers (Adobe Acrobat Document) (See appendix)

Southland Technology Sales Quote for two new complete computer setups for the 3D Model Building Shop.

Status for Complete the 3D Model Builidng Shop

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps: The Department is in the final stages of completing our model building facility. This space has been available to faculty and students since the beginning of the Spring Semester 2015. Initially, the facility housed two new 3D printers, drafting stations, workbenches, storage cabinets, shop tables, stools, Dremel tools and a number of hand and small power tools required for model building. In addition, we saw a need for a CNC routing machine which we acquired with BARC Funding. This machine will allow our students to build professional quality 3D models in wood and other materials. CNC routing machines are in use in virtually all of the professional degree programs as well as in architecture and landscape architecture offices across the country. In order to complete the model shop, we required a minimum of two laser engravers. Laser engravers are in use in virtually all of the professional degree programs as well as in architecture offices across the country. Fortunately, we requested and received funding through the Perkins Committee to purchase two laser engravers. We anticipate receiving those and installing them prior to or during the Winter Break.

Developing and outfitting the 3D model building shop is an important step forward for the program, but we face a significant challenge with respect to staffing the facility. When the completed facility opens in the Spring of 2017, students will be allowed to use the shop only when a faculty member is present. Obviously, this arrangement has limitations as there will be many hours during the week where faculty is not available. In addition, our expertise is not in running a 3D model building facility as there are a number of safety issues that are critical to the successful operation of such a facility. An important goal is to hire a classified employee, preferably someone with a familiarity in working with 3D model building tools, to staff the facility. This individual, working with faculty in the Department of Architecture and Environmental Design, will develop training sessions, etc. for faculty and students and develop standards of safety, etc., that will be required as we incorporate new methods of model building into the curriculum.

Establish Landscape Architecture as a Stand-Alone Program.

There is the lack of awareness, at the campus, local and regional level, of the Landscape Architecture component of our Department. Currently, Landscape Architecture exists as a degree option under the Architecture Program. The prospective student, the counselor, the administrator, the prospective employer, or the working professional searching for information about Landscape Architecture. This lack of visibility creates significant challenges in the areas of student recruitment, campus awareness, accurate student educational and career counseling, job shadowing, internship possibilities, and prospective student employment.

▼ **Action:** Establish Landscape Architecture as Stand Alone Program

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Obtain approval for stand alone Landscape Architecture Program Option at the State, District and Campus levels.
2. Determine if existing Landscape Architecture Program Degree Sequence is in need of revision. The degree sequence to be compiled by Ian J. Kay, Chair, Architecture & Environmental Design Department and Tim Smith, Adjunct Instructor, Architecture.
3. Develop list of Faculty Assignments based on the Program Degree Sequence.
4. Coordinate the Faculty Assignments and Program Degree Sequence with appropriate individuals at the San Diego Mesa College Campus and San Diego Community College District levels.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair, Architecture & Environmental Design Department
2. Tim Smith, Adjunct Instructor, Architecture

Provide a timeline for the actions: The timeline for this action is as follows: 1. Obtain approval for Landscape Architecture Program Option prior to the beginning of the Fall Semester 2015. 2. Determine if existing Landscape Architecture Program Degree Sequence is in need of revision prior to the beginning of the Fall Semester 2015. 3. Develop list of Faculty Assignments prior to the beginning of the Spring Semester 2016. 4. Coordinate the Program Degree Sequence and Faculty Assignments with appropriate individuals at the San Diego Mesa College Campus and San Diego Community College District levels prior to the beginning of the Spring Semester 2016. 5. Finalize the Program Degree Sequence and Faculty Assignments with appropriate individuals at the San Diego

Therefore, a significant goal is to establish Landscape Architecture as a stand-alone program within the Architecture and Environmental Design Department. To achieve this goal we must hire a tenure track faculty member who can lead that effort.

Mesa College Campus and San Diego Community College District levels by the end of the Spring Semester 2016. 6. Offer first instruction for the Landscape Architecture Program Option at the beginning of the Fall Semester 2016.

Describe the assessment plan you will use to know if the objective was achieved and effective: We will know if the objective was achieved and effective if the Landscape Architecture Program Option is in place and courses are being offered.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding for travel and conference as required to obtain approval for Landscape Architecture Program Option at the State, District and Campus levels.

2. Involvement from the following individuals will be required to assist in the development and completion of this objective:

• Ian J. Kay, Chair, Architecture & Environmental Design Department
• Tim Smith, Adjunct Instructor, Architecture
• Tenured and/or tenure track faculty in the Architecture Program.
• Charles Zappia, Dean of Social/Behavioral Sciences and Multicultural Studies
• Tim McGrath, Vice President of Instruction
• Appropriate individuals at the San Diego Mesa College Campus and San Diego Community College District levels as deemed necessary.

3. .200 FTEF Release Time for faculty member working on this objective.

4. Faculty position to oversee the Landscape Architecture Program Option.

Status for Establish Landscape Architecture as Stand Alone Program

Current Status: Not Implemented

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps: Beginning in the Fall of 2017, the Architecture & Environmental Design Department will no longer offer certificates or degrees in Landscape Architecture. Therefore, we will no longer pursue the establishment of a stand-alone Landscape Architecture Program.

Hiring a Classified Employee

Developing and outfitting the 3D model building shop is an important step forward for the program and Department, but we face a significant challenge with respect to staffing the facility. Our expertise is not in running a 3D model building facility as there are a number of safety issues that are critical to the successful operation of such a facility. An important goal is to hire a classified employee, someone with a familiarity in working with 3D model building tools, to staff the facility. This individual, working with

▼ **Action:** Hiring a Classified Employee for the 3D Model Shop

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Complete Classified Staff Request
2. Receive approval for Classified Staff hire.
3. Coordinate job placement notification, hiring interviews, etc. with District Office of Human Resources.
4. Complete interview process and hire classified employee.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department
2. Valerie Abe, Associate Professor, Architecture & Environmental Design Department
3. Robert Wong, Associate Professor, Architecture & Environmental Design Department
4. Carl. L. Strona, Emeritus Professor, Adjunct Instructor, Architecture & Environmental Design Department
5. Charles Zappia, Dean, School of Social/Behavioral Sciences & Multicultural Studies

faculty in the Department of Architecture and Environmental Design, will develop training sessions, etc. for faculty and students and develop standards of safety, etc., that will be required as we incorporate new methods of model building into the curriculum.

Provide a timeline for the actions: The timeline for this action is as follows: 1. Complete Classified Staff Request with and submit with 2016-17 Instructional Program Review. 2. Receive approval for Classified Staff hire Spring 2017. 3. Coordinate job placement notification, hiring interviews, etc. with District Office of Human Resources shortly thereafter. 4. Complete interview process and hire classified employee no later than Summer 2017. 5. Classified Employee begins employment Fall 2017.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department, will develop an assessment survey that will be utilized to determine if the Classified Employee is assisting students in their use of the model shop and meeting the objectives set forth by the Architecture & Environmental Design Department faculty. This survey will be conducted after the first eight weeks of the Fall Semester 2017 has concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding to hire full-time Classified Employee.

Status for Hiring a Classified Employee for the 3D Model Shop

No Status Added

Improving Access to Z108

After living with the Design Center for five years, we have discovered the need for additional space to expand certain areas of the services we provide to our students. For example, we have an existing Storage Space, Z108 of approximately 200 square feet with excellent natural light that is being used as storage when it could be better utilized. Currently, access occurs from inside the Auditorium/Z102. Due to the heavy use of the Auditorium on a daily basis, it is difficult to gain access for anything other than long-term storage which is not the best use of this space.

To better access this space would require the replacement of a door in the east wall of Z108 that was removed when the Design Center was remodeled in 2011. As this door would not meet current exiting requirement for width, the door opening would be required to be widened and the existing windows reworked to accept the larger door opening.

▼ **Action:** Improving Access to Z108 at the Design Center

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review.
2. Receive approval for proposed construction upgrades Spring 2017.
3. Receive funding to proceed with proposed construction upgrades Spring 2017.
4. Coordinate proposed construction changes with Lance Lareau, District Architect and Rachelle Agatha, Vice President of Administrative Services Spring 2017.
5. District Architect to provide drawings as required for proposed construction upgrades Spring 2017.
6. District Architect to coordinate hiring of approved contractor Spring 2017.
7. Approved contractor to complete proposed construction upgrades by beginning of Fall 2017.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department
2. Robert Wong, Associate Professor, Architecture & Environmental Design Department
3. Valerie Abe, Associate Professor, Architecture & Environmental Design Department
4. Lance Lareau, District Architect
5. Rachelle Agatha, Vice President of Administrative Services
6. Taj George, Administrative Services
7. Charles Zappia, Dean, School of Social/Behavioral Sciences & Multicultural Studies

Provide a timeline for the actions: The timeline for this action is as follows: 1. Submit as New Goal with 2016-17 Instructional Program Review. 2. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review. 3. Receive approval for New Goal Spring 2017. 4. Coordinate proposed construction changes with Lance Lareau, District Architect and Rachelle Agatha, Vice President of Administrative Services and Taj George, Administrative Services shortly thereafter. 5. District Architect to complete drawings as required for proposed construction upgrades Spring 2017. 6. District Architect to coordinate hiring of approved contractor Spring 2017. 7. Approved contractor to complete proposed construction upgrades by beginning of Fall 2017.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department, will develop an assessment survey for faculty to determine if the construction upgrades have improved access. This survey will be conducted after the first eight weeks of the Fall Semester 2017 has

concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Approval of proposed construction upgrades.
2. Funding approval for proposed construction upgrades including, but not limited to, cost of document preparation, cost of construction and coordination.

Supporting Attachments:
Z108 Improved Access Floor Plans (Adobe Acrobat Document) (See appendix)
Drawings depict proposed demolition and addition of new code compliant access door.

Status for Improving Access to Z108 at the Design Center

No Status Added

Additional Tool Storage

Our goal is to provide additional tool storage. After living with the Design Center for five years, we have discovered the need for additional storage space for the tools required for Building Construction Technology courses and students as well as the Architecture courses and students who enroll in Building Construction Technology courses.

We are proposing the purchase of a free-standing container that would be located to the north of the Z100 Building adjacent to the Building Construction Technology temporary build site.

It should be noted, that the additional tool storage will support faculty and students in all programs within the Department of Architecture and Environmental Design.

▼ **Action:** New Tool Storage for the Design Center

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review.
2. Receive approval for proposed tool storage container Spring 2017.
3. Receive funding to proceed with purchase of proposed tool storage container Spring 2017.
4. Coordinate location of proposed tool storage container with Lance Lareau, District Architect and Rachelle Agatha, Vice President of Administrative Services Spring 2017.
5. Complete purchase, delivery and placement of proposed tool storage container by beginning of Fall 2017.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department
2. Larry Horsman, Professor, Building Construction Technology
3. Valerie Abe, Associate Professor, Architecture & Environmental Design Department
4. Lance Lareau, District Architect
5. Rachelle Agatha, Vice President of Administrative Services
6. Charles Zappia, Dean, School of Social/Behavioral Sciences & Multicultural Studies

Provide a timeline for the actions: The timeline for this action is as follows: 1. Submit as New Goal with 2016-17 Instructional Program Review. 2. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review. 3. Receive approval for New Goal Spring 2017. 4. Coordinate location of proposed tool storage container with Lance Lareau, District Architect and Rachelle Agatha, Vice President of Administrative Services Spring 2017. 5. Complete purchase, delivery and placement of proposed tool storage container by beginning of Fall 2017.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department, will develop an assessment survey for faculty to determine if the additional tool storage has met expectations. This survey will be conducted after the first eight weeks of the Fall Semester 2017 has concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding for purchase and delivery of tool storage container.

Supporting Attachments:
Container Quote (Adobe Acrobat Document) (See appendix)

Status for New Tool Storage for the Design Center

No Status Added

Laser Printer Replacement

Another important goal is the replacement of the small format laser printers utilized by all programs in the Department. Currently, we have five small format laser printers, one for each of our five design studio classrooms. The laser printers are used daily by faculty and students. Five years of heavy use have taken a toll on this equipment and we are now seeing frequent breakdowns.

It should be noted, that the replacement of laser printers will support faculty and students in all programs within the Department of Architecture and Environmental Design.

▼ **Action:** Laser Printer Replacement

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review.
2. Receive approval for proposed laser printer replacement Spring 2017.
3. Receive funding to proceed with purchase of laser printers Spring 2017.
4. Coordinate purchase of laser printers with Darrin Lee, Southland Technology, Spring 2017.
5. Complete purchase, delivery and placement of proposed laser printers by beginning of Fall 2017.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department
2. David Fierro, Vice President, College Technology Services
3. James Jaworski, ILT\Computer Science, College Technology Services
4. Charles Zappia, Dean, School of Social/Behavioral Sciences & Multicultural Studies

Provide a timeline for the actions: The timeline for this action is as follows: 1. Submit as New Goal with 2016-17 Instructional Program Review. 2. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review. 3. Receive approval for proposed laser printer replacement Spring 2017. 4. Receive funding to proceed with purchase of laser printers Spring 2017. 5. Coordinate purchase of laser printers with Darrin Lee, Southland Technology, Spring 2017. 6. Complete purchase, delivery and placement of proposed laser printers by beginning of Fall 2017.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department, will develop an assessment survey for faculty to determine if the replacement of the existing laser printers has met expectations. This survey will be conducted after the first eight weeks of the Fall Semester 2017 has concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding for purchase and delivery of the five laser printers.

Supporting Attachments:
Laser Printer Quote.pdf (Adobe Acrobat Document) (See appendix)
Laser PrinterCatalog Cut, Southland Technology (Adobe Acrobat Document) (See appendix)

Status for Laser Printer Replacement

No Status Added

Ceiling Document Camera, Ceiling Projector Replacement & Related Podium Upgrades

A major goal is the replacement of the ceiling mounted document

▼ **Action:** AV Upgrades at the Design Center

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review.
2. Receive approval for proposed replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades Spring 2017.

cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades. The current equipment is analog based and must be upgraded to a digital based system if we are to keep pace with industry standards.

It should be noted, that ceiling camera replacement and related podium upgrades will support faculty and students in all programs within the Department of Architecture and Environmental Design.

3. Receive funding to proceed with purchase of replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades Spring 2017.
4. Coordinate purchase of replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades with Darrin Lee, Southland Technology, Spring 2017.
5. Complete purchase, delivery and placement of proposed replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades by beginning of Fall 2017.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department
2. David Fierro, Vice President, College Technology Services
3. James Jaworski, ILT\Computer Science, College Technology Services
4. Carlos Wales, ILT\Computer Science, College Technology Services
5. Charles Zappia, Dean, School of Social/Behavioral Sciences & Multicultural Studies

Provide a timeline for the actions: The timeline for this action is as follows: 1. Submit as New Goal with 2016-17 Instructional Program Review. 2. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review. 3. Receive approval for proposed replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades Spring 2017. 4. Receive funding to proceed with purchase of replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades Spring 2017. 5. Coordinate purchase of replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades with Darrin Lee, Southland Technology, Spring 2017. 6. Complete purchase, delivery and placement of replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades by beginning of Fall 2017.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department, will develop an assessment survey for faculty to determine if the replacement of the existing replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades has met expectations. This survey will be conducted after the first eight weeks of the Fall Semester 2017 has concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding for purchase and delivery of the replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades.

Supporting Attachments:
📄 Analog Equipment Replacement Quote (Adobe Acrobat Document) (See appendix)

Status for AV Upgrades at the Design Center

No Status Added

Sufficient Power Outlets for the Student Breakroom & Jury Room

Another goal is to increase the number of wall outlets

▼ **Action:** Sufficient Power Outlets in Student Breakroom and Jury Room

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review.

in the Design Center Student Breakroom and Jury Room. The Student Breakroom gets heavy use all day and evening, particularly now with so many other Programs sharing our facilities. The majority of the students are using laptops in that room, but there are a very limited number of wall outlets and none on the south wall which has a majority of the seating. Students run cords from the few outlets we have and this causes problems as well. We have had a number of complaints regarding this issue. In addition, the Jury Room has no outlets on the north wall (the other side of the Student Breakroom south wall) and this has caused a number of problems. We would like to request additional outlets.

It should be noted, that the additional power outlets will support faculty and students in all programs within the Department of Architecture and Environmental Design.

2. Receive approval for proposed electrical upgrades Spring 2017.
3. Receive funding to proceed with proposed electrical upgrades Spring 2017.
Coordinate proposed construction changes with Lance Lareau, District Architect, Rachelle Agatha, Vice President of Administrative Services, Taj George, Administrative Services and Mark Doubleday, Senior Planner/Scheduler/Energy Systems/District Facilities Maintenance Spring 2017.
4. District Architect to provide existing construction documents to Mark Doubleday for review and coordination of proposed electrical upgrades Spring 2017.
5. Mark Doubleday to complete proposed construction upgrades by beginning of Fall 2017.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department
2. Valerie Abe, Associate Professor, Architecture & Environmental Design Department
3. Lance Lareau, District Architect
4. Rachelle Agatha, Vice President of Administrative Services
5. Taj George, Administrative Services
6. Mark Doubleday, Senior Planner/Scheduler/Energy Systems/District Facilities Maintenance
7. Charles Zappia, Dean, School of Social/Behavioral Sciences & Multicultural Studies

Provide a timeline for the actions: The timeline for this action is as follows: 1. Submit as New Goal with 2016-17 Instructional Program Review. 2. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review. 3. Receive approval for New Goal Spring 2017. 4. Coordinate proposed electrical upgrades with Lance Lareau, District Architect, Rachelle Agatha, Vice President of Administrative Services, Taj George, Administrative Services and Mark Doubleday, Senior Planner/Scheduler/Energy Systems/District Facilities Maintenance shortly thereafter. 5. Mark Doubleday, Senior Planner/Scheduler/Energy Systems/District Facilities Maintenance to complete proposed electrical upgrades by beginning of Fall 2017.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department, will develop an assessment survey for faculty to determine if the electrical upgrades have improved access to electrical services. This survey will be conducted after the first eight weeks of the Fall Semester 2017 has concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding approval for proposed electrical upgrades including, but not limited to, cost of document preparation if required, cost of construction and coordination.

Status for Sufficient Power Outlets in Student Breakroom and Jury Room

No Status Added

Travel & Continuing Education

Another important goal is providing faculty members with the funding required to attend conventions, conferences, workshops and training seminars is paramount in maintaining faculty expertise in profession. There are a number of quality conferences, conventions, workshops, etc., but the cost to attend can be prohibitive for faculty members. We have discovered that information gathered at these events

▼ **Action:** Travel & Continuing Education

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Complete BARC Request and submit with 2016-17 Instructional Program Review.
2. Receive approval for Travel and Continuing Education Spring 2017.
3. Receive funding to proceed with Travel and Continuing Education Spring 2017.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department
2. Valerie Abe, Associate Professor, Architecture
3. Robert Wong, Associate Professor, Architecture
4. Charles Zappia, Dean, School of Social/Behavioral Sciences & Multicultural Studies

has a positive impact on teaching in the classroom through the integration of personal experiences and resources gathered at these events.

Provide a timeline for the actions: The timeline for this action is as follows: 1. Submit as New Goal with 2016-17 Instructional Program Review. 2. Complete BARC Request and submit with 2016-17 Instructional Program Review. 3. Receive approval for New Goal Spring 2017. 4. Coordinate proposed Travel and Continuing Education with Valerie Abe and Robert Wong, Associate Professors, Architecture.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department, will develop an assessment survey for faculty to determine how travel and continuing education have had an impact on professional development. This survey will be conducted at the conclusion of the Fall Semester 2018 assuming travel and continuing education occurs during the period from the beginning of Fall 2017 to the beginning of Fall 2018.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding approval for proposed travel and education.

Status for Travel & Continuing Education

No Status Added

Permanent Tech Space

A major goal is to find a proper space for our on-site technical support person. In 2015, David Fierro arranged to locate a permanent technical support person, James Jaworski, Technology Services Specialist, at the Design Center. This has had a positive impact on the day-to-day operations at the Design Center. Unfortunately, James is working in a former storage closet and does not have a permanent space for himself or his equipment.

It should be noted, that the permanent technical space will support faculty and students in all programs within the Department of Architecture and Environmental Design.

▼ **Action:** Permanent Technician Space

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review.
2. Receive approval for research to determine best location of permanent technician space Spring 2017.
3. Receive funding to proceed with resolution of permanent technician space Spring 2017.
4. Coordinate proposed permanent technician space with Lance Lareau, District Architect, Rachelle Agatha, Vice President of Administrative Services, Taj George, Administrative Services, David Fierro, Vice President, College Technology Services and James Jaworski, ILT\Computer Science, College Technology Services Spring 2017.
5. District Architect to provide drawings as required for proposed construction upgrades as deemed appropriate Spring 2017.
6. District Architect to coordinate hiring of approved contractor, if required, Spring 2017.
7. Approved contractor to complete proposed construction upgrades as deemed appropriate by beginning of Fall 2017.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department
2. Valerie Abe, Associate Professor, Architecture
3. David Fierro, Vice President, College Technology Services
4. James Jaworski, ILT\Computer Science, College Technology Services
5. Lance Lareau, District Architect
6. Rachelle Agatha, Vice President of Administrative Services
7. Taj George, Administrative Services
8. Charles Zappia, Dean, School of Social/Behavioral Sciences & Multicultural Studies

Provide a timeline for the actions: The timeline for this action is as follows: 1. Submit as New Goal with 2016-17 Instructional Program Review. 2. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review. 3. Receive approval for New Goal Spring 2017. 4. Coordinate proposed permanent technician space with Lance Lareau, District Architect, Rachelle Agatha, Vice President of Administrative Services, Taj George, Administrative Services David Fierro, Vice President, College Technology Services and James Jaworski, ILT\Computer Science, College Technology Services shortly thereafter. 5. District Architect to complete drawings as deemed appropriate for proposed construction upgrades Spring 2017. 6. District Architect to coordinate hiring of approved contractor Spring 2017. 7. Approved contractor to complete proposed construction upgrades by beginning of Fall 2017.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department, will develop an assessment survey for faculty to determine how the permanent technician space has an impact on technology issues at the Design Center. This survey will be conducted after the first eight weeks of the Fall Semester 2018 has concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding approval for proposed construction upgrades including, but not limited to, cost of document preparation, cost of construction and coordination.

Status for Permanent Technician Space

No Status Added

Design Center Building Maintenance

A major goal for the Department is to improve the overall maintenance of the Design Center, particularly, the exterior of the buildings. After living with the Design Center for five years, we have discovered that there are many areas of the exterior that need attention. Constructed in 1953, the Design Center buildings are over 60 years old, the oldest on Campus, and even though exterior improvements were made during the remodel, there are a number of areas that need immediate and long-term attention. Following is a list of items that need attention:

• Paint, particularly, wood trim, doors, etc.
• Roofs appear to be leaking in virtually every classroom, office, etc.
• Interior ceiling repairs due to roof leaks.
• Air conditioning and heating operation.
• Landscape maintenance.

▼ **Action:** Design Center Building Maintenance

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review.
2. Receive approval for resolution of documented maintenance issues Spring 2017.
3. Receive funding to proceed with resolution of documented maintenance issues Spring 2017.
4. Coordinate proposed resolution of documented maintenance issues with Lance Lareau, District Architect, Rachelle Agatha, Vice President of Administrative Services and Taj George, Administrative Services Spring 2017.
5. Develop comprehensive list of outstanding maintenance issues Spring 2017.
6. Develop schedule for repair of documented maintenance issues Spring 2017.
7. Facilities to proceed with repairs during Summer Break 2017 and complete proposed repairs by beginning of Fall 2018.

Who will be responsible for overseeing the completion of this objective:
The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department
2. Larry Horsman, Professor, Building Construction Technology
3. Lance Lareau, District Architect
4. Rachelle Agatha, Vice President of Administrative Services
5. Taj George, Administrative Services
6. Charles Zappia, Dean, School of Social/Behavioral Sciences & Multicultural Studies

Provide a timeline for the actions: The timeline for this action is as follows: 1. Submit as New Goal with 2016-17 Instructional Program Review. 2. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review. 3. Receive approval for New Goal Spring 2017. 4. Coordinate proposed resolution of documented maintenance issues with Lance Lareau, District Architect, Rachelle Agatha, Vice President of Administrative Services, Taj George, Administrative Services shortly thereafter. 5. Facilities completes repair of documented maintenance issues by beginning of Fall 2018.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department, will develop an assessment survey for faculty to determine if the maintenance issues have been resolved. This survey will be conducted after the first eight weeks of the Fall Semester 2018 has concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding approval for proposed repairs to documented maintenance issues including, but not limited to, development of comprehensive list of outstanding maintenance issues, cost of document preparation as required, cost of construction and coordination.

Supporting Attachments:

Design Center Facilities Assessment (Microsoft PowerPoint) (See appendix)

Status for Design Center Building Maintenance

No Status Added

Computer Hardware Replacement in Classrooms and Podiums

A major challenge is the replacement of the hardware employed by the program. Updated hardware reflects an improvement and modernization of the learning environment and better models the current workplace environment.

By providing state-of-the-art hardware, access is increased to students who cannot afford the notoriously high purchase price. The ability of all students to utilize this hardware for architectural projects increases the employability and success of students transferring to college and university programs. The quality of the hardware goes hand-in-hand with the software employed. Unfortunately, our hardware, now only two years old, is rapidly becoming outdated due to the type of software programs we employ.

Therefore, we still face a significant challenge in the replacement of hardware through the Campus Technology Replacement Program as we are already witnessing problems based on the rapidly changing software requirements utilized in our program.

▼ **Action:** Computer Hardware Replacement in Classrooms and Podiums

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Compile list of all computer hardware to be replaced including classroom and podium computers. This list to be compiled by Michael Davis, Supervisor, Academic Computing Labs.
2. Obtain cost of all computer hardware to be replaced including classroom and podium computers. This cost to be compiled by Michael Davis, Supervisor, Academic Computing Labs.
3. Purchase all required computer hardware to be replaced including classroom and podium computers.
4. Install all required computer hardware to be replaced including classroom and podium computers and associated software.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair, Architecture & Environmental Design Department
2. Michael Davis, Supervisor, Academic Computing Labs

Provide a timeline for the actions: The timeline for this action is as follows: 1. Purchase all required computer hardware by the end of the Spring Semester 2017. 2. Start installation of computer hardware at the beginning of the Summer Session 2017. 3. Complete installation of all computer hardware and associated software prior to the beginning of the Fall Semester 2017.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair, Architecture & Environmental Design Department will develop an assessment survey that will be utilized to determine if the new computer hardware is functioning properly. This survey will be conducted after the first two weeks of the Fall Semester 2017 has concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Funding to purchase all required computer hardware as determined by Michael Davis, Supervisor, Academic Computing Labs

2. Classified Staff as follows:

• Michael Davis, Supervisor, Academic Computing Labs
• James Jaworski, ILT\Computer Science, College Technology Services
• Chris Horvath, Network Specialist
• Additional Classified Staff as determined by Michael Davis, Supervisor, Academic Computing Labs

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Status for Computer Hardware Replacement in Classrooms and Podiums

No Status Added

Improving Access to Z201

▼ **Action:** Improving Access to the Model Shop in Z201

A major goal is to provide better access to Z201. Developing and outfitting the 3D model building shop has been an important step forward for the program. We anticipate the fully completed facility will be open at the start of the Spring 2017 semester. The main issue in need of resolution is additional access to this space to increase the overall functionality. Currently, access occurs from two standard doors.

What we are proposing is the addition of two, segmented glass, garage-type doors, a concrete slab and a metal fencing system to match existing, on the north side of the building. This would be relatively simple to accomplish as the openings in the north wall currently exist as fixed glazing, and the exterior at the north side is landscape only. Doing this would allow the students easy and free access to the exterior when the model shop is open for use. In addition, ventilation for the model shop would be improved.

Describe the actions needed to achieve this objective : The following actions are needed to achieve this objective:

1. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review.
2. Receive approval for proposed classroom upgrades Spring 2017.
3. Receive funding to proceed with proposed classroom upgrades Spring 2017.
Coordinate proposed construction changes with Lance Lareau, District Architect, Rachelle Agatha, Vice President of Administrative Services, Taj George, Administrative Services and Mark Doubleday, Senior Planner/Scheduler/Energy Systems/District Facilities Maintenance Spring 2017.
4. District Architect to provide existing construction documents for review and coordination of proposed classroom upgrades Spring 2017.
5. Selected contractor to complete proposed construction upgrades by beginning of Fall 2017.

Who will be responsible for overseeing the completion of this objective: The following individuals will be responsible for overseeing the completion of this objective:

1. Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department
2. Lance Lareau, District Architect
3. Rachelle Agatha, Vice President of Administrative Services
4. Taj George, Administrative Services
5. Charles Zappia, Dean, School of Social/Behavioral Sciences & Multicultural Studies

Provide a timeline for the actions: The timeline for this action is as follows: 1. Submit as New Goal with 2016-17 Instructional Program Review. 2. Complete BARC and Facilities Request and submit with 2016-17 Instructional Program Review. 3. Receive approval for New Goal Spring 2017. 4. Coordinate proposed classroom upgrades with Lance Lareau, District Architect, Rachelle Agatha, Vice President of Administrative Services and Taj George, Administrative Services shortly thereafter. 5. Selected contractor to complete proposed electrical upgrades by beginning of Fall 2017.

Describe the assessment plan you will use to know if the objective was achieved and effective: Ian J. Kay, Chair/Professor, Architecture & Environmental Design Department, will develop an assessment survey for faculty to determine if the electrical upgrades have improved access to electrical services. This survey will be conducted after the first eight weeks of the Fall Semester 2017 has concluded.

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): The resources needed to achieve this objective are as follows:

1. Approval of proposed classroom upgrades.
2. Funding approval for proposed classroom upgrades including, but not limited to, cost of document preparation if required, cost of construction and coordination.

Supporting Attachments:

Z201 Improved Access Floor Plan (Adobe Acrobat Document) (See appendix)
Drawings depict proposed addition of 2 new segmented garage doors, concrete slab and metal fence and gate system.
Z201 Improved Access Proposal Letter (Adobe Acrobat Document) (See appendix)
General Contractors estimated cost of construction for the improved access to the Z201 Model Shop.

Status for Improving Access to the Model Shop in Z201

No Status Added

◈ Closing the loop on prior year resource allocations (REQUIRED)

1. Faculty Hiring

The Program, for the first time in over sixteen years, had only **one** tenured professor of Architecture. Two senior professors retired in

June 2003, another retired in June 2009, the only tenured landscape architecture faculty member retired in 2013 and the other tenured architecture faculty retired in June of 2015. The current and future sustainability of our role within the mission of the Community College as an academic field of study is inherently connected to our faculty. Participation in vital program, department and campus activities and requirements was severely hampered by the loss of tenured faculty and the inability to replace them. Unfortunately, the anticipated hiring of a new tenure-track faculty member for a Fall 2015 start date did not occur and this set the Program back significantly.

Architecture is an interdisciplinary field. Architecture faculty offer a variety of courses, from lecture courses such as architectural history, hands-on design studios and computer-aided design to the more theory-based courses such as contemporary architectural theory. As a group, the architecture students mirror the general profile of Mesa students. The academic preparation of the students in general education courses is uneven. The ideal candidates for these positions, therefore, were required to be well prepared to work with students who, from the outset, generally are anxious about their levels of academic skills and prior knowledge. With equal enthusiasm, the new assistant professors would be expected to work with more prepared students who welcome a rigorous approach to the subject matter.

Currently, adjunct instructors are limited to a maximum FTEF level that does not allow us to offer to them a full complement of courses. This in turn, hinders our ability to engage faculty in the teaching of courses that are related and that benefit from subject matter connections and overlap. Hiring additional tenure-track faculty members to teach architecture will allow our program to continue to develop subject matter connections and the overlap between courses that are critical components in our teaching methodology.

The goal of hiring was supported by the following **College Goals**:

1.   To deliver and support exemplary teaching and learning in the areas of transfer education, associate degrees, career and technical education, certificates, and basic skills.

2. To provide a learning environment that maximizes student access and success, and employee well-   being.

3. To respond to and meet community needs for economic and workforce development.

Fortunately, the Architecture Program hired **two new tenure-track faculty** members beginning Spring Semester 2016. Both faculty members were adjunct instructors in our program for over ten years. Their experience enabled them to hit the ground running and to contribute from the first day. This has had an immediate and positive impact on our program overall.

2. **Computer Hardware Upgrades/Replacement**

A major challenge facing us was the updating and/or replacement of the hardware employed by the program. Updated hardware and software reflect an improvement and modernization of the learning environment and better model the current workplace environment. By providing industry state-of-the-art hardware and software such as the most current versions of Revit, ArchiCAD and AutoCAD, we are increasing access to students who cannot afford the notoriously high purchase price of this software. The ability of all students to apply this software to architectural and interior design projects increases the employability of these students and the success of students transferring to college and university programs. The type and quality of the hardware goes hand-in-hand with the software employed. Fortunately, our hardware, four years old at the time and outdated due to the type of software programs we employ, were replaced during the Summer Session 2015. All classroom and podium computers were replaced through the **Campus Technology Replacement Program.**

This has had an immediate and positive impact on our program. For example, we are experiencing fewer calls to our computer technician in the months since the upgrade of these systems. This has allowed him to concentrate on other matters such as the large and small format printers, scanners, copiers, projectors, etc. that faculty and students utilize every day at the Design Center. In addition, software programs such as Revit, ArchiCAD and AutoCAD are operating smoothly and instructors teaching digital drawing courses are experiencing fewer complications overall. However, we still face a significant challenge in the replacement of this newer hardware through the **Campus Technology Replacement Program** as we are already seeing problems based on the rapidly changing software requirements utilized in our program.

We still face a significant challenge in the replacement of analog ceiling mounted cameras and projectors as they too are showing signs of age after five years of use. We have included the replacement and upgrades of these items in our 2016-17 Program Review document.

The previous goal of updating and/or replacement of the hardware employed by the program and our current goal of replacing our analog equipment are supported by the following **Strategic IT Plan Goals:**

1. Technological Support
2. Classroom-based Technology
3. Distance Learning and Distance Components for on Campus Classes
4. Administrative Efficiency
5. Professional Development
6. Communication
7. Fiscal Resources for Technology

In addition, the previous goal of updating and/or replacement of the hardware employed by the program and our current goal of replacing our analog equipment supports the following Architecture Program CLO's: **Critical Thinking, Communication and Information Literacy.**

It should be noted, that the computer hardware upgrades/replacement support faculty and students in all programs within the Department of Architecture and Environmental Design.

3. **3D Model Building Shop**

It should be noted that the model shop is close to completion at this time. Our need for a minimum of three laser cutting machines has been resolved. The three laser engravers were purchased utilizing funding from the **Perkins Committee.** We are currently awaiting delivery of one engraver and then we will move forward with installation and training. Laser cutting machines are in use in virtually all of the professional degree programs as well as many community colleges and in architecture and landscape architecture offices across the country. These machines will allow our students to build professional quality 3D models in wood and other materials safely. The laser cutters are relatively simple to use. With a minimum of hands-on training, both students and faculty will be able to safely utilize them on a day-to-day basis with a minimum of oversight.

Developing and outfitting the 3D model building shop has been an important step forward for the program, but we face a significant challenge with respect to staffing the facility. The facility opened in the Spring of 2015 and students are allowed to use the shop only when a faculty member is present. Obviously, this arrangement has limitations as there will be a significant number of hours during the week where faculty is not available. **An important goal is to hire a classified employee, someone with a familiarity in working with 3D model building tools, to staff the facility**. This individual, working with faculty in the Department of Architecture and Environmental Design, will develop training sessions, etc. for faculty and students and develop standards of safety, etc., that will be required as we incorporate new methods of model building into the curriculum. We have included the hiring of a Classified Employee in our 2016-17 Program Review document.

It should be noted, that the model building facility supports faculty and students in all programs within the Department of Architecture and Environmental Design.

Request Forms

◈ BARC & Facilities Requests

File Attachments:

1. **BARC_Template_16-17.xlsx** (See appendix)

◈ Classified Staff Requests

File Attachments:

1. **CHP_Template_16-17.xlsx** (See appendix)

◈ Faculty Position Request 1

◈ Faculty Position Request 2

◈ Faculty Position Request 3